



**Higher National and Scottish Vocational Qualifications
Qualification Verification Summary Report 2017
Beauty Care**

Introduction

DN6C 33	Body Massage
DN80 33	Beauty Therapy: Face and Body Electrotherapy
DN6Y 34	Beauty Therapy: Management and Practices of Facial Therapies
DN6E 34	Contemporary Aesthetic Treatments
F3SA 34	Beauty Therapy: Graded Unit 1
DP60 35	Beauty Therapy: Graded Unit 2

GL6Y 22 SVQ Beauty Therapy at SCQF level 5

- ◆ HF8J 04 (SKANS2) Provide Manicure Services
- ◆ HF8G 04 (SKABT7) Carry out Waxing Services
- ◆ H9CG 04 (SKACHB12) Develop and Maintain your Effectiveness at Work
- ◆ HF8E 04 (SKABT5) Enhance the Appearance of the Eyebrows
- ◆ HF8H 04 (SKABT10) Provide Make-up Services
- ◆ HF8D 04 (SKABT4) Provide Facial Skin Care Treatments

GL70 2 SVQ Nail Services at SCQF level 5

- ◆ HF8J 04 (SKANS2) Provide Manicure Services
- ◆ HF8K 04 (SKANS3) Provide Pedicure Services
- ◆ HF8X 04 (SKANS4) Carry out Nail Art Services
- ◆ HF8W 04 Apply and Maintain Nail Enhancements

GL71 23 SVQ Beauty Therapy at SCQF level 6

- ◆ HF8Y 04 (SKABT16) Provide Body Massage Treatments
- ◆ HF91 04 (SKABT20) Provide Facial Electrical Treatments
- ◆ HF92 04 (SKABT21) Provide Body Electrical Treatments
- ◆ H9CY 04 (SKACHB17) Contribute to the Planning, Implementation and Evaluation of Promotional Activities
- ◆ HF96 04 (SKABT17) Carry out Massage using Pre-blended Aromatherapy Oils
- ◆ HF9704 (SKABT18) Provide Indian Head Massage

GL72 23 SVQ Nail Services at SCQF level 6

- ◆ HF9L 04 (SKANS11) Design and Create Nail Art
- ◆ HF9K 04 (SKANS10) Maintain and Finish Nail Overlays using an Electric File
- ◆ HF9G 04 (SKANS7) Enhance and Maintain Nails using Liquid and Powder
- ◆ HF9G 04 (SKANS9) Enhance and Maintain Nails using Light cured Gel

The HNC (G7WX 15) and HND (G7WY 16) Beauty Therapy awards have been delivered by Scottish Qualifications Authority (SQA) approved centres since August 2005.

The SVQ Beauty awards have been subject to change and development reflecting the new National Occupational Standards (NOS). These standards have been approved for delivery from 2015–20. SQA have developed instruments of assessment to meet the new NOS which are available on the SQA secure website. E-assessment is accessed via SQA Solar.

Eleven external verification visits took place this session (2016–17) — six Higher National (HN) and five Scottish Vocational Qualifications (SVQ). All visits were successful with an overall outcome rating of significant strengths.

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

The comments made in this section apply to SVQs only.

Assessors and internal verifier qualifications and experience in almost all centres comply with the requirements of the current assessment strategy for SVQ/NVQ qualifications. At one centre it was identified that one assessor should upgrade her qualification to ensure the qualification held meets current assessment strategy requirements.

The vocational CPD records maintained in all centres demonstrate staff participation in relevant CPD activities which will positively impact on their delivery and assessment practice. CPD records show that staff progress towards completion of the 30 hour assessment strategy requirement. In one centre, an annual professional development meeting takes place between each staff member and his/her manager to review the previous years' CPD activity and prepare a plan for the coming year.

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

All centres carried out initial and ongoing reviews following centre policies and procedures. Annual course reviews held in all centres include review of assessment environments, assessment procedures, equipment, learning resources, and assessment materials.

Learners in almost all centres were given the opportunity to comment and feed into the review process via class representatives who attended focus group meetings that took place three times each academic session. In almost all centres, course team meetings gave staff the opportunity to identify areas for improvement, as well as areas that were working well, and to share good practices throughout the academic session. One centre engages with employers to receive feedback on the current treatments being delivered in commercial salons as part of their annual review process on which treatments to include in Unit DN6E 34 Contemporary Aesthetic Treatments.

Regular standardisation meetings were held by all centres, facilitating discussion and agreement between assessors and internal verifiers. It was noted that an increased number of standardisation meetings took place in centres delivering the new National Occupational

Standards (NOS). It was evident from discussions with staff in one centre that standardisation takes place informally and weekly team meetings are held, although notes/minutes are not kept for these. It was recommended that meeting notes/minutes are taken to formalise this process.

Internal verification activity in all centres supported the review of assessment procedures and materials. Most centres had undertaken pre-delivery internal verification, while some centres carry out this process on a three yearly cycle.

Category 3: Candidate support

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

The recruitment process in all centres was used to confirm learners' prior achievement and development needs. In one centre, Core Skill achievement is confirmed via SQA Navigator and gaps are identified by their Business Development unit. Additional support is accessed in all centres via learning support teams. Personal learning plans (PLPs) are produced in all centres for learners. Drop-in sessions for learners were provided by the learning and development teams in more than a few centres and in more than a few centres learners also have access to a counselling services.

Learners in all centres were given the opportunity to participate in a range of wider achievement activities which enhances the learning experience and the learners' employability skills profiles.

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

Learners in almost all centres had a weekly one hour guidance session which they attend on a rota basis as well as individual formal reviews carried out either two or three times per academic session, giving the opportunity to discuss progress and review assessment plans. Due to the practical nature of the programmes being delivered, learners receive feedback on practical skills development on an ongoing basis, as evidenced on the learners' client consultation records sampled. In addition, learners undertaking graded units had three mentor sessions following submission and marking of each stage — Planning, Developing, and Evaluating.

Technology is used effectively by almost all centres to maintain contact with and engage learners throughout their course of study, ie closed Facebook page, Twitter, Instagram.

Tracking documents were used by most centres to document learner/class progress. This ensures that both assessor and learner are aware of outstanding assessments and/or which units are complete.

In one centre, a guidance alert is automatically sent to the guidance tutor if a learner has been absent for two weeks. Catch-up sessions are organised for learners who need to make up hours for practical sessions and weekly remediation sessions are held for theory which staff facilitate on a rota basis.

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 policies which were being implemented effectively, evidenced by completed centre documentation. Almost all centres used an internal verification tracker plan showing activity over a three year cycle as well as evidence of annual internal verification planning. A pre-delivery check was completed for every unit in almost all centres. Sampling was carried out on a risk basis. 100% internal verification sampling was carried out this session by some centres on SVQ units as new National Occupational Standards (NOS) were implemented. Where actions had been identified during the internal verification process, expected completion dates were given at which time material was again sampled. Units selected for external verification had in most centres been subject to mid delivery sampling. Formal and informal internal verification and standardisation meetings took place which supported the internal verification process.

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

All centres delivering Higher National (HN) programmes used instruments of assessment provided by SQA where these were available — DN6C 33 Body Massage, DN6Y 34 Beauty Therapy: Management and Practices of Facial Therapies, Beauty Therapy: Graded Unit 1 and Beauty Therapy: Graded Unit 2. The closed-book written assessment for DN6C 33 had been 'house styled' by one centre and it was recommended that SQA be acknowledged for copyright purposes. Where an instrument of assessment had been centre-devised it was recommended that these be submitted to SQA for prior verification.

Almost all centres were effectively using the SQA-developed marking exemplar for Beauty Therapy: Graded Unit 1 and Beauty Therapy: Graded Unit 2. However, in more than a few instances, marking had been slightly generous. At one centre staff provided additional support and information to learners; which was not reflected in the marks awarded. At one centre staff had not used the most up-to date version of the marking guide, however it was clear that marking guidelines had been applied. In all centres, detailed written feedback was given to each learner on the submission for each stage.

SQA-devised instruments of assessment were being used by all centres delivering SVQ awards/units, ie candidate portfolio, consultation records, Solar e-assessment and assessor-marked tasks. These instruments of assessment were being used correctly and applied in appropriate conditions. SQA does not currently provide an instrument of assessment for HF9D 04 (SKABT33) Provide Cosmetic Skin Peel. This unit had been selected by two centres as one of the three optional units for GL71 23 SVQ Beauty Therapy at SCQF level 6. These centres had devised their own instrument of assessment.

Where discrepancies in marking of e-assessment have occurred, centres have advised SQA Solar for action.

Almost all centres are using the e-portfolio with paper consultation records. Electronic portfolios were stored in centre storage spaces, ie Mahara, One Drive through Office 365.

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

All centres had clear procedures for ensuring that evidence on which an assessment judgement decision is made solely belongs to the learner. Almost all centres had a malpractice policy in place that gave guidance on what constitutes malpractice and what happens if malpractice is suspected and/or proven. Learners were required to sign a declaration stating that they understand this policy. Plagiarism is discussed during induction. In addition, learners sign a declaration which is submitted with coursework confirming that the work is their own.

SQA Solar e-assessment requires a secure password for each learner to access and e-assessment was carried out in closed-book conditions. Practical summative assessments were carried out by direct observation. Two centres were using Turnitin software for graded unit submissions.

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 sampling.

HN unit consultation records were of a high standard; in one centre, one group in particular were identified for the knowledge of anatomy and physiology displayed.

Marking of graded units was effectively carried out following the SQA exemplar by almost all centres. In one centre, a significant proportion of the work sampled just met the minimum requirements; in another, the level of support given to learners exceeded graded unit recommendations. Concerns regarding the academic level of some learners were discussed with centre staff in more than a few centres.

SVQ consultation records were accurately completed. One centre had included a contra-indication (CI) checklist with the client consultation record which was identified as good practice as it reinforces the knowledge of which CI is applicable for each treatment.

Within the SVQ 2 award, 'aftercare' was repetitive and could be improved by tailoring aftercare advice and product recommendations to reflect client skin, body, nail condition and treatment given.

Consultation records for units HF8Y 04 (SKABT16) Provide Body Massage Treatments and HF96 04 (SKABT17) Carry out Massage using Pre-blended Aromatherapy Oils of the SVQ 3 award lacked detail in respect of 'adaptation of massage techniques', 'sequence', 'massage medium', 'oils selection' (SKABT17), and 'evaluate the effectiveness of the treatment' sections. In addition, there was a lack of consistency evident between client aims and the adaptations made.

Remediation, where undertaken, showed consistency across assessors in almost all centres. There was good constructive assessor feedback noted for learners.

In one centre, learners were using personal statements to provide evidence for certain performance criteria not naturally occurring, in particular for dealing with minors. Cross-referencing of certain performance criteria were indicated within candidate portfolios which included whether a modification to treatment or CI had occurred.

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

All centres were aware of SQA retention guidelines; however, evidence was retained by all beyond these. Information requested to inform planning for external verification was received from all centres and requested evidence identified in visit plans were 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 most centres, the assessor(s) and internal verifiers as well as the wider team are encouraged to attend external verification feedback.

Areas of good practice reported by qualification verifiers

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

- ◆ Learner involvement in review process (2.4)
- ◆ Employer engagement as part of annual review process (2.4)
- ◆ Participation in an extensive range of wider achievement activities (3.2)
- ◆ Instagram, Twitter and Facebook used to maintain contact and engage the learner (3.3)
- ◆ Assessment tracker used to monitor progress (3.3)
- ◆ Contra-indications checklist included with client consultation record (4.6)

Specific areas for development

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

- ◆ Update assessor and internal verifier qualifications to reflect current assessment strategy requirements (2.1)
- ◆ Acknowledge SQA on 'house styled' SQA exemplar material (4.3)
- ◆ Submit centre-devised instruments of assessment to SQA for prior verification (4.3)
- ◆ Standardise the use of the graded unit marking guide (4.3)
- ◆ Access and use the latest version of exemplars (4.3)
- ◆ Encourage learners to work independently (4.3)

- ◆ Encourage learners to tailor aftercare advice and product recommendations to reflect client skin, body, nail condition and treatment given (4.6)
- ◆ Encourage learners to record more detail in adaptation sections of consultation records to reflect treatment aims (4.6)
- ◆ Encourage learners to be more focused when evaluating the effectiveness of the treatment in relation to client aims (4.6)
- ◆ Encourage learners to expand the content of section detail of pre-blended oil/s selected by including how these meet the treatment objectives and client requirements (4.6)
- ◆ Encourage learners to develop and use a recognised referencing system (4.6)
- ◆ Encourage improved academic writing skills and use of technical language (4.6)