



Higher National Unit Specification

General information

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

Unit code: HW13 34

Superclass: HL

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Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit is designed to introduce learners to basic make-up skills and develop these skills and techniques in current make-up applications. It covers the application of make-up techniques requiring learners to research current make-up looks, plan and design a range make-up. This will include day, evening, inspirational and corrective make-up techniques used to complete each make-up application.

The unit will be suitable for learners who are following career paths in beauty therapy, hairdressing and fashion and photographic artists.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Research current make-up looks, application techniques and contra-indications.
- 2 Consult with clients to prepare for identified current make-up techniques.
- 3 Perform the identified range of current make-up techniques.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit:

The unit is relevant to those who have undertaken *Facial Treatment* units including cleansing and skin analysis. This may be also be evidenced by NQ or SVQ level 2 units.

Higher National Unit Specification: General information (cont)

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Core Skills

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

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5

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

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher 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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Research current make-up looks, application techniques and contra indications.

Knowledge and/or skills

- ◆ Current make-up looks
- ◆ Products and tools required for current make-up looks
- ◆ Application techniques for day, evening and make-up from inspirational sources
- ◆ Corrective make-up techniques
- ◆ Contouring using current techniques
- ◆ Sequence of make-up application
- ◆ Application techniques of both strip and flare lashes
- ◆ Contra-indications, contra actions and special care

Outcome 2

Consult with clients and prepare for identified current make-up techniques.

Knowledge and/or skills

- ◆ Communication skills
- ◆ Consultation techniques:
 - verbal
 - visual
 - manual
- ◆ Contra-indications
- ◆ Skin analysis
- ◆ Skin types and conditions
- ◆ Skin tones
- ◆ Preparation of a suitable treatment plan for identified current make-up techniques
- ◆ Recording information

Higher National unit specification: Statement of standards (cont)

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Outcome 3

Perform the identified range of current make-up techniques.

Knowledge and/or skills

- ◆ Range and uses of make-up products
- ◆ Corrective make-up techniques
- ◆ Plan and design for a range of current make-up techniques
- ◆ Application of strip lashes and flare lashes
- ◆ Current make-up trends
- ◆ Sequence and timing of make-up application
- ◆ Contra-actions
- ◆ Aftercare advice

Evidence requirements for this unit

Outcome 1

The assessment for Outcomes 2 and 3 should be assessed holistically.

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ Research current make up looks, then produce in open-book conditions an assignment which includes:
 - current make-up looks.
 - products and tools required for current make-up looks.
 - application techniques for day, evening and inspirational make-up sources.
 - corrective make-up techniques.
 - current contouring using current techniques.
 - application techniques of both strip and flare lashes.
 - contra-indications, contra actions and special care.

The assignment should include influences from social media, magazines and current trends. The assignment should also include photographic/digital images of the make-up looks.

Outcome 2 and 3

The assessment for Outcomes 2 and 3 will be performed and observed on three separate occasions. One for each look: Day/evening and inspirational make-up.

- ◆ effectively carry out a comprehensive consultation with a range of clients.
- ◆ make accurate diagnosis of skin type, condition and tone and select skin care and cosmetic products according to diagnosis.
- ◆ prepare suitable treatment plans to meet client requirements.
- ◆ demonstrate a polite, friendly and reassuring manner when using assessment technique.

Higher National unit specification: Statement of standards (cont)

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- ◆ identify conditions, which would contra-indicate the application of make-up and provide a clear explanation of the action to be taken in each case:
 - contra-indications: severe skin conditions, eye infections
 - skin types: normal, oil, dry, combination
 - skin conditions: dehydrated, sensitive, mature
 - skin tones: light, medium, dark
- ◆ effectively use corrective make-up techniques.
- ◆ adapt, combine and apply cosmetics to the face using corrective make-up techniques.
- ◆ use strip and flare lashes to complement the make-up application.
- ◆ demonstrate suitable remedial action, should contra-actions occur during the course of make-up application.
- ◆ apply makeup within commercially accepted timescales and in correct sequence.
- ◆ advise client on aftercare including the course of action to be taken in the event of a contra-action occurring following application of make-up.
- ◆ demonstrate an understanding of current make-up trends.

Evidence for Outcomes 2 and 3 should be generated through observation of the learner carrying out the practical activity, ensuring that current corrective make-up techniques are each used on at least one client, this will be evidenced through completed assessor observation checklist and portfolio.

Learners are also required to identify sources for each of the make-up contexts and submit this evidence along with their design plans, which can be evidenced through sketches and the production of a facial analysis worksheet. Support notes identifying materials or products required should also be included, the before and after pictures of each three looks should also part of the portfolio.

The make-up application on three clients from both young and mature clients:

- ◆ day
- ◆ evening
- ◆ inspirational



Higher National Unit Support Notes

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

Unit support notes are offered as guidance and 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 has been designed to enable learners to carry out basic skills in the application of current make-up looks.

The make-up contexts should be fully explored and discussed at the outset, to ensure the learners has a clear understanding of the areas to be researched.

The use of before and after photographs, should be encouraged throughout the unit, but particularly within this context. The inspirational context should provide an opportunity for research. Learners should be encouraged to use their imagination and develop their own style of current make-up looks. Day, evening and inspirational make-up, and again learners should be encouraged to develop their own style, using new products and current techniques.

Skills such as design and planning should be encouraged to allow the learners to see the importance of planning the make-up.

Learners should be observed carrying out consultations with a variety of clients to cover skin types, conditions and tones. This should be integrated with the preparation requirements and application of make-up to allow each make-up context to be covered. It is anticipated that the learner will have to complete a minimum of three clients to cover the evidence requirements for this unit.

Learners are required to have an awareness of relevant health and safety legislation and their responsibilities under this, but are not required to have an in-depth knowledge.

Health and Safety at Work Act 1974

Control of Substances Hazardous to Health Regulations 2002 and any subsequent amendments, Electricity at Work Act 1992

Higher National Unit Support Notes (cont)

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

Guidance on approaches to delivery of this unit

This unit has been designed to allow learners to build on basic skills in the application of make-up. Skin cleansing and make-up skills are recommended entry requirements, allowing learners to concentrate on developing new skills and expanding on those already gained.

The make-up contexts should be fully explored and discussed at the outset, to ensure the learner has a clear understanding of the areas to be researched. The use of before and after photographs, should be encouraged throughout the unit, but particularly within this context.

The inspirational context should provide an opportunity for research and learners should be encouraged to use their imagination and develop their own style of make-up. In day and evening make-up, again learners should be encouraged to develop their own style, using new products and current techniques.

Skills such as design and planning should be encouraged to allow the learner to see the importance of planning the make-up.

Learners should be observed carrying out consultations with a variety of clients to cover skin types, conditions and tones. This should be integrated with the preparation requirements and application of make-up and corrective techniques to allow each make-up context to be covered. It is anticipated that the learners will have to complete a minimum of three make-up services to cover the evidence requirements for this unit.

The unit should be delivered in such a way that it enables learners to appreciate its relevance to the occupational area concerned. Wherever possible, links should be drawn with situations the learner will understand, eg Health and Safety legislation and responsibilities should be related to preparation requirements for the application of make-up, standards in line with industry codes of practice and to comply with relevant health and safety legislation. All legislation requirements must be adhered to at all times throughout the make-up service. Your personal presentation should also be of the highest possible standard, to ensure a professional image is presented to the client.

All practical elements should be carried out in a realistic working environment using clients external to the class. Learners may use class group members on which to develop their skills, before progressing to clients for assessment purposes.

Higher National Unit Support Notes (cont)

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The evidence requirements are fully expressed in the mandatory section of this unit specification.

It would be expected that learners would undertake this unit only after they have gained basic skills in cleansing and the application of current make-up looks.

Assessment will be carried out over the course of the unit, with the production of a project and portfolio providing the main source of evidence.

- ◆ Design plans
- ◆ Client consultation records
- ◆ Photographs before and after
- ◆ Assessor observation checklists

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

Further aspects of the core skill of *Problem Solving*, that is, Planning and Organising, and Reviewing and Evaluating will be naturally developed as the depilation treatment is planned and safely undertaken. In planning the treatment learners will identify and analyse a range of factors including suitable products, equipment and techniques to ensure the treatment meets the needs of each individual client. The treatment application must ensure client comfort and safety. Taking account of timing sequence and duration will require good planning and organisational skills. Compliance with health and safety legislation is integral to achievement.

Communication skills are not formally assessed however learners will be expected to present oral and written communication to an acceptable professional standard. Skills in assessing and analysing information on waxing effects and techniques should be developed to provide underpinning knowledge on professional issues and resources. Evaluation of information accessed should be encouraged in order to assure that information is accurate and current.

Oral communication skills will be developed in practical work with clients when interaction must be professional, sensitive and empathic. Communicating appropriate information to clients, explaining and reassuring during treatment sessions and giving aftercare advice and specific relevant lifestyle advice will be an essential aspect of competence. Learners should be fully aware of a range of active listening techniques in order to relate and respond to others in the most appropriate and effective way, adapting language, register and style to suit their purpose and clientele.

In addition to the specific vocational skills developed and assessed learners will have the opportunity to develop the generic skills, which will enhance their employability skills profile, eg customer care skills, communication skills, time management.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	24/11/2017

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General information for learners

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

The unit is about the application of make-up in different contexts, requiring you to carry out research and to plan for each one. You will be required to carry out consultation with a variety of clients and to prepare a comprehensive design plans, outlining client requirements and how you intend to meet them. Your assessor will observe you carrying out this activity, ensuring that you maintain professional standards when dealing with clients.

You will be observed carrying out the preparation requirements for the application of make-up, and you should ensure that this is done to the highest possible standard in line with industry codes of practice and to comply with relevant health and safety legislation. You should be aware of all relevant legislation and your responsibilities under this. All legislation requirements must be adhered to at all times throughout the make-up service. Your personal presentation should also be of the highest possible standard, to ensure a professional image is presented to the client.

You will be required to provide evidence of research and planning for each of the current make-up contexts detailed in the evidence requirements. Your research should be in the form of magazine extracts, newspaper cuttings, information from the internet, or any other reliable source. You will be required to provide an outline the sources of your research.

Before carrying out any application of make-up, you will be required to produce a plan, which should include an element of design to show that you have taken into account all the factors that will influence the current make-up. This could be in the form of sketches or diagrams to illustrate your plan. A facial analysis worksheet should be completed on each occasion to support this.

Your assessor will observe you carrying out the application of make-up, for each of the contexts and this will be recorded via checklists.

It is anticipated that the main sources of evidence for this unit will be in the form of a project and a comprehensive portfolio.

Within your portfolio you will have examples of work you have completed, eg treatment plans, record cards, before and after photographs of clients, research and worksheets, etc. You should also include the observation checklists and any supplementary written evidence.

General information for learners (cont)

Unit title: Beauty Therapy: Make-up Skills (SCQF level 7)

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5.

Key areas of knowledge are:

- ◆ current make-up looks.
- ◆ products and tools required for current make-up looks.
- ◆ application techniques for day, evening and inspirational make-up sources.
- ◆ corrective make-up techniques.
- ◆ current contouring using current techniques.
- ◆ application techniques of both strip and flare lashes.
- ◆ contra-indications, special care and contra actions
- ◆ effectively carry out a comprehensive consultation with a range of clients.
- ◆ make accurate diagnosis of skin type, condition and tone and select skin care and cosmetic products according to diagnosis.
- ◆ prepare suitable treatment plans to meet client requirements.
- ◆ demonstrate a polite, friendly and reassuring manner when using assessment technique.
- ◆ identify conditions, which would contra-indicate the application of make-up and provide a clear explanation of the action to be taken in each case:
 - contra-indications: severe skin conditions, eye infections
 - skin types: normal, oil, dry, combination
 - skin conditions: dehydrated, sensitive, mature
 - skin tones: light, medium, dark
- ◆ effectively use corrective make-up techniques.
- ◆ adapt, combine and apply cosmetics to the face using corrective make-up techniques.
- ◆ use strip and flare lashes to complement the make-up application.
- ◆ demonstrate suitable remedial action, should contra-actions occur during the course of make-up application.
- ◆ apply makeup within commercially accepted timescales and in correct sequence.
- ◆ advise client on aftercare including the course of action to be taken in the event of a contra-action occurring following application of make-up.
- ◆ demonstrate an understanding of current make-up trends.