# Pre-approved Learning and Assessment Plan

Make-up services

Stage 2 Industry Connections (20-credits)

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **I** | **C** | **A/B/C** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

This LAP is designed for students interested in a beauty pathway, but are unable to undertake a VET Beauty course towards Stage 2 of their SACE. Tasks are modelled on the learning within some VET units of competency, but students do not undertake or achieve the VET units as part of this subject.

Evidence from the tasks within this LAP have been designed so that students may choose to use them as evidence at a later date to support their future career and transition opportunities, for example VETRO, Apprenticeship or job applications, or future recognition of prior learning (RPL) for a VET qualification.

The units of competency relevant to this Industry Connections are:

* SHBBMUP009 Design and apply make-up
* SHBBMUP010 Design and apply make-up for photography
* SHBBMUP013 Design and apply creative make-up
* BSBESB404 Market new business ventures
* SIRXOSM003 Use social media and online tool

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Industry Connections – 20 credits

|  |  |
| --- | --- |
| **Industry focus** | **Beauty and Make-up industry- Make-up services** |

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Work Skills Portfolio – weighting 50%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Knowledge and Understanding |
| **Meeting Client Needs:** *Beauty or Make-up for an event*  Students are to create a make-up look for a specific event / situation. Students must work with their client’s facial features to produce a look that is suitable for the client and event.  An industry professional will provide feedback on the final product. Students will self-assess and evaluate their own work based on feedback from the professional, client and teacher discussions | KU1  KU2 | Evidence of the make-up service (video or skill images), including consultation notes and client feedback  may be presented in a multimodal format (eg. PowerPoint, Google Slides, Canva Slides etc) |
| **Online YouTube Tutorial**  Students research different make-up and beauty treatment artists on Tik Tok / YouTube and other media accounts, taking note of what makes a successful tutorial to apply in their work.  Students create a tutorial focusing on a make-up look or beauty treatment and provide a step-by-step guide on how to do that make-up look or beauty treatment. | KU2 | Tik Tok / YouTube Video |
| **Social media**  Students are to set up or relaunch a social media account as a creative social brand. They are to investigate successful influencers, their branding and content.  Having an account, students post content to their page including tutorials and photographs created earlier in the course. When they have a range of different posts, they are to collect feedback from an industry professional or possible client(s). | KU1  KU2 | Industry standard visual content with annotations |
| **Special effects make-up**  Students research different special effects looks to decide on a specific look for a client.  Students then plan, prepare for, and apply the make-up ready for presentation. Following the service, students properly remove the make-up.  Students should demonstrate evidence of practicing and experimenting with different looks.  Some of the looks could be from the following themes:   * avant-garde * fashion * period or decade * Fantasy /Sci-fi * Entertainment   Special effects e.g. zombies, horror | KU1  KU2 | Folio of evidence:   * Evidence of investigation and experimentation * Make-up plan * Evidence of special effects make-up * Evidence of safe removal   Students can submit a combination of written, oral, or multimodal |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| Reflection and Consideration |
| **Reflection**  Students reflect on the value and purpose of the skills, knowledge, and work undertaken in the Hair and Beauty industry, and how this will assist them in the future.  Students reflect on the development of knowledge, concepts, skills and new understandings related to the Hair and Beauty industry. Students will consider the development of their selected SACE capability, using evidence of actions taken.  Students will also reflect on their planning, organisational, problem solving and decisions-making skills through their industry project in AT3. Students will consider the development of their selected SACE capability, using evidence of actions taken. | RC1  RC2  RC3 | The reflection may be written, oral, and/or multimodal.  Maximum of 1500 words if written or a maximum of 9 minutes of oral, or the equivalent in multimodal form. |

Assessment Type 3: Industry Project – weighting 30%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| ***External assessment***  **Beauty and Make-up Industry**  Students undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project.  For students already consistently immersed in industry this may include a significant task they are responsible for.  Students make connections between the specific knowledge and skills they are applying and one or more chosen capabilities.  In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves | AC1  AC2  AC3 | For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form.  Students may provide evidence of their industry project in a range of forms, such as:   * Photo story or photo journal * Video documentary * Report * Blog or Vlog |

*Five or six assessments.**Please refer to the Stage 2 Industry Connections subject outline.*