

Component Specification

Fashion and Media Make-Up

NFQ Level 5

5N4627

1. Component Details

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|---------------------------|--|
| Title | Fashion and Media Make-Up |
| Teideal as Gaeilge | Smíeadh Faisin agus na Meán |
| Award Class | Minor |
| Code | 5N4627 |
| Level | 5 |
| Credit Value | 30 |
| Purpose | The purpose of this award is to equip the learner with the knowledge skill and competence in the theoretical aspects and skills of fashion and media make-up to enable the learner to work in a range of fashion and or media contexts. |
| Learning Outcomes | <p>Learners will be able to:</p> <ol style="list-style-type: none">1 Explore a range of basic make-up products, professional make-up tools and the correct cleaning and sanitising methods2 Select the correct make-up products for all skin types, colours, tones, conditions taking into account the medium in which the finished result will be viewed3 Recognise the various face shapes, features and skin imperfections in order to apply the appropriate corrective make-up4 Explain the importance of restoring the Artiste's skin back to normal |

- 5 Summarise the principles of colour theory in both pigments and in lighting
- 6 Outline the importance of liaising with other departments and of working within team environments
- 7 Explain the importance of make-up looking seamless from one scene to the next with regard to the continuity, of working within acceptable industry time constraints and of maintaining the make-up throughout the shooting day
- 8 Explore the various make-up styles throughout history
- 9 Discuss a range of relevant documentation relating to film and television to include script break downs, continuity break downs, schedules and call sheets
- 10 Examine the team and or department structures and employment opportunities within the make-up artistry
- 11 Explore the importance of set ethics in the film and television industry and its implications for the make-up professional
- 12 Discuss the importance of adequate lighting, ventilation, seating, safety and hygiene in the make-up room or working environment and the need for personal presentation, hygiene and professional conduct, to maintain high standards within the workplace
- 13 Apply a broad range of make-up products, styles and trends to a variety of skin types, skin colours, skin tones and skin conditions
- 14 Demonstrate the application and removal of both strip and individual false eyelashes
- 15 Apply a range of make up to include natural corrective make-up, make-up styles suitable for black and white photography, catwalk shows, fashion shoots, film and television and temporary make-up tattoos using the appropriate products and removers suitable to male, female and child actors and or models
- 16 Implement the correct safety precautions when working with solvents and chemicals around the eyes
- 17 Recognise any contraindications to a make-up session

- 18 Use a selection of male grooming tools
- 19 Exhibit a variety of high fashion looks by means of a design plan
- 20 Restore the Artiste`s skin back to its normal state
- 21 Analyse a script to establish the make- up continuity, time lines, budget break downs and character break downs
- 22 Keep continuity notes and photos
- 23 Perform all tasks safely when in potentially hazardous locations and or conditions
- 24 Recognise the importance of following manufacturer`s instructions for the safe use of equipment, materials and products
- 25 Maintain all products and kits hygienically and keep chemicals in the appropriate environment.

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

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|----------------------|-----|
| Skills Demonstration | 50% |
| Project | 30% |
| Examination - Theory | 20% |

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Project

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

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|--|---|------|-----------|-------|-----------|-------------|------------|
| Recognition of Prior Learning (RPL) | Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details. | | | | | | |
| Grading | <table border="0"> <tr> <td>Pass</td> <td>50% - 64%</td> </tr> <tr> <td>Merit</td> <td>65% - 79%</td> </tr> <tr> <td>Distinction</td> <td>80% - 100%</td> </tr> </table> | Pass | 50% - 64% | Merit | 65% - 79% | Distinction | 80% - 100% |
| Pass | 50% - 64% | | | | | | |
| Merit | 65% - 79% | | | | | | |
| Distinction | 80% - 100% | | | | | | |
| Specific Validation Requirements | The provider must have all of the following in place to offer this award :A well ventilated room, preferably with windows, for classes which involve the use of chemicals, solvents and the making of specialised pieces Provide the use of malleable chin blocks/head blocks, a hackle, hair mats, professional postiche tong heater and tongs for the dressing of facial postiche. A variety of suitable hair will also be required for the making of facial postiche. Provide the use of lighted mirrors during practical make-up applications to allow students to learn in the correct professional working environment. This will ensure they have a tool to assist them to analyse and evaluate their work, to recognise, identify and correct any problems during the make-up session or to the finished creation | | | | | | |
| Supporting Documentation | None | | | | | | |
| Access | To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience. | | | | | | |
| Transfer | Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement. | | | | | | |

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes**

i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|--------------------|--------------------------------|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|-----------|----------------------------|------------------------------------|---|--|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and <60 |
| 4 | 90 | 10 | 5,15,20 | >5 and <90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to

use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

| Strand | Sub-strand | Nature of learning |
|------------------|-------------------|---|
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas. |
| Know How & Skill | Range | Demonstrate a broad range of specialised skills and tools |
| | Selectivity | Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |
| Competence | Context | Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts |
| | Role | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups |
| | Learning to Learn | Learn to take responsibility for own learning within a managed environment |
| | Insight | Assume full responsibility for consistency of self- understanding and behaviour |

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI