

**Unit title:** Beauty: Creative Current Make-Up Trends (Higher)

**Unit code:** J17D 76

**Superclass:** JC

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**Source:** Scottish Qualifications Authority

**Version:** 2.0

## Unit purpose

This has been designed as a mandatory unit of the Higher Skills for Work Beauty course, and can also be taken as a free-standing unit.

This unit focuses on an awareness of the ever-changing face of make-up fashion trends and the expression of creativity.

Learners will explore and identify current make-up trends from a variety of sources. They will interpret these, then plan and prepare to create a current make-up 'look'. Learners will develop practical skills in make-up application, then create and present a 'look' which reflects a current make-up trend identified on a client.

Learners will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

This unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory award as part of a general education or to more specialised study.

## Outcomes

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

- 1 Identify and produce a style board which reflects current make-up trends.
- 2 Produce a plan and develop skills to create a make-up 'look' which reflects current make-up trends.
- 3 Create and present a make-up 'look' which reflects current make-up trends identified in the style board.
- 4 Review own performance in relation to the development of specified employability skills.

## Credit points and level

1 national unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

## Recommended entry to the unit

Entry is at the discretion of the centre.

It would be advantageous if learners have completed *Beauty: Facial Techniques* (Higher), *Beauty: Facial Treatment Packages* (Higher), or equivalent.

## 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 4

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 course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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/46233.2769.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](http://www.sqa.org.uk/assessmentarrangements).

# National unit specification: statement of standards

**Unit title:** Beauty: Creative Current Make-Up Trends (Higher)

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 produce a style board which reflects current make-up trends.

### Performance criteria

- (a) Identify current make-up fashion trends from a variety of sources.
- (b) Identify items which reflect current make-up trends.
- (c) Identify a range of textures and colours which reflect current make-up trends.
- (d) Produce a style board which effectively combines make-up trend, texture and colour.

## Outcome 2

Produce a plan and develop skills to create a make-up 'look' which reflects current make-up trends.

### Performance criteria

- (a) Design an image which reflects current make-up trend identified.
- (b) Identify resources and products required to create the 'look'.
- (c) Practise and develop skills in make-up application.
- (d) Produce a plan which demonstrates how the 'look' will be achieved.

## Outcome 3

Create and present a make-up 'look' which reflects current make-up trends identified in the style board.

### Performance criteria

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Create and present a completed 'look' which reflects creativity in the interpretation of current make-up trends identified in the style board.
- (d) Comply with relevant current health and safety legislation.

## **Outcome 4**

Review own performance in relation to the development of specified employability skills.

### **Performance criteria**

- (a) Identify strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

### **Evidence requirements for this unit**

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Performance and product evidence which covers all the outcomes and performance criteria is required for this unit.

The term *client* is used in this unit to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, learners' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this unit must be carried out either in a realistic manner in a real or simulated salon environment, which involves working with clients, working with others in a team and will develop good working practice.

#### **Outcome 1 — style board — product evidence**

Learners will be required to produce, in open-book conditions, a style board which reflects current make-up trends, effectively combining texture and colour.

An assessor checklist must be used to support product evidence.

#### **Outcome 2 — plan**

Learners will be required to produce, in open-book conditions, a plan which describes a current fashion make-up 'look' and defines the resources required and the skills to be developed to create and present the current make-up 'look'. During this process learners will seek feedback from the teacher/lecturer before finalising their plan taking account of the feedback received.

The plan will be in a format appropriate to the needs of the learner.

An assessor checklist must be used to support product evidence.

### **Outcome 3 — performance evidence**

Learners will be required to demonstrate by practical activity on one occasion that they are able to:

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Create and present a completed 'look' which reflects creativity in the interpretation of current make-up trends identified in the style board.
- (d) Comply with relevant health and safety requirements.

The evidence for this outcome must be generated within a maximum of 40 minutes. Photographic evidence of the completed make-up fashion 'look' must be retained.

An assessor observation checklist must be used to provide evidence of performance.

### **Outcome 4 — learner review sheets**

Evidence requirements for outcome 4 should take the form of **one** completed learner review sheet which will give learners an opportunity to record the development of their employability skills. This review should be carried out towards the end of learner's programme of activities for this unit.

Learners will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is the highest priority for improvement, where they have improved most and where they need further development. If they have completed other units in the Higher Skills for Work Beauty course, they will have the opportunity to look at previous reviews and how they have improved.

The ASP provided for this unit illustrates the standard that should be applied. It includes a style board brief for outcome 1, a plan brief for outcome 2, assessor checklists and client record card for outcomes 1, 2 and 3 and learner review sheets for outcome 4. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

# Development of Skills for Learning, Skills for Life and Skills for Work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others

## **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in Skills for Learning, Skills for Life and Skills for Work is given in the 'National unit support notes' section.

# National unit support notes

**Unit title:** Beauty: Creative Current Make-Up Trends (Higher)

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 focuses on encouraging an awareness of the ever changing face of make-up trends and the expression of creativity. Learners will explore and identify current make-up trends from a variety of sources. They will interpret current make-up looks and plan and prepare to create a current make-up look. Learners will develop practical skills in make-up application, then perform a make-up which reflects a current make-up trend identified on a client.

Learners will take responsibility for their own performance, express their creativity, consolidate skills and gain an understanding of how current make-up trends constantly change and are influenced by fashion. Learners will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

This unit focuses on encouraging an awareness of current make-up fashion trends. Learners will have an opportunity to develop new skills as well as use existing skills to create and present a 'look' which reflects current fashion make-up on a client.

It is essential that relevant aspects of current health and safety legislation be adhered to as part of the work of this unit.

In addition to the vocational content, learners should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, communication skills, teamwork, respect and consideration for others, time management and an understanding of current relevant health and safety legislation.

During this unit, in addition to the specific vocational skills developed and assessed, learners will have the opportunity to develop the following employability skills:

- ◆ a positive attitude and willingness to learn\*
- ◆ good timekeeping
- ◆ appropriate appearance\*
- ◆ customer care skills
- ◆ communication skills\*
- ◆ teamwork
- ◆ respect and consideration for others
- ◆ time management
- ◆ implementation and knowledge of health, safety and hygiene procedures\*
- ◆ awareness of salon procedures
- ◆ confidence to seek feedback\*
- ◆ review and self-evaluation skills\*

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this unit. There are opportunities in the unit to develop the remaining skills.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice. This unit is not suitable for delivery in a conventional classroom setting.

## **Guidance on approaches to delivery of this unit**

It is important to ensure that learners are provided with guidance on what is expected of them when they are undertaking this unit.

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

Learners should identify current make-up fashion trends from a variety of sources, eg cosmetic companies, media. Learners should then be asked to identify a range of items which reflect current make-up fashion trends incorporating texture and colour. This could be demonstrated by the use of pictures, accessories, colour, etc. Discussion groups with peers; teacher/lecturer will give learners an opportunity to express their ideas to others.

Learners should then produce a style board which reflects current make-up fashion trends, effectively combining texture and colour. This will be used as the assessment evidence for outcome 1.

Learners should then produce a plan which details the image they intend to create, skills they need to develop, resources required as well as all the preparatory steps they will have to take to create the identified current make-up fashion 'look' identified in their style board. Learners will then seek feedback from the teacher/lecturer before finalising their plan.

When learners have finalised their plan they should practise the identified make-up skills to create the 'look'. Skills should be demonstrated to the learners before they practise them. Learners should be encouraged in the development of new skills. These skills should include make-up selection and application, and could include eyebrow shaping, false lash application — individual and strip.

Time should be given to practise the identified skills required to produce the 'look' on a client.

The finalised plan should include details of the 'look' to be created and all the skills and resources required. The plan will be in a format appropriate to the needs of the learner. 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 learner will create and present a current fashion make-up look 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 learners when arranging such events.

Photographic evidence of the fashion make-up 'look' produced could be added to learners' style boards to demonstrate the end result achieved.



A further advantage of the completed style board is that it would provide learners with a visual means of demonstrating their awareness of current make-up trends when applying for further training/employment in the beauty industry.

Achievement of this unit will be dependent on learners being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice.

## **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.

Evidence should be gathered at appropriate points throughout the unit. The evidence required should be gathered in sequence from outcome 1 to outcome 4.

In outcome 3 learners should be assessed on their practical ability on one occasion to:

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Present a completed 'look' which reflects current make-up fashion trends identified.
- (d) Comply with relevant health and safety requirements.

The evidence for this outcome must be generated within a maximum of 40 minutes. Photographic evidence of the completed make-up fashion 'look' must be retained.

If learners do not complete the 'look' in the allocated time, they should be re-assessed on this outcome.

In outcome 4 learners should review their own performance and get feedback from their teacher/lecturer to record the development of their employability skills.

When delivering this unit as part of the Higher Skills for Work Beauty course, performance evidence for outcome 4 of this unit will give learners greater opportunity to demonstrate the development of their employability skills profile across the duration of the course.

The ASP provided for this unit illustrates the standard that should be applied. It includes a style board brief for outcome 1, a plan brief for outcome 2, assessor checklists and client record card for outcomes 1, 2 and 3 and learner review sheets for outcome 4. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

## **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](http://www.sqa.org.uk/e-assessment).

## **Opportunities for developing Core Skills**

In this unit, learners will be planning how to create a 'look' and reviewing their progress. Learners will be encouraged to take responsibility for their own performance and this will give the opportunity to develop aspects of the Core Skill of Problem Solving.

Learners may use the Internet while collecting and organising information in relation to current make-up trends giving the opportunity to develop aspects of the Core Skill of Information and Communication Technology.

Learners will also be encouraged to take responsibility for improving their own performance through self-evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in Communication and Problem Solving.

The opportunity could be taken during this unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

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 4.

## General information for learners

### Unit title: Beauty: Creative Current Make-Up Trends (Higher)

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.

This unit focuses on the ever changing face of make-up fashion trends and how you express these in a beauty salon environment. You will learn how to:

- ◆ Produce a style board which shows current make-up trends.
- ◆ Create and present a make-up 'look' which reflects current make-up trends.
- ◆ Review your own performance in order to develop your employability skills.

You do not need to have any previous qualifications or experience, but it would help if you have already finished, or are in the process of finishing, the following units:

- ◆ *Beauty: Facial Techniques* (Higher)
- ◆ *Beauty: Facial Treatment Packages* (Higher)

After you finish this unit, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

# Administrative information

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**Published:** August 2018 (version 2.0)

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## History of changes to national unit specification

Version	Description of change	Date
2.0	Unit moved to a new template and re-coded to align with corresponding course 2 code. No change to unit content.  Core Skill component Critical Thinking at SCQF level 4 embedded.	August 2018

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**Note:** You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the unit specification.

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