



**National Qualifications 2016
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

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

These four units form the course structure for the Skills for Work: Beauty Higher at SCQF level 6. The units are included in award G9K246 NQ Beauty Care at SCQF level 6 as four of the seven mandatory units. Unit F5B3 12 Beauty: Creative Current Make-Up Trends is included as an optional unit within G9K3 46 NQ Hairdressing at SCQF 6 and as a mandatory unit in G9K446 NQ Make-Up Artistry at SCQF level 6.

This Skills for Work course was developed to provide an introductory beauty qualification, which reflected the skills required by the beauty industry. It was designed to enable learners to acquire subject-specific knowledge and experience as well as develop skills which are transferable to other employment areas, enhancing the learners' employability skills.

The course was re-coded as part of the CfE development programme in August 2014, however no change was made to course and unit content.

Four SQA approved centres were selected for external verification in academic session 2015–16; assessment evidence for ten class groups was sampled. Three centres were delivering all units as part of the G9K246 NQ Beauty Care programme; in two of these, Unit F5B3 12 Beauty: Creative Current Make-Up Trends was also the selected option in the G9K346 NQ Hairdressing programme at SCQF level 6. In the fourth centre, Unit F5B3 12 Beauty: Creative Current Make-Up Trends was being delivered as the selected option in the NQ Hairdressing programme integrated with Unit D78W 12 Styling for a Total Look and as a stand-alone unit delivered to evening class learners.

Discussions with learners indicated that they were happy and enthusiastic about the course. They were provided with verbal and written feedback from their assessors and felt well supported. In one centre learners had carried out work in the community delivering beauty treatments at an International Women's Day.

External verification of the four centres selected resulted in two successful verification visits and two accepted following review.

Unit specifications, instruments of assessment and exemplification materials

External verification undertaken confirmed that most assessors had a clear understanding of the unit specification content and evidence requirements. An assessor in one centre required support to accurately apply the standards identified for Unit F5B3 12 Beauty: Creative Current Make-Up Trends.

SQA National Assessment Bank (NAB) material was being used by three of the four centres verified. The instruments of assessment being used by the fourth centre for units F5AY 12, F5B1 12 and F5B2 12 had been devised by the centre; they had not been subject to SQA prior verification and did not fully meet the national standard. Learners in this centre were subsequently successfully re-assessed using SQA NAB material.

A holistic approach to delivery and assessment was adopted where practicable by centres, ie F5AY 12 Beauty: Facial Techniques and F5B1 12 Beauty: Facial Treatment Packages; F5B2 12 Beauty: Nail Finishes and F6XG 12 Manicure and Pedicure; F5B3 12 Beauty: Creative Current Make-Up Trends and D78W 12 Styling for a Total Look.

Learner employability skills are enhanced by the development and assessment of practical skills in a manner which reflects industry practice. Assessing learners in this manner reduces the risk of unnecessary repetition and over assessment.

Evidence requirements

The evidence requirements are detailed in each unit specification. Discussions with assessors and internal verifiers during external verification visits confirmed that the majority have a clear understanding the unit evidence requirements and the depth of knowledge required to meet SCQF level 6.

The SQA NAB exemplars indicate the expected standard of learner response, facilitating standardised, reliable assessment decisions being made. The verification sample suggests that fair, consistent decisions were made in the majority of instances.

It was noted that the evidence sampled for Unit F5B3 12 Beauty: Creative Current Make-Up Trends demonstrated very creative looks and that learners showed a good understanding of the knowledge requirements of all four units.

Administration of assessments

The instruments of assessment developed by SQA enable the evidence requirements for each unit to be gathered in a sequential and practicable manner.

All practical assessment was being carried out in a realistic working environment. Practical treatments are integrated where applicable to reflect industry practice, facilitating the development of good working practice, enhancing both the learner

experience and employability skills profile. The integration of assessment in this way also avoids repetition and over assessment.

In one centre ICT is used effectively by learners to construct a folio of evidence; where Units F5B3 12 Beauty: Creative Current Make-Up Trends and F78W 12 Styling for a Total Look are holistically assessed.

Learner written assessment material sampled displayed a sound understanding of knowledge. Constructive, positive recorded feedback was given by assessors to learners on both written assessment responses and client consultation records which support performance.

Internal verification (IV) had been implemented following centre procedures to ensure standardisation of assessment. Evidence of IV planning, pre-delivery, ongoing and post-delivery IV was noted. Documentation viewed demonstrated that feedback on IV is given to assessors; actions as/when identified are time bound and followed up on completion. In one centre an action plan had been put in place for the resolution of identified issues and future development.

Areas of good practice

- ◆ The integration of practical skills in a manner which reflects industry practice enhances the learner experience.
- ◆ The integration of assessment avoids unnecessary repetition and gives good balance to the assessment process.
- ◆ Learners participate in experiences which provide opportunities to further develop knowledge and skills and build confidence, eg learners attending another campus to provide commercial nail services within the nail bar; participation in external events which showcase skills.
- ◆ F5B3 12 Beauty: Creative Current Make-Up Trends:
 - Demonstrations from industry make-up experts
 - Research day in the city focusing on current make-up trends to support delivery
 - Consent and release forms used for use of photographs
 - ICT used effectively to construct a folio of evidence

Specific areas for improvement

- ◆ Complete outcome 4 candidate reviews at different stages of course delivery, enabling learners to see their progress in the development of the identified employability skills.
- ◆ Adopt a standardised approach to the completion of assessor observation checklists and recording remediation by centre staff.
- ◆ Consultation records — F5AY 12 Beauty: Facial Techniques and F5B1 12 Beauty: Facial Treatment Packages:
 - demonstrate accurate product selection appropriate to client skin type
 - record sufficient detail relating to relevant product recommendations

- ◆ F5B3 12 Beauty: Creative Current Make-Up Trends:
 - encourage a creative/innovative approach to make-up design
 - where delivered across different awards and different delivery modes, put in place a mechanism to facilitate standardised assessment decisions
 - carry out early internal verification sampling on outcomes 1 and 2 as subsequent outcomes naturally follow these
 - encourage electronic storage of photographs to promote sustainability