



CCEA Level 1 and 2 Qualifications in Occupational Studies

For first teaching from September 2013

For first assessment from Summer 2014
For first award in Summer 2014

occupational studies

design and creativity

Foreword

This publication contains the specification for CCEA's Level 1 and Level 2 qualifications in Occupational Studies for first teaching from September 2013. We have designed these qualifications to meet the requirements of the following:

- the National Qualifications Framework (NQF) at Level 1 and Level 2; and
- Common Criteria for all Qualifications.

The following grades are available:

NQF	Occupational Studies Grades
Level 2	Distinction* Distinction Merit Pass
Level 1	Distinction Merit Pass
	Unclassified

For more information on the NQF, see www.ofqual.gov.uk

The specification for Occupational Studies consists of six occupational areas and their associated units:

- Business and Services;
- Construction;
- Design and Creativity;
- Engineering and Engineering Services;
- Environment and Society; and
- Technology and Innovation.

To achieve a qualification, learners must take two units from an occupational area. It is possible to obtain up to six Occupational Studies qualifications, one in each area. Each qualification enables learners to demonstrate their knowledge, understanding and skills within a context related to employability.

Each of the qualifications consists of 140 guided learning hours.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The specification on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Level 1/2 (Business and Services)	QAN 600/8774/2
Level 1/2 (Construction)	600/8652/X
Level 1/2 (Design and Creativity)	600/8186/7
Level 1/2 (Engineering and Engineering Services)	600/8655/5
Level 1/2 (Environment and Society)	600/8653/1
Level 1/2 (Technology and Innovation)	600/8775/4
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A Introduction

This specification sets out the content and assessment details for our Level 1 and Level 2 qualifications in Occupational Studies. First teaching begins from September 2013, and we will make the first awards for this specification in summer 2014. You can view and download the latest version of the specification on our website at www.ccea.org.uk

We have designed this specification to be accessible to a wide range of learners of all abilities. It is also intended to provide coherent, flexible programmes rooted in practical and occupational contexts. Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing the potential for learning in important 'out-of-school' contexts.

Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available, as well as the career planning decisions of their learners.

It is neither expected nor intended that pupils should become competent or trained in the occupational area they are studying. Competence-based training programmes are available post-16 and can offer suitable progression opportunities.

A.1 Aims and learning outcomes

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

A.2 Key features

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

We have devised this specification in consultation with Sector Skills Councils, teachers in schools, teachers/lecturers in further and higher education colleges, and employers.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

A.3 Prior attainment and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.

A.4 Permitted unit combinations and entries

Within Occupational Studies there are six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units (see Section 2 for details). To achieve a qualification, learners must complete two units from the same occupational area. The qualification will include the title from the relevant area, for example: Occupational Studies: Technology and Innovation Level 2 Pass.

Some units, shown in the table in Section 2 in bold type, are available within more than one occupational area. This flexibility is to allow learners greater choice.

However, learners cannot submit any unit towards a qualification more than once. They may not resit a unit unless they were recorded as absent the first time the unit was taken.

Learners may not enter for the same qualification more than once. Those who achieved a qualification based on a previous version of the Occupational Studies specification cannot take another qualification in the same occupational area.

Foreword

B Specification at a Glance

The table below summarises the structure of each of the six Occupational Studies qualifications.

Occupational Area	Assessment	Weighting	Availability
Business and Services (15 units available)	Internal assessment.	50% for each unit	Every January (beginning in 2015) Every Summer (beginning in 2014)
Construction (8 units available)	Learners complete two units from their chosen occupational area.		
Design and Creativity (12 units available)	They carry out tasks to gather the required assessment evidence in a portfolio for each unit.		
Engineering and Engineering Services (11 units available)	Tasks include answering questions, carrying out practical activities and evaluating their own performance.		
Environment and Society (9 units available)	The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation.		
Technology and Innovation (9 units available)			

Please check online for the most up-to-date list and versions of units. Units in bold type are available in two different occupational areas.

Business and Services	Construction	Design and Creativity	Engineering and Engineering Services	Environment and Society	Technology and Innovation
Childcare: the Play Environment Communication in an Office or Business Environment Contemporary Cuisine Creative Styling Using Blow-Drying Techniques Customer Service Facial Skincare Logistics and Transport Manicure and Nail Art Modern Office Procedures Modern Retailing Patisserie and Baking Shampooing and Conditioning Treatments The Physical Care of Babies Using Office Technology Vehicle Servicing and Valeting Operations	Bench Joinery Brick and Block Work Carpentry and Joinery Hard Landscaping Painting and Decorating Plastering Plumbing Tiling	Contemporary Cuisine Creative Hair Styling on Long Hair Creative Hair Styling Setting Techniques Creative Styling Using Blow-Drying Techniques Enterprise Crafts Graphic Design Interior Design Patisserie and Baking Specialised Crafts Textile and Fashion Design Total Beauty Website Development	Basic Fast-Fit Operations Basic Vehicle Body Components and Fitting Computer Aided Design Electronic Circuit Construction Electrical Wiring Installation Maintenance of Land-Based Machinery Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal	Animal Care Horticulture: Caring for Plants and Flowers Horticulture: Growing Plants in a Sustainable Way Reminiscence with Individuals in a Care Environment Running a Leisure Event Sports Leadership Tour Guiding Working in a Care Environment Working in Tourism	Bench Joinery Carpentry and Joinery Computer Aided Design Digital Imaging Digital Music Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal Sound Production TV and Film Production
15 units	8 units	12 units	11 units	9 units	9 units

C Scheme of Assessment

C.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer. See Section 2 for more details.

C.2 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content you will find separate assessment criteria for each assessment objective in individual units. We have provided descriptors relating to the various levels of achievement for each of the assessment criteria.

C.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each unit.

Assessment Objective	Weighting in Each Unit
AO1	20%
AO2	60%
AO3	20%

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

The table below sets out the assessment objective weighting for the overall qualification:

Assessment Objective	Unit Weighting		Overall Qualification Weighting
	First Unit	Second Unit	
AO1	10%	10%	20%
AO2	30%	30%	60%
AO3	10%	10%	20%
Total	50%	50%	100%

C.4 Reporting and grading

Unit results

Learner performance in a unit is reported as a mark out of 100.

Overall qualification results

We award Occupational Studies qualifications at either Level 1 or Level 2 on the National Qualifications Framework. Where performance is below the requirements for Level 1, we report the results as unclassified (U).

To achieve a full qualification, learners must complete two units. We will award a final grade based on the combined scores of the two units as follows:

Level 2	Level 1
Distinction* = 180–200 marks	Distinction = 100–119 marks
Distinction = 160–179 marks	Merit = 80–99 marks
Merit = 140–159 marks	Pass = 40–79 marks
Pass = 120–139 marks	
Unclassified = 0–39 marks	

D Performance Descriptors

Within each unit, there are detailed performance descriptors relating to the specific skills and knowledge required (see unit content). Teachers/Lecturers should use these when allocating marks. They should also refer to the following table, which helps to define the performance descriptors.

Examples of learner evidence will be available at agreement trials and on the CCEA microsite for Occupational Studies at www.ccea.org.uk

Performance Descriptor	Explanation
Excellent	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none">• recall, select and communicate detailed knowledge and thorough understanding of the relevant skills and materials;• demonstrate comprehensive understanding of relevant health and safety and environmental issues;• demonstrate in-depth knowledge of related career opportunities;• demonstrate highly developed skills confidently when planning and identifying all appropriate tools, equipment and materials for a task;• carry out tasks consistently with a high degree of precision and sustained application of the required health and safety legislation and practices;• work with a high level of independence to produce a final outcome which is of a professional standard;• present thorough analysis and evaluation of their own performance in practical tasks, making fully developed and reasoned judgements; and• present highly appropriate and self-reflective statements about the learning process in the unit.
Very good	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none">• recall, select and communicate accurate knowledge and detailed understanding of the relevant skills and materials;• demonstrate detailed understanding of relevant health and safety and environmental issues;• demonstrate well developed knowledge of related career opportunities;• demonstrate effective skills when planning and identifying all appropriate tools, equipment and materials for a task;• carry out tasks accurately with a significant degree of precision and suitable application of the required health and safety legislation and practices;• work, often independently, to produce a final outcome which is of a high standard;• present a well-developed analysis and evaluation of their own performance in practical tasks, making sound judgements; and• present detailed, self-reflective statements about the learning process in the unit.

Performance Descriptor	Explanation
Good	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate clear knowledge and understanding of the relevant skills and materials; • demonstrate consistent and clear understanding of relevant health and safety and environmental issues; • demonstrate significant knowledge of related career opportunities; • demonstrate a range of appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks effectively, with some precision and suitable application of the required health and safety legislation and practices; • work, sometimes independently, to produce a final outcome which is of a suitable standard; • present clear and effective analysis and evaluation of their own performance in practical tasks, making realistic judgements; and • present straightforward, self-reflective statements about the learning process in the unit.
Satisfactory	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate some appropriate knowledge and understanding of the relevant skills and materials; • demonstrate satisfactory understanding of relevant health and safety and environmental issues; • demonstrate relevant knowledge of related career opportunities; • demonstrate some appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks appropriately, with acceptable application of the required health and safety legislation and practices; • work, often with support, to produce a final outcome which is of an acceptable standard; • present some relevant analysis and evaluation of their own performance in practical tasks, making some appropriate judgements; and • present some appropriate self-reflective statements about the learning process in the unit.
Basic	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate limited knowledge and understanding of minimal skills and materials; • demonstrate limited understanding of relevant health and safety and environmental issues; • demonstrate minimal knowledge of related career opportunities; • demonstrate limited skills to plan and identify all appropriate tools, equipment and materials for a task; • carry out tasks with a limited degree of accuracy and do not always apply the required health and safety legislation and practices;; • work, mostly with support, to produce a final outcome which is either incomplete or of a limited standard; • present minimal analysis and evaluation of their own performance in practical tasks; and • present limited self-reflective statements about the learning process in the unit.
<p>• Award [0] for work unworthy of credit.</p>	

E Guidance on Assessment

E.1 The portfolio of evidence

Teachers/Lecturers should plan practical occupational tasks to collect evidence of learning for each unit. These tasks must give learners opportunities to demonstrate the knowledge, understanding and skills described in the unit content (see Section 7). For each unit, learners must present their evidence for assessment in a portfolio.

The portfolio of evidence for each unit **must** contain the following:

- **Evidence of knowledge and understanding (AO1)**
This may take the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It must cover the range of knowledge and understanding set out in the unit content.
- **Evidence of application of knowledge, understanding and skills (AO2)**
Teachers/Lecturers must assess all activities to occupational standards by observing learners' performance in practical tasks.
- **Evidence of analysis and evaluation of their work (AO3)**
Learners should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements. They should also present an end-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- **A diary of activities undertaken**
The diary must be signed and dated during each lesson by the learner and teacher/lecturer and record all activities the learner has carried out as part of the unit.
- **A record of all the assessment evidence**
The record indicates where each piece of assessment evidence can be found.

Evidence in learners' portfolios may be written, photographic or video recorded. Where the evidence includes photographs or videos, centres should obtain permission from parents/guardians first.

Centres should label the evidence and store it securely so that they can make it available for moderators to review later.

We will provide centres with candidate record sheets, which teachers/lecturers must use to record learners' overall marks for each unit.

See unit content for specific assessment guidance for each unit.

E.2 Stretch and challenge

Teachers/Lecturers should identify opportunities for stretch and challenge by incorporating, for example:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- practical tasks that are more challenging; and
- extended writing within evaluations, where appropriate.

E.3 Internal standardisation

Where more than one teacher/lecturer has been involved in marking for a qualification, there must be a process of internal standardisation to ensure that there is consistent application of the marking criteria.

As a result of internal standardisation, it may be necessary to adjust the marking of an individual teacher/lecturer. This is to bring assessments into line with others in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the candidate record sheet should be amended.

Teachers/Lecturers must use the TAC2 form available at www.ccea.org.uk to show that internal standardisation has taken place both within **and** across units.

If your centre is part of a consortium, it will be the lead centre's responsibility to ensure that the internal standardisation process includes all teachers/lecturers from all centres involved in the consortium.

E.4 External moderation

Marks awarded by the centre will be subject to external moderation, which we carry out. We issue full instructions before moderation takes place in January and May each year on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Centres should keep all assessment materials and related documentation for 12 months after they submit marks, as this work may form part of an enquiry or appeal.

F Links, Resources and Support

F.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite for Occupational Studies within our website.

We are expanding our range of support to include the following:

- Principal Moderator's reports;
- exemplar pieces of work;
- templates for learner diaries and records;
- agreement trials;
- a resource list;
- exemplification of standards; and
- centre support visits.

F.2 Curriculum objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- develop personal skills, such as:
 - self-awareness, active listening, and time management (Personal Development);
 - mutual understanding, managing conflict, and participation (Citizenship);
 - presentation and self-marketing, target setting, and career planning (Employability);
- develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- make effective use of technology, for example by providing opportunities to create computer aided drawings and source information through the internet; and
- demonstrate creativity and initiative when developing ideas and following them through.

F.3 Key skills

Occupational Studies provides learners with opportunities to develop and generate assessment evidence for the following nationally recognised key skills:

- **Application of Number** – for example by:
 - interpreting information from two different sources;
 - using information to carry out calculations; and
 - interpreting the results of calculations and presenting findings in at least two different ways;
- **Communication** – for example by:
 - taking part in a group discussion;
 - reading and summarising information from at least two documents;
 - giving a talk of at least four minutes; and
 - writing two types of document, each giving different information;
- **Information and Communication Technology** – for example by:
 - finding and selecting information based on judgements of relevance and quality;
 - entering and bringing together information using formats that help development; and
 - developing a presentation so that it is accurate, clear and presented consistently;
- **Working with Others** – for example by:
 - identifying what needs to be achieved together as a group;
 - showing confirmation of the arrangements made for working together; and
 - showing how progress was checked and advice sought from an appropriate person when needed;
- **Problem Solving** – for example by:
 - identifying a problem and accurately describing its main features;
 - planning what needs to be done and identifying which methods and resources to use; and
 - showing that they have successfully solved the problem using the methods given; and
- **Improving Own Learning and Performance** – for example by:
 - providing information to help set realistic targets for what is to be achieved;
 - identifying how to get the support needed and the arrangements for reviewing progress; and
 - identifying what has been learned and how this learning has been used in another task.

F.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

F.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification.

These qualifications require the assessment of a broad range of knowledge, understanding and skills. This is because they prepare learners for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

Reasonable adjustments are made for learners with disabilities. For this reason very few learners, if any, should have difficulty accessing the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications, available at www.jcq.org.uk

F.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training, as well as current legislation under the Children (Northern Ireland) Order 1995. Schools' level of insurance and available resources may restrict the choice of units that they are able to offer.

Please note that learners under the age of 16 are not permitted to work with external clients in hairdressing and beauty units, nor are they permitted to work with children. Teachers/Lecturers must supervise learners when they are using specialist tools, equipment and materials.

F.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nuala Braniff
(telephone: (028) 9026 1200, extension 2292, email: nbraniff@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, email: dagnew@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: aatmoderation@ccea.org.uk)

Appendix 1

Glossary of terms

Term	Definition
Centres	Centres are organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification.
Essential Skills	Nationally accredited adult qualifications available throughout Northern Ireland in Entry Level Literacy, Entry Level Numeracy, Level 1 and 2 Communication, and Level 1 and 2 Application of Number. Essential Skills are designed to help individuals improve their performance in a variety of contexts.
External moderators	External moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.
Internal assessment	The process by which teachers/lecturers in a centre assess learners' achievement of the learning outcomes of the unit(s) making up a qualification.
Internal standardisation	Where more than one teacher/lecturer has been involved in marking units in an occupational area (for example Business and Services), the centre must review samples assessed by each marker within and across units to ensure that they have applied the performance descriptors consistently to learners' work and make adjustments to marks if necessary.
Key Skills	<p>Key Skills underpin our ability to carry out successfully a wide range of tasks in education, employment and whenever and wherever we continue to learn. The six Key Skills are Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving.</p> <p>All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.</p>

Term	Definition
National Occupational Standards	These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.
National Qualifications Framework (NQF)	A framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities and which enable recognition of achievement and facilitate career progression.
Qualifications Administration Handbook	An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications.
Register of Regulated Qualifications	An online database of units and qualifications that have been accredited by the Regulatory Authorities.
Unit/Learning Outcome	Each qualification is made up of a number of units. Each unit consists of a number of sections which outline its learning outcomes. Learning outcomes consist of the knowledge, skills and understanding a learner must successfully demonstrate and evaluate in order to achieve the qualification.

This unit is designed to give the learner an understanding of how make-up techniques link to different looks in the beauty industry.

The learner will develop technical understanding and practical skills in the development of make-up. They will learn about individual and teamwork approaches for using make-up skills and selecting clothing to complement the total beauty look.

This unit includes:

- consideration of the role of the beauty therapist and career opportunities;
- skin tone and application of make-up;
- influences of hair fashion, design and the media;
- creating a beauty look for different occasions;
- consideration of health and safety issues in the beauty industry;
- communication skills and client consultation;
- consideration of environmental issues in the beauty industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Client Consultation

Learners should be able to:

- apply all salon policies and local bylaws relevant to the application of make-up in a salon environment, to include: Personal Protective Equipment (PPE), the Health and Safety at Work Act (HASAWA) 1974, the Control of Substances Hazardous to Health Regulations (COSHH) (Northern Ireland) 2003 and environmental issues;
- understand the importance of client confidentiality, relating to the Data Protection Act 1998;
- know how to follow accident procedures should an accident happen;
- respect the client's appearance, sensitivities and privacy at all times;
- carry out detailed consultation with the client, including skin testing and questioning about any previous reactions to products;
- complete a record card, recording all details of the consultation signed by both the client and the learner;
- refer any issues to their teacher/lecturer for clarification and seek approval that the beauty treatment can proceed;
- ensure that treatments to be carried out are understood and agreed by the client (if the client is from the learner's peer group, written parental consent should be obtained);
- recognise the importance of personal appearance and hygiene;
- recognise contraindications and contra-actions;
- identify types of products that are suitable for various skin types and conditions;
- analyse all evidence and put together a total look, for example formal dress and make-up to suit; and
- evaluate their own performance in practical tasks.

Section 2 Preparation of Treatment Area and Client

Learners should be able to:

- observe health and safety procedures and ensure the client's clothes and hair are protected at all times;
- remove the client's accessories/jewellery before treatment;
- prepare the work area with the necessary tools and products for providing the total beauty look;
- ensure the client is positioned correctly to reduce fatigue or injury and to maintain client comfort;
- correctly prepare the skin for the intended make-up application;
- study magazines and the internet for ideas on clothing, hair and accessories to complement the look required;
- understand the importance of lighting for the occasion on which the make-up is to be worn;
- follow manufacturers' instructions for all products used; and
- evaluate their own performance in practical tasks.

Section 3 Creative Application of Make-up Products and Clothing to Complement an Overall Beauty Look

Learners should be able to:

- develop creative and artistic thinking by reflecting on current fashion and media trends to develop the total look;
- use the correct protective equipment;
- use make-up products safely, minimising waste and disposing of waste safely and in the correct manner;
- discuss the need for minimising waste, recycling, the use of fair trade products and organic products;
- use appropriate tools, equipment and materials in the correct sequence;
- ensure the work area is kept clean and tidy throughout the treatment;
- identify types of powders, foundation, eye products, cheek and lip products available and how to use them without harming the environment;
- identify and use a range of assisting products such as false eyelashes or instant/wash off tan;
- carry out professional application of make-up products to meet the client's requirements;
- recognise any contraindications that may occur and check with the teacher or lecturer how to proceed;
- select clothing and accessories to develop a total beauty look that reflects current fashion trends;
- ensure clothing and accessories fit well and feel comfortable to the client;
- provide aftercare advice to the client and seek feedback on the treatment/service provided;
- describe three career opportunities in the beauty industry;
- evaluate their own performance in practical activities; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Two assessments are required for this unit. Examples of these could be applying make-up and creating two significantly different looks on two different clients/peers for two different occasions. The teacher/lecturer should provide a brief for each assessment task. There is one example in the exemplar assessment.

The make-up application section needs to be delivered in a fully operational working environment with realistic clients from within the peer group.

Teachers and lecturers must ensure that the learners carry out correct skin testing procedures regarding the application of tan, make-up and false eyelashes.

All learners will require parental consent for skin testing, if they decide to use false eyelashes to complement the total beauty look.

Performance could be demonstrated through collaboration with media, design, fashion, and hair departments to create the total beauty look, for example a show to showcase the acquired skills.

The obligation to have a safe working environment includes the prevention of infection by sanitising laundry and working surfaces and all necessary equipment. It is extremely important that all learners wear the relevant protective clothing and adhere to all health and safety regulations and occupational standards.

This unit includes theoretical knowledge such as the study of skin types and conditions and make-up product knowledge.

Learners should create a mood board that identifies the look they want to achieve.

Learners could use scrapbooks for collections of ideas and, if possible, a video recording of the outcomes.

Teachers/Lecturers should give learners the opportunity to explore job roles within this industry and may consider inviting a visiting speaker or arranging a visit to a beauty salon.

The learners should be constantly made aware of the need to minimise and reduce waste, recycle, and use environmentally friendly products such as organic make-up.

Exemplar Assessment

For a wedding reception, learners:

- answer questions to demonstrate knowledge and understanding of the learning outcomes;
- carry out a detailed client consultation;
- complete a record card of client details and agree the planned treatment/service;
- prepare the work area for carrying out the treatment/service;
- prepare the client's skin for treatment and apply make-up in a professional manner;
- develop the total beauty look with clothing and accessories, considering current fashion trends;
- provide aftercare advice to the client and receive feedback;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Total Beauty

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	<p>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p>	<ul style="list-style-type: none"> • Demonstrate excellent understanding of health and safety issues, including the potential hazards in the beauty salon when using tools, products and equipment • Demonstrate excellent knowledge of environmental issues • Demonstrate excellent knowledge of career opportunities • Demonstrate excellent knowledge of selected products for creating a total beauty look • Demonstrate excellent professional knowledge of consultation procedures and client confidentiality 	<ul style="list-style-type: none"> • Demonstrate very good understanding of health and safety issues, including the potential hazards in the beauty salon when using tools, products and equipment • Demonstrate very good knowledge of environmental issues • Demonstrate very good knowledge of career opportunities • Demonstrate very good knowledge of selected products for creating a total beauty look • Demonstrate very good professional knowledge of consultation procedures and client confidentiality 	<ul style="list-style-type: none"> • Demonstrate good understanding of health and safety issues, including the potential hazards in the beauty salon when using tools, products and equipment • Demonstrate good knowledge of environmental issues • Demonstrate good knowledge of career opportunities • Demonstrate good knowledge of selected products for creating a total beauty look • Demonstrate good professional knowledge of consultation procedures and client confidentiality

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory understanding of health and safety issues, including the potential hazards in the beauty salon when using tools, products and equipment • Demonstrate satisfactory knowledge of environmental issues • Demonstrate satisfactory knowledge of career opportunities • Demonstrate satisfactory knowledge of selected products for creating a total beauty look • Demonstrate satisfactory professional knowledge of consultation procedures and client confidentiality 	<ul style="list-style-type: none"> • Demonstrate basic understanding of health and safety issues, including the potential hazards that can exist in the beauty salon when using tools, products and equipment • Demonstrate basic knowledge of environmental issues • Demonstrate basic knowledge of career opportunities • Demonstrate basic knowledge of selected products for creating a total beauty look • Demonstrate basic professional knowledge of consultation procedures and client confidentiality

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Application of health and safety procedures</p> <p>Client consultation</p> <p>Preparation of client and work area</p> <p>Selection of equipment and products</p>	<ul style="list-style-type: none"> • Demonstrate excellent health and safety procedures throughout treatment/service • Demonstrate an excellent professional approach to the client during consultation • Show excellent evidence of information obtained during the consultation • Provide excellent treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to an excellent standard • Prepare the work area and the client to an excellent standard • Demonstrate excellent skills in the selection of equipment and products for creating a total beauty look 	<ul style="list-style-type: none"> • Demonstrate very good health and safety procedures throughout treatment/service • Demonstrate a very good professional approach to the client during consultation • Show very good evidence of information obtained during the consultation • Provide very good treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a very good standard • Prepare the work area and the client to a very good standard • Demonstrate very good skills in the selection of equipment and products for creating a total beauty look 	<ul style="list-style-type: none"> • Demonstrate good health and safety procedures throughout treatment/service • Demonstrate a good professional approach to the client during consultation • Show good evidence of information obtained during the consultation • Provide good treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a good standard • Prepare the work area and the client to a good standard • Demonstrate good skills in the selection of equipment and products for creating a total beauty look

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Treatment/Service carried out in a methodical professional manner</p> <p>Aftercare advice/Client feedback</p>	<ul style="list-style-type: none"> • Display excellent professionalism throughout the treatment/service • Apply make-up products to an excellent level, considering health and safety policies • Provide excellent client interaction, through the discussion of the make-up stages and desired outcomes • Have an excellent discussion on the total look of clothing to complement the treatment/service • Provide the client with excellent aftercare advice and encourage client feedback on the service/treatment 	<ul style="list-style-type: none"> • Display very good professionalism throughout the treatment/service • Apply make-up products to a very good level, considering health and safety policies • Provide very good client interaction, through the discussion of the make-up stages and desired outcomes • Have a very good discussion on the total look of clothing to complement the treatment/service • Provide the client with very good aftercare advice and encourage client feedback on the service/treatment 	<ul style="list-style-type: none"> • Display good professionalism throughout the treatment/service • Apply make-up products to a good level, considering health and safety policies • Provide good client interaction, through the discussion of the make-up stages and desired outcomes • Have a good discussion on the total look of clothing to complement the treatment/service • Provide the client with good aftercare advice and encourage client feedback on the service/treatment

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Application of health and safety procedures</p> <p>Client consultation</p> <p>Preparation of client and work area</p> <p>Selection of equipment and products</p> <p>Treatment/Service carried out in a methodical professional manner</p> <p>Aftercare advice/Client feedback</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory health and safety procedures throughout treatment/service • Demonstrate a satisfactory professional approach to the client during the consultation • Show satisfactory evidence of information obtained during the consultation • Provide satisfactory treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a satisfactory standard • Prepare the work area and client to a satisfactory standard • Demonstrate satisfactory skills in the selection of equipment and products for creating a total beauty look • Display satisfactory professionalism throughout the treatment/service • Apply make-up products to a satisfactory level, considering health and safety policies • Provide satisfactory client interaction, through the discussion of the make-up stages and desired outcomes • Have a satisfactory discussion on the total look of clothing to complement the treatment/service • Provide the client with satisfactory aftercare advice and encourage client feedback on the service/treatment 	<ul style="list-style-type: none"> • Demonstrate basic health and safety procedures throughout treatment/service • Demonstrate a basic professional approach to the client during the consultation • Show basic evidence of information obtained during the consultation • Provide basic treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a basic standard • Prepare the work area and client to a basic standard • Demonstrate basic skills in the selection of equipment and products for creating a total beauty look • Display basic professionalism throughout the treatment/service • Apply make-up products to a basic level, considering health and safety policies • Provide basic client interaction, through the discussion of the make-up stages and desired outcomes • Have a basic discussion on the total look of clothing to complement the treatment/service • Provide the client with basic aftercare advice and encourage client feedback on the service/treatment

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p>Task evaluation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Show evidence of an excellent evaluation for each practical assessment task Produce excellent self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task Produce very good self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p>Task evaluation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Show evidence of a satisfactory evaluation for each practical assessment task Produce satisfactory self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a basic evaluation for each practical assessment task Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10-9	8-7	6-5	4-3	2-1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Application of health and safety procedures						
Client consultation						
Preparation of client and work area						
Selection of equipment and products						
Treatment/Service carried out in a methodical professional manner						
Aftercare advice/Client feedback						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.