National Units

Qualification Verification Summary Report 2017
Beauty Care

Introduction

F0FE 10   Beauty: Practical Skills
FW0D 10   Creative Nail Finishes to Hand and Foot
FW08 10   Beauty Skills: An Introduction
H1WT 11   Salon Skills: The Essentials
F4C7 11   Hair, Beauty and Make-up Portfolio Presentation
F4P5 11   Facial Skin Care
F4C0 11   Day Make-up and Basic Corrective Make-up
F6XE 12   Scalp, Neck and Shoulder Massage
F6XH 12   Acrylic Nails

The National Certificate (NC) Beauty Care at SCQF level 6 (G9K2 46) and NC Beauty Care and Make-up awards were validated in September 2009 and May 2008 respectively.

Three external verification visits took place this session (2016/2017). Two visits were successful with an overall outcome rating of significant strengths; one visit had an overall outcome rating of some strengths and some weaknesses, resulting in an action.

Category 2: Resources

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

All centres undertook initial and ongoing reviews following centre policies and procedures. Annual reviews that had taken place in all centres were evidenced by course review, internal verification, and standardisation documentation. SQA Assessment Support Packs (ASPs) were being used. The resources required to support delivery and assessment were identified pre-delivery with resources purchased within budgetary constraints following centre procurement procedures.

In one centre, due to changes in National Occupational Standards, following review, the centre now deliver a combined beauty and hairdressing course — four beauty units and SVQ Hairdressing at SCQF level 4. Learners alternate weekly salon time between hair and beauty. The combined hairdressing and beauty course provides learners with the opportunity to gain experience of both vocational areas, then select their preferred area for progression.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

In all centres, the selection process was used to identify learners' prior achievements and development needs. Learners were asked to identify at application whether additional support was required. This was then followed-up at the interview and induction stage. Personal Learning Plans (PLPs) are produced for all learners. Where additional support is required, this was

assessed and the required support was recorded in Extended PLPs. These plans were available to assessors to ensure that the required support requested was received by learners. In one centre, where learners attend as part of a school/college partnership, a report was received from the school to inform where additional support was required.

Learners in all centres were given the opportunity to participate in a range of wider achievement activities which enhance the learning experience as well as the learners' employability skills profile.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

In all centres, learners had scheduled opportunities to meet with assessors to review their progress and, due to the practical nature of the units being delivered, learners also receive ongoing verbal and written feedback on their progress. Learners in all centres have formal one to one meetings/reviews throughout the academic session. These take place either twice or three times per academic session dependant on centre policy. Learners in one centre had the opportunity to discuss progress face to face, by e-mail, or by telephone.

A closed Facebook group was used by all centres to communicate with and engage with learners.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

All centres had clear internal verification (IV) procedures in place. There was evidence of effective IV planning, pre-delivery IV, and sampling. Sampling of learner evidence had been effective in almost all centres.

The IV process in one centre had not identified that the evidence produced for unit F4C7 11 Hair, Beauty and Make-up Portfolio Presentation did not meet the requirements of the Unit Specification, due to misinterpretation of the Unit Specification evidence requirements.

One centre had a new online IV system which was very robust, providing links and prompts for action. The IV plan and paperwork were stored on the staff portal, which all staff access.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

All centres were using SQA devised ASPs where they were available. ASPs were used as per the guidance given; example responses were used when making assessment decisions.

One centre had devised and were using a comprehensive client consultation record to support practical performance for unit F0FE 10 Beauty: Practical Skills, as a means of familiarising learners with progression requirements.

There is an element of over assessment in Outcome 1 of the ASP for unit FW0D10 Creative Nail Finishes to Hand and Foot, which was discussed with centres delivering this unit. It was confirmed to these centres that SQA intend to review the ASP for this unit.

The Instrument of Assessment (IoA) produced by one centre for Outcome 1 of unit F6XE 12 Scalp, Neck and Shoulder Massage did not fully meet the evidence requirements as detailed in the Unit Specification. The availability of a prior verified IoA for Outcome 1 on the SQA secure website was identified to centre staff. It was discussed and agreed that this would be used to re-assess learners for Outcome 1. It was recommended that future centre devised IoAs be submitted to SQA for prior verification.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Written assessment evidence is produced in all centres in conditions as detailed in the evidence requirements section of each Unit Specification, eg closed book, open book. Performance evidence is by direct observation.

Plagiarism is discussed with learners in all centres at induction and throughout their course of study as/where applicable.

There was evidence that learners in almost all centres signed a plagiarism declaration to confirm that written work completed in open book conditions is their own work.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

In almost all centres, reliable assessment decisions had been made against SQA requirements and were supported by internal verification (IV) sampling. Where ASPs had been used, marking had been applied following the marking guides provided.

Learners were given constructive, supportive feedback by assessors, and remediation was clearly identified where applicable.

The depth of written responses for unit F6XE 12 Scalp, Neck and Shoulder Massage (Outcome 1) provided by learners was discussed with staff in one centre, considering the unit evidence requirements and SCQF level of the unit, and it was agreed that learners be re-assessed. It was also noted at this time that learners should be encouraged to adopt a more reflective approach during evaluation (Outcome 4).

The evidence produced by learners in one centre for unit F4C7 11 Hair, Beauty and Make-up Portfolio Presentation did not meet SQA requirements as the unit evidence requirements had been misinterpreted.

In one centre, one group of learners were taking part in a pilot project to trial the completion and submission of the open book folio for F4P5 11 Facial Skin Care via Office 365. It was noted that

the programme was very student friendly and useable and that there was a good use of photographic evidence.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres were aware of SQA retention guidelines; evidence was retained, however, by all beyond these. Information that was requested in order to inform the planning for external verification was received from all centres, and requested evidence that was identified in visit plans was made available on external verification visits.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

In all centres, feedback was received by the centre SQA co-ordinator who disseminates the report. Required actions and/or recommendations were recorded and actioned within agreed timescales by the appropriate staff. Good practice is disseminated to the delivery team. Minutes of standardisation meetings provided evidence that dissemination took place.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2016–17:

♦ Delivery of a combined beauty and hairdressing course (2.4)
♦ Learner participation in extra-curricular activities (3.2)
♦ Use of Facebook to communicate with learners (3.3)
♦ Online internal verification system (4.2)
♦ Consultation record used to familiarise learners with progression requirements (4.3)
♦ Completion of open book folios via Office 365 (4.6)

Specific areas for development

The following area for development was reported during session 2016–17:

♦ Submit centre devised Instruments of Assessment to SQA for prior verification (4.3)
♦ Encourage learners to submit written work which reflects the SCQF level of the unit (4.6)
♦ Encouraged learners to adopt a more reflective approach during evaluation (4.6)