

## Component Specification

### Cosmetic Studies

#### NFQ Level 5

#### 5N5307

#### 1. Component Details

<b>Title</b>	Cosmetic Studies
<b>Teideal as Gaeilge</b>	Staidéar Cosmaidí
<b>Award Class</b>	Minor
<b>Code</b>	5N5307
<b>Level</b>	5
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to carry out skincare, manicure and pedicure treatments and to apply basic beauty make up.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1 Outline the reasons and appropriate methods of skin and nail analysis recognising the importance of client care and confidentiality</li> <li>2 Identify the various skin types, skin conditions and characteristics</li> <li>3 Recognise and describe common skin, eye and nail diseases and disorders to include discussion of those caused by bacteria's, viruses, fungi and parasitic infestations</li> <li>4 Examine a range of skin care products, their main ingredients and their uses, benefits and effects on the skin</li> </ol>

- 5 Identify a range of nail care products and equipment, their main ingredients, uses and their effects on the nails to include warm oil and paraffin wax
- 6 Identify the position and action and function of the bones and muscles of the face, head, neck, shoulders, arms, hands, lower legs and feet
- 7 Identify the location and function of the main lymph nodes of the face, head and neck
- 8 Identify the location and function of the main veins and arteries serving the face, head, neck, hands, feet and nail
- 9 Describe the functions of the lymphatic system, the circulatory system and the composition and function of blood and lymph
- 10 Identify the location and function of the main nerves of the face, head and neck
- 11 Describe the structure and function of the skin, hair and nail and examine the factors which may affect them
- 12 Discuss basic first aid procedures
- 13 Examine the different methods of sterilisation and sanitisation and the best methods of cleaning and sanitising make-up brushes and sterilising nail care equipment
- 14 Discuss the specific precautions to be taken in a salon environment to prevent cross infection and contamination and the best methods of sterilisation to kill H.I.V. and Hepatitis
- 15 Examine the importance of decanting products and using disposable tools and equipment when clearly necessary to prevent cross infection in the salon
- 16 Examine the importance of patch testing for eyelash adhesive, adhesive removers and eyelash tinting products
- 17 Describe the benefits and effects of tinting the eyelashes and eyebrows and the procedure for re-shaping the brows
- 18 Describe the effect of lighting on make up
- 19 Identify the main make-up products, their ingredients and their uses

- 20 Identify the benefits and effects of the five classical massage movements in facial, manicure and pedicure treatments
- 21 Carry out a skin and nail analysis, devising suitable treatments
- 22 Identify and recognise the contra indications to facial treatments, manicures, pedicures and make up application
- 23 Carry out a range of treatments to include: cleansing, exfoliation, massage, mask application, toning and moisturising the skin within acceptable industry time limits
- 24 Demonstrate the correct technique to perform eyebrow shaping, eyelash and eyebrow tinting
- 25 Carry out a detailed make-up consultation taking into account the clients' skin colour, skin tone, skin type, age, facial features, proportions, pigmentation, skin imperfections, client preferences and the occasion for which the make-up will be required
- 26 Demonstrate the correct application and removal methods for both strip and individual false eyelashes
- 27 Demonstrate the application of a day make-up, an evening make-up and a variety of occasional make-up looks incorporating corrective techniques where necessary
- 28 Carry out manicure and pedicure treatment to include massage within acceptable industry time limits
- 29 Communicate and behave in a professional manner towards all clients, colleagues and suppliers
- 30 Implement good practice with regard to health and safety procedures with all products and equipment, adhering to manufactures' instructions for their use
- 31 Complete all treatments within acceptable industry time limits
- 32 Provide appropriate after care and or home care advice to clients
- 33 Outline Employers and Employees responsibilities under the relevant health and safety acts
- 34 Record all treatments on the appropriate client record card effecting on the treatment results.

## 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](http://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](http://www.qqi.ie).

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

Examination - Practical	60%
Examination - Theory	40%

### Description

## **Examination - Practical**

*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 practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.*

## **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.*

### **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](http://www.fetac.ie) for further information and registration details.

### **Grading**

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

### **Specific Validation Requirements**

There are no specific validation requirements

### **Supporting Documentation**

1. The provider should be familiar with the following guidelines:  
Current Safety and Health at Work Regulations  
[http://www.hsa.ie/eng/Legislation/Acts/Safety\\_Health\\_and\\_Welfare\\_at\\_Work/](http://www.hsa.ie/eng/Legislation/Acts/Safety_Health_and_Welfare_at_Work/)
2. Beauty and Holistic therapy Management of training centres.  
[http://www.standards.ie/cgi-bin/main\\_frames?DATA=4DDA656F](http://www.standards.ie/cgi-bin/main_frames?DATA=4DDA656F)

### **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](http://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*