



## National Unit specification: general information

**Unit title:** Create and Present an Image Using Beauty Techniques (SCQF level 4)

**Unit code:** FW0C 10

**Superclass:** HL

**Publication date:** September 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

### Summary

This Unit is part of the NPA Creative Beauty at SCQF level 4. It can also be taken as a free-standing Unit.

The Unit will enable candidates to plan and present an image using a range of beauty techniques and use digital imaging methods to record them.

This Unit is suitable for college students, school pupils and adult returners who have an interest in the subject area.

### Outcomes

- 1 Identify and select an image using a range of media sources.
- 2 Prepare and create selected image using a range of beauty techniques.
- 3 Present the image using a basic digital method.

### Recommended entry

While entry is at the discretion of the centre, candidates would be expected to have attained prior knowledge of beauty techniques.

### Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## **General information (cont)**

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(SCQF level 4)

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 4
- ◆ Planning and Organising at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: statement of standards**

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Identify and select an image using a range of media sources.

#### **Performance Criteria**

- (a) Explore a variety of images created through beauty techniques using media resources.
- (b) Identify a theme to create an image on face and nails.
- (c) Select the techniques and products used to produce the image.

### **Outcome 2**

Prepare and create selected image using a range of beauty techniques.

#### **Performance Criteria**

- (a) Prepare products, tools and equipment to produce the image.
- (b) Carry out appropriate preparation procedures on client.
- (c) Perform a facial and nail techniques to achieve required image.

### **Outcome 3**

Present the image using a basic digital method.

#### **Performance Criteria**

- (a) Record image using a basic digital method.
- (b) Prepare image for presentation.
- (c) Present image to a given brief.

## **National Unit specification: statement of standards (cont)**

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### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that the candidates have achieved all Outcomes and Performance Criteria.

Performance evidence as well as written and/or recorded oral evidence is required which demonstrates that the candidate has achieved all Outcomes to the standards specified in the Outcome and Performance Criteria.

This evidence should be produced under supervised, controlled conditions at appropriate points throughout the Unit either on an Outcome by Outcome basis or as integrated assessments.

The required evidence, for all Outcomes, is as follows:

#### **Outcome 1: written and/or oral evidence**

Evidence must be produced initially by candidate creating a portfolio of a variety of images using beauty techniques explored.

Then using a story board the candidate should identify the image they are to create using make-up and nail techniques, incorporating:

- ◆ Techniques used to create the make-up and nail image
- ◆ Products to be used
- ◆ Application methods
- ◆ Inspiration of image

A minimum of two images must be described, to include make-up and nails.

#### **Outcome 2: Performance evidence**

Practical evidence must be demonstrated to show that the candidate can carry out the following procedures:

- ◆ Preparation methods; self, client, products, and equipment.
- ◆ Appropriate beauty techniques to produce required image.
- ◆ Suitable product application to produce required image.

Evidence should be recorded to show the candidate has demonstrated the ability to perform a minimum of two beauty techniques to create one image, this will include a combination of techniques that relate/enhance one another namely make-up/nail image.

#### **Outcome 3: Performance evidence**

The candidate must present the image taking account of the following:

- ◆ Digital recording methods, ie camera.
- ◆ Prepare and present of digital image by way of photograph that reflects story board.

Evidence should be recorded to show the candidate has demonstrated the ability to present one image using one basic digital method.

## **National Unit specification: support notes**

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is designed for candidates who have gained skills in basic beauty techniques in nails, make up, and the use of digital media sources. The aim of the Unit is to develop the candidate's skills to create an image which reflects created look using beauty techniques and produce a portfolio/story board of evidence.

Key areas of knowledge in this Unit are:

- ◆ where to source information and ideas on beauty images
- ◆ how to create a story board/portfolio
- ◆ techniques — make-up, nails
- ◆ media elements — use different software tools, file format, storage media

### **Guidance on learning and teaching approaches for this Unit**

Discussion with both peers and teacher/lecturers will help candidates focus on the task and to develop self evaluation skills.

Candidates should identify a range of images from a variety of sources, eg cosmetic companies, media, journals/magazines, internet, etc. Candidates should then be asked to identify a range of images which reflect current trends in beauty techniques incorporating the use of make-up, nails, and digital media elements. Digital media sources can be used to support both the identification and the presentation of the chosen image.

Candidates should then produce the image they intend to create, skills they need to develop, and resources required as well as all the preparatory steps they will have to take to create the identified image in their story board/portfolio. Candidates will then seek feedback from the teacher/lecturer before finalising their plan.

Candidates will participate in a number of activities which will help them to develop their skills in planning, performing and presenting an image incorporating the use of beauty and digital media elements.

When candidates have finalised their plan they should practise the identified beauty skills to create an image. Skills should be demonstrated to the candidates before they practise them. Candidates should be encouraged in the development of new skills. These skills will include make-up application, nails. Time should be given to practise the identified skills required to produce an image on a model.

## **National Unit specification: support notes (cont.)**

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The final image should be created through research and development of practical skills. This will be used as assessment evidence for Outcome 2. The importance of working safely in the salon should be stressed.

In Outcome 3 of this Unit, the candidate will create and present the image on a client. Centres could use this performance in a variety of ways. It could be used as a showcase event to demonstrate to parents and/or guardians the skills which had been developed. Centres should however ensure that additional pressure is not placed on candidates when arranging such events.

### **Guidance on approaches to assessment for this Unit**

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Evidence should be gathered at appropriate points throughout the Unit. The evidence required should be gathered in sequence from Outcome 1 to Outcome 3.

Where possible assessment should be holistic and provide opportunities for candidates to recognise progression and achievement.

The candidate should be able to carry out the skills within the peer group. The clients may be members of their peer group.

The candidates may compile a portfolio of evidence to support their activities (holistic approach to gathering evidence).

### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists.

Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **Opportunities for developing Core Skills**

This Unit may provide the opportunities to develop Core Skills through research and practical activity. Candidates will be involved in listening, seeking advice, planning resources, producing written evidence for folio and/or written assessment incorporating ICT skills. There are good opportunities for developing *Communication*, *Working with Others*, *Information and Communication Technology* and *Problem Solving* although there is no automatic certification for Core Skills.

## **National Unit specification: support notes (cont.)**

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### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 4 embedded.	30/09/2011

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