Component Specification NFQ Level 5

Period and Theatrical Make-Up 5N4632

1. Component Details

Title	Period and Theatrical Make-Up
Teideal as Gaeilge	Smideadh Amharclannach agus Seanré
Award Type	Minor
Code	5N4632
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to design and apply period, character and theatrical styles of make-up suitable for film, television and theatre.
Learning Outcomes	Learners will be able to:

1. Explore a range of historical information relevant to the make-up artist to include, basic social background, make-up styles, products used as make-up, facial hair styles, hair styles, period costume, cultural or tribal make-up and tattoo designs from various parts of the world

2. Explore the distinctive or typical features of a range of characters

3. Summarise the various team and or department structures within the theatre industry

4. Design accurate and modified period looks, for male actors or models to include facial hair suitable for film, televsion and theatre

5   Design accurate and modified period looks for female and child actors or models suitable for film, television and theatre

6   Examine the factors that would influence the finished look to include script requirements, directors` preferences, lighting conditions, time constraints, budget constraints and the medium in which the make-up will be viewed

7   Apply a range of period make-up both historically accurate and modified suitable for film, television and theatre, to include the following eras;, ancient civilizations, middle ages, medieval, 16th, 17th, 18th, 19th and 20th centuries to include; the 1920s, 30s, 40s, 50s, 60s, 70s and 1980s

8   Apply period make-ups to represent various social classes from different eras to include royalty, nobility, middle class, working class, lower class and peasants suitable for film, television and theatre; identifying the products used to achieve the different looks

9   Work as part of a team within a make-up department and other relevant departments within a film, television and or theatrical context

10   Maintain up to date and accurate continuity notes and photos

11   Analyse the elements of appearance that suggest character

12   Design a range of characters based on script requirements, directors` preferences, budget constraints, time constraints and the medium in which the make-up will be viewed

13   Apply a range of character make-ups including "breaking down" make-ups, incorporating various skills and techniques, which would be suitable for film, television and theatre

14   Implement good practice when working with solvents and chemicals on or near the skin and eyes during the application of special make-up appliances and facial hairpieces

15   Identify the various styles of make-up used in theatre

16   Examine the various types of lighting used in theatre and its effects on make-up

| 17 | Give an actor a step by step make-up lesson in the required |

'Look' for a particular role or character

18	Design a variety of theatrical make-up looks
19	Apply a variety of theatrical make-up looks and aging make-up suitable for film, television and theatre
20	Work within acceptable industry time constraints
21	Demonstrate the correct removal methods of all make-up products to restore the actors skin back to normal

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes.** Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Portfolio / Collection of Work   60%

Skills Demonstration   40%

Description

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

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.

Recognition of Prior Learning (RPL) To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance,** the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning**

Grading	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: Provide a room to work in that has access to running water which is necessary for hygiene and for some make-up applications and removal. Provide the use of lighted mirrors during practical Make up application classes 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 recognize, identify and correct any problems during the make-up session or to the finished creation. Using this equipment also allows the learner to see their work as would be viewed on camera.

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.
		Some underpinning theory

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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