



**National Qualifications 2017  
Internal Assessment Report  
Skills for Work: Beauty**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Courses

## **Titles/levels of National Courses verified:**

C26276 Skills for Work: Beauty Higher (SCQF level 6)

F5AY 12 Beauty: Facial Techniques (Higher)

F5B1 12 Beauty: Facial Treatment Packages (Higher)

F5B2 12 Beauty: Nail Finishes (Higher)

F5B3 12 Beauty: Creative Current Make-Up Trends (Higher)

## **General comments**

The Skills for Work Beauty course was re-coded as part of the Curriculum for Excellence (CfE) development programme in August 2014. However, to date no change to course and unit content has been made.

The four units of the Skills for Work Beauty course are included as four of the seven mandatory units of G9K246 NQ Beauty Care at SCQF 6. Unit F5B3 12 Beauty: Creative Current Make-Up Trends is included within the mandatory section of G9K446 NQ Make-Up Artistry at SCQF 6 and as an optional unit within G9K346 NQ Hairdressing at SCQF 6.

The external verification activity undertaken enabled assessment evidence to be sampled for all units. Assessment evidence for Unit F5B3 12 Beauty: Creative Current Make-Up Trends was sampled within G9K446 NQ Make-Up Artistry and G9K346 NQ Hairdressing as a stand-alone Unit as well as within the C26276 Skills for Work: Beauty Higher.

Eight SQA approved centres were selected for external verification activity in academic session 2016/2017. Three centres were not running, four centres were accepted, and one centre was accepted after review.

The results of the external verification activity which took place would suggest that centres have a clear and accurate understanding of the requirements of the national standards and apply them appropriately.

## **Course arrangements, unit specifications, instruments of assessment and exemplification materials**

SQA National Assessment Bank (NAB) material was being used by all centres externally verified.

Discussions with assessors and internal verifiers, and evidence sampled during external verification visits confirmed that centre staff in almost all centres are

familiar with and have a clear and accurate understanding of the unit specifications, evidence requirements and instruments of assessment.

## **Evidence requirements**

The evidence requirements are detailed in each unit specification. SQA NAB material is provided for all units. Marking guides provided within the NAB indicate the expected standard of learner response, facilitating standardised, reliable assessment decisions to be made.

In one centre a resource sheet was developed as supplementary evidence, and was prior moderated and met with the requirements of both the unit specification and unit requirements.

In one centre an inconsistent cross campus approach to gathering evidence during consultation for Units F5AY 12 – Beauty: Facial Techniques (Higher) F5B1 12 – Beauty: Facial Treatment Packages (Higher) was leading to over assessment for some learners.

Evidence viewed indicated that SQA NAB had been used appropriately and that fair, consistent, reliable assessment decisions had been made by almost all centres; overall therefore the verification sample suggests that there is a clear understanding of Unit evidence requirements and the depth of knowledge required to meet Unit SCQF levels.

## **Administration of assessments**

SQA NAB material is used by delivering centres. Written assessment had been carried out as detailed in each unit specification. The practical element of assessment for each unit was carried out by direct assessor observation and supported by accurately completed client consultation records and assessor observation checklists.

A holistic approach to delivery and assessment was being adopted by all centres delivering all units within the Skills for Work Beauty course, reflecting industry practice. This approach makes learning more meaningful, avoids unnecessary repetition and over-assessment and will enhance the learning experience and learners' employability skills profiles.

Learner responses on question papers were detailed and of a good standard. Assessor feedback demonstrated where remediation had been required and re-assessment had taken place. Oral questioning when used was not always recorded appropriately. In more than a few instances consultation record content lacked detail. Learners should be encouraged to insert detail which provides valuable evidence of performance and demonstrates specific, relevant aftercare advice and reflects the SCQF level of units.

During one external verification visit there was an opportunity to observe a practical assessment for Unit F5B2 12 Nail Finishes. These learners demonstrated client care and practical skills which reflected industry standards.

In almost all centres where multiple groups were assessed there was evident consistency of assessment decisions. It was noted however that a standardised approach was not always adopted to the compiling of evidence, completion of assessor checklists, and the use of supplementary evidence where provided.

One centre had appointed a cross campus internal verifier to support and facilitate standardisation during review.

The evidence viewed for Unit F5B3 12 Beauty: Creative Current Make-Up Trends varied across and within centres where external verification took place. The quality of style boards could be improved by the use of digital programs, and learners should be encouraged to demonstrate creativity when designing their creative look reflecting current trends.

In two centres where Unit F5B3 12 Beauty: Creative Current Make-Up Trends is delivered within multiple programmes, learners had presented the required evidence by PowerPoint presentation.

The external verification activity undertaken confirmed that centre policies and procedures for internal verification were being followed. It was noted however that checking for version changes to unit specifications and instrument of assessment was not in all instances undertaken, and where units were being delivered as part of different programmes and/or across different campuses, inconsistencies in the use of assessment evidence were observed and discussed with centre staff.

Internal verification planning for Unit F5B3 12 Beauty: Creative Current Make-Up Trends did not indicate that the progressive nature of the outcomes had been considered.

Discussions which took place with learners indicated that assessors were fair and helpful, and confirmed that they had been well supported. Learners had a good understanding of the assessment needs of each unit, and in some centres had been issued with an assessment planner.

## Areas of good practice

- ◆ Learner knowledge and skills enhanced by the provision of training from external beauty industry companies.
- ◆ Learners have the opportunity to take part in community events/demonstrations which showcase the skills developed.
- ◆ Integrated assessment across units of both written and practical, where applicable, avoids repetition and over-assessment.
- ◆ Learner feedback collated and used to support improvement of learning and teaching.
- ◆ Cross-campus appointment of an internal verifier to support and facilitate standardisation.
- ◆ Timetabled weekly quality time to support standardisation planned for next academic session.
- ◆ Learners are encouraged to seek treatment feedback from clients using an evaluation form.
- ◆ F5B3 12 Creative Current Make-Up Trends:
  - Masterclass seminars where staff demonstrate current trends within industry
  - Opportunities with external beauty companies to take part in demonstrations of current make-up trends and styling
  - Staff shadowing to facilitate a standard approach to assessment
  - Centre-developed questionnaires encouraging product research
  - PowerPoint presentations developed by learners to present unit evidence requirements
  - Styling of models which enhances the creative look
- ◆ All completed evidence which was submitted was electronically tracked to ensure it had gone through the internal verification process.
- ◆ Use of 'ilearn' online repository for all learning material.
- ◆ Online one drive support system for learners where they can access information, support and immediate feedback throughout their course.
- ◆ Introduction of Yammer, a form of social media where learners interact with staff and others to discuss and access information on the units being delivered.

## Specific areas for improvement

- ◆ While carrying out pre-delivery internal verification, check for version changes in both unit specification and instruments of assessment.
- ◆ Demonstration of a consistent standardised approach to compiling evidence, completion of assessor checklists, and the use of supplementary evidence where provided.
- ◆ Promote cross-campus consistency in the use of SQA NAB material to facilitate standardisation and valid, reliable assessment decisions which meet the requirements as defined in the unit specifications.
- ◆ Encourage learners to insert detail in consultation records which provide valuable evidence of performance and reflect the SCQF level of units.
- ◆ Encourage learners to provide aftercare advice which is tailored to meet client needs, considering skin or nail analysis as applicable.
- ◆ Where oral questions have been used, these should be recorded appropriately, clearly showing response, assessor initials and date.
- ◆ Develop robust assessment tracker to clearly show where and what holistic assessment has been carried out.
- ◆ F5B3 12 Beauty: Creative Current Make-Up Trends:
  - Encourage learners to focus on current trends at time of unit delivery
  - Consider the use of digital programs to compile style boards to enhance quality
  - Encourage learners to demonstrate creativity when designing their creative look which reflects current trends
  - Encourage learners to intensify the make-up application for photographing the creative look
  - Carry out internal verification of this unit at an early stage as each outcome impacts on the next