



**Scottish Vocational Qualifications
Internal Assessment Report 2013
Beauty Therapy**

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

SVQ awards

General comments

Centres delivering the SVQ awards have a clear and accurate understanding of the requirements of the national standards. All the centres have delivered these SVQ Beauty qualifications for several years and receive an annual external verification visit. They are very familiar with the National Occupational Standards (NOS), the HABIA Assessment Strategy, and awarding body requirements.

Unit specifications, instruments of assessment and exemplification materials

The centres are very familiar with the Unit specifications and instruments of assessment as this is their third year of delivering the latest NOS. The majority of centres are using the SQA portfolio to record candidate assessment evidence. Assessors have continued to look at the Units they deliver and aim to streamline their instruments of assessment to enhance the delivery of the Units and avoid over assessment.

The centres provided feedback regarding a limited number of SOLAR assessment questions with which they have concerns. Centres are perhaps not as familiar with the SQA e-portfolio and additional support material for SVQs provided by SQA.

Evidence Requirements

Centres have a clear understanding of the Evidence Requirements. Candidates are providing sufficient evidence to meet the Unit Evidence Requirements, including performance criteria and ranges necessary. The use of the SQA portfolios guides candidates clearly to the Evidence Requirements and gives suggested types of suitable evidence.

Some centres provided additional guidance to candidates to allow them the opportunity to monitor their own Evidence Requirements.

Many centres include formative practical assessments prior to the candidate's summative assessment to ensure candidate competency. Assessors have to ensure this does not lead to end-loading practical assessments which can put a great burden on candidates.

Administration of assessments

Centres have acquired administration rights within the Beauty department in order to generate SOLAR assessments when required. This can reduce the potential wait when going through a college administration system and provides a very user-friendly but secure system for centre assessors and candidates. Remediation is carried out by assessors to ensure the candidate achieves 100 per cent as required by the assessment strategy, usually by either an oral or

written question from a bank of questions. With this process, remediation can be carried out within a short timeframe for the candidate.

Centres have adopted the procedure where a new assessor to a Unit would go through a Unit induction with an experienced assessor/Internal Verifier to ensure a clear understanding of Evidence Requirements. New assessors may have a mentor assigned to them to provide support.

Assessors continue to be more innovative by cross referencing where they can, the candidate evidence, which helps reduce over assessment for the candidate. Assessors mapped evidence across all Units to find similar essential knowledge and understanding (EKU) within each Unit. They then developed either an integrated written workbook/assignment or a bank of oral questions along with suggested responses to cover these EKU. If this type of oral question was asked, the assessor was not required to record the candidate response.

Centres' internal verification procedures and documentation were being used appropriately. This included pre-delivery internal verification of instruments of assessment and samples of candidate evidence internally verified throughout the year. In some centres, the element of practical assessment was sampled by an Internal Verifier to ensure standardisation and consistency across all assessors and to provide specific feedback. This process also allows for professional dialogue and sharing of innovative internal assessment practices.

General feedback

Generally, there was evidence during external verification of assessor feedback noted to candidates for practical observations and written assignment/workbook activities. This could vary from assessor to assessor and centre to centre. Assessors in some centres had looked at signposting additional skills learned through the assessment process and highlighted any of the Curriculum for Excellence (CfE) capacities. This was often recorded in a reflective log or personal candidate diary.

Candidates interviewed seemed to really enjoy the practical aspects of these awards and their feedback was very positive. The majority of candidates, once they have completed the Course, wish to progress on to the next level of SVQ qualification.

In particular, candidates appreciated the additional enrichment activities often provided for them throughout their time at their centre. Providing additional industry/commercial enrichment activities seems to be a growing trend within centres and can provide candidates with a wider skills-base for employment. This practice also allows the centre assessors to access continuing professional development (CPD) opportunities.

Centres are continuing to ensure candidates can experience a realistic working environment, often by providing additional commercial salon time during evening sessions.

Many centres are continuing to provide teaching/learning materials on their centre VLE. This provides an alternative resource and easier access for candidates. It also often makes it easier for the assessor to give recorded feedback to candidates. Social media is increasing as a tool to communicate and provide feedback to candidates. Centres' VLEs can also provide support to assessors with easy access to quality documentation and resources.

Areas of good practice

- ◆ Provision of additional enrichment activities for candidates.
- ◆ Personal development plans for candidates which record skills gained throughout their Course.
- ◆ Use of a candidate reflective log/diary to record learning experiences and provide the opportunity to signpost any of the four CfE capacities.
- ◆ Encouraging candidates to try to reference written assessment material at any SVQ level.
- ◆ Use of social media to communicate with candidates.
- ◆ Educational trips to beauty-related establishments.
- ◆ An assessment log used during commercial salon sessions to provide evidence of health and safety for Unit G20.
- ◆ Cross-curricular activities with other centre departments; eg hairdressing, photography, hospitality.
- ◆ E-portfolio for level 3 candidates which is contained on their mobile tablets or memory pen.
- ◆ Additional practical sessions supported by centre staff to ensure all levels of candidates can access help to strengthen their skills.
- ◆ Retail incentives for candidates throughout their Course.
- ◆ Candidates are encouraged to enter in-house and national competitions.
- ◆ SVQ level 1 candidates, on completion of their Course, are introduced to the level 2 qualification to help motivate them to progress.
- ◆ Assessors are providing reports of candidate portfolio progress with recorded feedback also provided.

Specific areas for improvement

- ◆ Implement a standardised approach to marking performance criteria in the portfolio.
- ◆ Ensure the candidate undertakes a supervisory role for the G22 Unit.
- ◆ Continue to streamline written assessments to avoid over assessment for the candidates.
- ◆ Assessors are required to have a CPD yearly plan and this must record the CPD hours achieved or planned.
- ◆ Avoid practical summative assessments being carried out near the end of Course where possible.
- ◆ Ensure candidates are recording specific aftercare/homecare advice to each client where possible rather than giving similar generic advice to all clients.

- ◆ G20 is a Generic Unit for level 2 Hairdressing and Beauty SVQs, therefore, it is necessary to have a consistent approach to delivery and assessment for the Unit.