



**National Qualifications 2018
Qualification Verification Summary 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

Two centres were visited during the session 2017–18. The National Courses verified were:

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 Higher at SCQF 6 has four mandatory units:

F5AY 12 Beauty: Facial Techniques
F5B1 12 Beauty: Facial Treatment Packages
F5B2 12 Beauty: Nail Finishes
F5B3 12 Beauty: Creative Current Make-Up Trends

These units are also included in the National Qualification (NQ) in Beauty Care (G9K2 45), as four of the seven mandatory units. The unit Beauty: Creative Current Make-Up Trends (F5B3 12) is included within the mandatory section of the NQ in Make-Up Artistry (G9K4 46) at SCQF 6 and as an optional unit within the NQ in Hairdressing (G9K3 46) at SCQF 6.

The Skills for Work: Beauty course was developed to provide an introductory beauty qualification, which reflects the skills required by the beauty industry. It was designed to help learners acquire subject-specific knowledge and experience, an understanding of the workplace, and positive attitudes to learning. Learners also develop skills that are transferable to other employment areas, thereby enhancing their employability profile. A key feature of the course is the emphasis on learning through reflection on practical experience.

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

Four SQA-approved centres were selected for external verification activity in academic session 2017–2018, of which two were not running this session. As such, external verifiers visited two centres. One centre was delivering all units as part of the National Certificate in Beauty Care award at SCQF 6, involving multiple class groups and with Beauty: Nail Finishes (F5B2 12) delivered as a standalone unit as part of their evening provision. The other centre was delivering Beauty: Creative Current Make-Up Trends (F5B3 12) as a standalone unit to both day and evening learners.

The evidence sampled enabled verifiers to conclude that assessment decisions for all units were accurate and consistent, and in line with SQA requirements. Accordingly, this indicated that staff in these centres have a clear and accurate understanding of the requirements of the national standards.

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

Both centres externally verified were using SQA National Assessment Bank (NAB) material. Learning and teaching is supported by Colleges Scotland support material.

One centre had amended the NAB for Beauty: Facial Treatment Packages (F5B1 12) and Beauty: Nail Finishes (F5B2 12), and had submitted it to SQA for prior verification. This centre had also produced additional checklists to support the delivery of Beauty: Creative Current Make-Up Trends (F5B3 12).

The external verifiers' discussions with assessors and internal verifiers during their visit, along with the evidence sampled, confirmed that centre staff are familiar with and have a clear and accurate understanding of the unit specifications and evidence requirements.

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, and facilitate standardised and reliable assessment decisions.

One of the centres visited had amended the NAB for Beauty: Nail Finishes (F5B2 12) and had submitted to SQA for prior verification. It was noted that the diagram within this instrument of assessment was identical to the diagram contained in the Colleges Scotland/SQA-devised learning and teaching support pack. This was discussed with centre staff and it was agreed that this diagram would remain in the instrument of assessment, and that alternative diagrams would be used in the future to support the learning and teaching process.

Administration of assessments

Written assessments 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 was supported by accurately completed client consultation records and assessor observation checklists.

The centre delivering all the units to multiple class groups was taking a holistic approach to the delivery and assessment of Beauty: Facial Techniques and Beauty: Facial Treatment Packages, reflecting industry practice and avoiding unnecessary repetition and over assessment. Collaboration arrangements documentation was available in this centre to demonstrate where integration

across units was taking place, including which outcomes and assessments are cross-referenced.

Written responses sampled on the Facial Techniques and Facial Treatment Packages units' integrated assessment contained detailed answers of a very good standard. Where remediation was required, this was clearly indicated.

The evidence sampled for one group of learners for Beauty: Nail Finishes met the evidence requirements; however, this was sometimes limited in respect of content that reflected the required SCQF level.

Visiting verifiers recommended that learners be encouraged to record more specific client after/home care and product recommendations on consultation records, and to include advice on how to use the recommended product(s).

The quality of style boards (Outcome 1) sampled for Beauty: Creative Current Make-Up Trends (F5B3 12) varied across the centres visited. In one centre, these were being produced electronically. In the second centre, learner evidence of information on design planning (Outcome 2) was well expanded, and clearly demonstrated the current creative make-up planned. External verifiers recommended that learners in this centre add the source of inspiration to their plans, and that the assessor give feedback on make-up skills following practice to identify development needs.

Centres have, for several years, found assessment of Beauty: Creative Current Make-Up Trends (F5B3 12) — in particular Outcomes 1–3 — to be the most challenging. The style board (Outcome 1) should clearly reflect current make-up trends; the image planned and designed (Outcome 2) should reflect the current make-up trend identified in the style board; and the 'look' produced (Outcome 3) on a client should demonstrate a creative approach and show imagination and originality, in turn reflecting creative interpretation of the current make-up trend identified in the style board.

Visiting external verifiers confirmed that centre policies and procedures for internal verification were being followed. Records of standardisation meetings were available in both centres. Completed internal verification documentation and internal verification sampling bore out assessment decisions made.

In one centre, verifiers noted minutes from a standardisation meeting, which showed that staff had discussed and agreed additional guidance on acceptable assessment responses, and were used in conjunction with the SQA NAB marking guide.

Evidence viewed indicated that fair, consistent, and reliable assessment decisions had been made. The verification sample suggests that there is both a clear understanding of unit evidence requirements and a sufficient depth of knowledge required to meet unit SCQF levels.

External verifiers' discussions with learners indicated that learners felt supported by their assessors, and that they are offered additional opportunities to attend industry workshops, which they enjoyed.

Areas of good practice

- ◆ The use of collaboration arrangements documentation to demonstrate where integration across units is taking place, including which outcomes and assessments are cross-referenced.
- ◆ Recorded agreement within standardisation meeting minutes of additional guidance on acceptable assessment responses used in conjunction with SQA NAB marking guide.
- ◆ F5B3 12 Beauty: Creative Current Make-Up Trends:
 - Learners used a make-up applications skills checklist in one centre to 'identify skills required for look'. The checklist included skills required, those to be developed, and where learners were confident to practice on their own/or still need support.
 - Learner evidence of information on design planning was well expanded and clearly demonstrated the current creative make-up planned.
 - Electronically produced style boards.

Specific areas for improvement

- ◆ Consultation records:
 - Encourage learners to record more specific client after/home care and product recommendations.
 - Product recommendations: Encourage learners to include advice to clients on how to use the recommended product(s) at home.
- ◆ Beauty: Creative Current Make-Up Trends (F5B3 12):
 - The style board (Outcome 1) should clearly reflect current make-up trends.
 - The image planned and designed (Outcome 2) should reflect the current make-up trend identified in the style board.
 - The 'look' produced (Outcome 3) on a client should demonstrate a creative approach, and show imagination and originality, which reflects creativity in the interpretation of the current make-up trend identified in the style board.