

## Component Specification

### Make-up Artistry Skin and Nail Techniques

NFQ Level 5

5N5480

#### 1. Component Details

<b>Title</b>	Make-up Artistry Skin and Nail Techniques
<b>Teideal as Gaeilge</b>	Teicnící Ealaíonta Smididh le haghaidh Craicinn agus Ingne
<b>Award Class</b>	Minor
<b>Code</b>	5N5480
<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 skin care and nail treatments pertaining to the make-up artistry industry.
<b>Learning Outcomes</b>	Learners will be able to:  <ol style="list-style-type: none"><li>1 Outline the reasons for skin analysis and consultation with regard to make-up application, removal and product choice for an actor, model or client's skin</li><li>2 Discuss the importance of monitoring an artiste's skin condition throughout the shoot when prosthetics, effects or facial postiche are being used</li><li>3 Discuss the importance of client or artiste confidentiality to include treatment of sensitive information regarding actors or models and the media</li><li>4 Identify the various skin types, conditions and characteristics</li></ol>

- 5 Recognise common skin diseases and disorders and the main infestations, viral, bacterial and fungal infections
- 6 Identify the contra-indications to all skin, eye and nail treatments
- 7 Identify the various reasons for referring an actor, model or client to a beauty therapist or dermatologist
- 8 Identify the main ingredients used in skin care, make-up products, special effects products and their removers to include the most common skin allergens and their effects
- 9 Outline the importance of adhering to manufacturers' instructions for the use of all solvents and professional products and equipment
- 10 Identify the factors contributing to the various types of skin damage to include chemically sensitised skin, premature aging, pigmentation disorders and skin cancers and how these may affect product choice
- 11 Describe muscle tone and its effect on the contours of the face with regards to corrective make-up techniques
- 12 Describe the structure and function of the skin
- 13 List the names and position of the bones and muscles of the face and head
- 14 Discuss how bone structure determines the shape and facial proportions of the face
- 15 Outline the reasons and benefits of eyebrow, eyelash, beard, sideburn tinting and bleaching treatments for both male and female artistes working on a film, TV or fashion shoot
- 16 Identify the factors determining the shape and colour tint choice of the eyebrows to include, suitability, face shape, hair colour, gender, age, fashion trends, period characters, characters and continuity for film and TV productions
- 17 Outline the importance of patch testing tint, bleaching and special effects removal products before use

- 18 Explain the different methods of sterilisation and sanitisation to include the best methods for cleaning, sanitising and storing make-up brushes
- 19 Carry out a basic skin analysis in order to choose the correct skin care products to include barrier creams where required
- 20 Choose the appropriate professional removal products based on a skin analysis and the type of make-up being removed to include; removal of basic make-up, theatrical make-up, special effects, prosthetic make-up and postiche
- 21 Carry out a complete cleanse, tone and moisturising treatment on the skin using the correct products and methods to include the use of special removal discs for males and the use of hot towels
- 22 Carry out eyebrow and eyelash tinting, eyebrow trimming and shaping procedures, sideburn and beard tinting, eyebrow and facial hair bleaching with regard to character and script requirements, continuity for colour match to wig or dyed/bleached hair, fashion look or private client preference
- 23 Choose the appropriate nail shape and choice of colours as per script and character requirements and continuity, fashion look or private client preference
- 24 Demonstrate the correct nail filing techniques and the proper use of a base coat, nail enamel and a topcoat
- 25 Communicate and behave in a professional manner to all clients, models, actors, crew members and the media and industry suppliers
- 26 Implement good practice with regard to health and safety procedures with all products, chemicals and equipment and adhere to manufacturers instructions for their use
- 27 Comply with health and safety guide lines to include COSHH (Control of Substances Hazardous to Health)
- 28 Give the appropriate after-care advice to the client or artiste and when necessary, prepare a home-use kit for actors to treat skin after removal of heavy or effects make-up
- 29 Complete all treatments within acceptable industry time limits

- 30 Record all procedures, products used, treatments and referrals on a client record card or the appropriate continuity sheet
- 31 Perform all treatments in line with industry practice sitting in an upright position on a suitable make-up chair in front of a lighted mirror.

## **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

The provider must have all of the following in place to offer this award:

Lighted mirrors to enable learners to demonstrate skills in a professional make-up artistry environment

## Supporting Documentation

1. Current Safety and Health at Work legislation

## 2. Current Control of Substances Hazardous to Health Regulations

### 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*