

Beauty Tech
Hair and Beauty Academy
Quality Assurance Manual

Academy Mission statement

Beauty Tech aims to be the highest quality provider of hairdressing and beauty training. In order to achieve this, we continuously seek to identify customer and market needs. We develop and use performance indicators to monitor customer satisfaction. Our staff have the collective responsibility to provide the industry with people who are trained to the highest international standards.

We do this by

- Providing our students with the opportunity to gain experience in the industry.
- Simulating real work experience in the training centre.
- Training students in a comprehensive range of practical competences.
- Providing students with all the underpinning knowledge while encouraging them to improve research skills and to develop “learning to learn”.
- We endeavour to teach and foster generic skills that make the transition to the world of work easier.

Commitment to Quality

“Quality means meeting and exceeding customers’ expectation and delivering consistent results.”

The mission statement is a clear commitment to be one of the premier providers of vocational training in personal services i.e., Hair, beauty, barbering, nails, and related topics. Therefore, we must ensure we have an effective system for Quality Assurance.

The achievement of students is monitored by specific exercises namely: -

- Researched assignments and practical observation assessments throughout the training period.
- A system of regular assessments, of which a sample is verified.

This constitutes our Internal QA process of student performance.

City & Guilds External verification processes are carried out once a year.

To support this policy, trainers and assessors receive training and guidance, as necessary, in order to be fair in their assessment. This consists of in-house training following the guidelines laid down by City & Guilds; which have been incorporated in Beauty Tech procedures.

Quality Assurance for us does not merely include student monitoring; we also review

- course content
- delivery method
- ensure staff preparedness, by giving them CPD.

All this done is to ensure our courses to reflect the changing needs of the market.

Equal Opportunities Policy

The academy works actively towards having an equal opportunity pertaining to all staff and all students. We strive to make sure no one is discriminated against, directly or indirectly, due to race, colour, creed, gender, or nationality, sexual orientation, political beliefs, employment status, social class or caste, age, size, disability, health status, parental background or marital status. We feel that working towards equality of opportunity is not marginal or in addition to its activities but is central to the efficiency of the academy as an employer and provider of education and training.

Equal Opportunities Policy Objectives

We endeavour to identify practices and procedures and customs that would result in unfair discrimination directly or indirectly.

Instead we adopt practices which encourage non-discrimination.

Grievance and disciplinary procedures are in place to protect staff and students from discriminatory behaviour. We adopt appropriate policies and procedures that ensure Equal Opportunities both for staff and students.

We provide a suitable environment for students with different ability levels.

We consider the various needs, experiences and interests of students and take steps to eliminate stereo-typing and prejudice through curriculum development.

Our academy makes every effort to provide adequate and effective support for students, no matter what their status or ability is.

1.Introduction

1.1 Background

We have developed and continue to adopt policies and procedures associated with improving and monitoring the quality of our training.

These include

- Curriculum monitoring and review
- Assessment tracking and recording
- Internal verification
- Operational guidelines*
- Student feedback- through questionnaires
- Complaint handling

The policy of the academy is to incorporate these practices into a streamlined and coherent system of quality assurance that

- Supports improvement in providing our students with the best possible training.
- Provides evidence to other stakeholders that we are providers of quality VET.

These measures help us in future planning of our activities.

1.2 Responsibility

Ultimately, the responsibility for setting up the quality culture rests with the QA manager.

- However, Quality Assurance must be shared.
- It is of utmost importance that everyone involved in the organisation makes sure that they are aware of the systems in place and contributes to establishing a quality culture across the board.
- Every staff member has a role in establishing the quality of their own work as well as that of the academy.
- It is a collaborative process which places demands on individuals to work together towards a common goal.
- The QA manager may delegate to members of staff those decisions that directly affect students, e.g., corrective, disciplinary or re-training, while following academy policies.

Staff have the duty to take decisions themselves to ensure high standards are maintained throughout the student's academy experience.

In this way every staff member will be able to monitor the effects of their contribution to QA and implement any improvement they deem necessary.

Every member of the team will accept that in respect of operational matters, Quality is their responsibility and cannot be delegated.

1.2.1 C.P.D. Provision and Meetings

Furthermore, to ensure we are delivering high-quality training, tutors undergo regular Continuous Professional Development training courses to update them with industry needs.

Regular meetings are held for the purpose of

- Briefing on activities of the academy.
- Briefing on QA implementation.

- Review of curriculum-delivery: - times and content.
- Market or industry needs that may affect content and delivery.
- Standardising marking and recording systems by all tutors.
- Planning and adapting calendars/ curricula and syllabi.

1.3 Features of the Quality System

The system is devised on the basis that it represents a coherent and streamlined quality assurance and reflects any requests by external auditors to implement improvements.

1.3.1 Performance standards and measures

The following areas form the basis of **performance reviews**

- Management and administrative systems
- Physical and staff resources
- Student support material
- Quality assurance procedures

For each area, key performance indicators and standards are identified and devised. These standards are what we adhere to and aspire to surpass.

1.3.2 Performance review

Performance review, involves both a systematic performance review as well as **self-assessment** (see section 1.3.4).

In order to improve we need to match our achieved levels compared to the agreed targets. Periodic reports, to and by staff, facilitate action plans.

1.3.3 Action planning

Action planning is the process whereby staff teams act to implement improvement in performance where required.

These areas are identified through the performance review or the self-assessment.

These **action plans must be documented** so that progress towards their achievement can be monitored and supported by all wherever possible.

The academy will implement a strategy where **standard procedures and forms** include an action plan where appropriate.

1.3.4 Internal Assessment and / or self-evaluation

Performance of others and self is evaluated by those carrying out or contributing to the tasks in hand. This process is a constant in the academy.

It operates at different levels including

- Individual self-assessment
- Programme review
- Evaluation of practices that occur across the board e.g. student induction processes

1.3.5 Internal Quality Audit

In order to ensure consistency and objectivity across the Academy, internal verifiers inspect existing areas and procedures. They check them against set standards and ensure they are being implemented.

As a result of their observations, they produce reports that are disseminated to each staff member. This is in order to spread and share good practices across the Academy.

In no way are the reports to be taken as personal criticism; but they are a means to continuous improvement in own performance and in the quality of training offered by the Academy.

2. The Academic Review Mechanism

2.1 Programme and Curriculum Review

The academy has a very small staff compliment. Staff members who are entrusted with reviewing programme-performance, meet to discuss outcomes reflected in feedback.

Through the following means: -

- Student feedback data is collected periodically and evaluated.
- Consultation with *industry* regarding their views on our students who attended salon observation sessions.
- Local market trends are collected and collated.

This gives the academy an overview of the suitability of the **course curriculum** or otherwise with the intention to adjust and adapt training to reflect new needs or old shortcomings.

Another task of the review team is to collate data on what proportion of students that were enrolled

- finish the course
- achieve the qualification
- are working with the acquired qualification

Any shortcomings can be addressed.

2.2 Student Appeals

The procedure for dealing with student appeals on academic grounds: -

Candidates may appeal on assessment and verification decisions.

A candidate who has not met the competency requirements of a programme should be advised accordingly following the assessment. The candidate may seek further training to attain the required competency.

However, if the candidate disagrees with the assessor's decision, they should be allowed to seek a second opinion from a second assessor or verifier who has the required vocational competence to be able to reach a decision on the ability of the candidate in relation to the required standard.

Further action: In the very rare occurrence, the decision may be put to the visiting verifier from City & Guilds / or Beauty Tech in those cases where the student still refuses to accept the decision by both local assessor and verifier. Time limit for **complaint is 20 days** from the assessment decision being made known.

2.3 Implementation of student surveys

Surveys should be completed by all students in all programmes.

Summaries of such surveys are completed by the assessment manager and used as a discussion item during **review team** meetings.

Stage one - Entry questionnaires

These are used to highlight

- Reasons why a student is on the programme
- How they have been treated to date

- If they are on the right programme
- If the induction has been successful

Stage two - On programme questionnaire - Half way through the academic year.

This serves to highlight

- How the student rates aspects of the programme
- How the student views tutor related support
- How the student reviews academy support services.

This is used, as a tool, together with specific programme-review exercises carried out by the team of staff entrusted with reviewing the program to evaluate the programme *content, delivery, and adequacy of resources*.

*The mid-term questionnaire is a **minimum requirement** in addition to qualitative programme review.*

Stage Three- Exit Questionnaire - This is to be completed by students at the last date of attendance for the academic programme.

This should provide

- a means to measure how far the programme has met the student's expectations and requirements
- Indicate what the student will do next (once they have finished the programme)
- Show what the student has valued and appreciated about the programme
- Indicate to the academy what the student should like to see improved in the programme.

3. Staff Development and Appraisal

The appraisal of staff with regards to vocational competence is an essential element of quality culture and is a focal point for the Self Evaluation Process (SEP).

The academy policy is to offer appropriate training and development of all staff within the resources available and the requirements that are identified through the **appraisal process**. The academy 's staff training policy is designed to offer

- **Train the trainer** programme on recruitment – tutor pack available.
- Continuous development of staff competences to reflect industry requirements.
- Periodic tutor assessment and appraisal.
- Provide training where the appraisal of staff indicates shortcomings.

4 IVQ Assessment

4.1 Assessment procedures of courses

Assessment of City & Guilds and Beauty Tech Programmes with regards to Vocational Qualifications.

We follow the procedures of Beauty Tech and City & Guilds related to course content and programme syllabi.

We follow procedures laid out in

- Guide to assessment practices.
- Guide to preparing projects and portfolios where applicable.
- Guide to assessment of practical skills.

4.2 Method of assessment of practical competences

Practical competences are assessed by one or more of the following

- Observance of performance
- Appraisal of products
- Practical assignments

These can be obtained from activities carried out in the academy.

Sometimes these could be obtained in real work situations or simulated working environments. In the case of simulated (Realistic work environment) within the Academy Salon, as far as possible, we aim to reproduce the psychological attributes comparable to the real salon environment. The academy makes sure that the full requirements of practical competence undertaken are met.

4.3 Recording of practical competence assessment

The only persons who can formally carry out practical assessment are those whose name have been entered in the official records as such.

Competence will be judged on the ability of the candidate

- **To meet the standards for performing the task, on the date that candidate is assessed.**
- **To achieve the desired standard without assistance.**
- **Continue to do so in the future**

To assess practical competence, we use standard forms where the skills needed to complete the task are listed. The tutor records the competence against the set criteria. These assessments are graded.

4.4 Practical activity recording

Candidates are required to keep records of practical activities undertaken during the duration of the programme, in their own time. Where applicable this work forms part of their portfolio. These activities must be dated and signed by the competent person or suitably informed witnesses.

4.5 Procedures for assessing the theoretical part

- Once the tutor has delivered lectures pertaining to that unit / topic, the students are given a document outlining the tasks they need to cover in their assignment.

- Students are given a date (deadline) for submitting the **hard copy** of the topic assignment.
- To avoid paper waste, the student can send a soft copy to the tutor for correction or approval prior to printing.

Marking Each assignment is divided into tasks, with bullet points indicating what is required to complete the task.

- Each bullet is to be included in the finished assignment.
- Tutor gives each bullet 1 or 0 and only when all topics are covered will the assignment be considered complete. The tutor then gives the student instructions to print. The finished document is bound and must be placed in their appropriate box by the deadline.

5. Standards for teaching and promotion of Learning

The standards that have to be met by the trainers and assessors of the academy are:

5.1 General

- Explain to the student the programme aims and objectives
- Provide them with a scheme of work and assessment schedules
- Make lesson plans available
- Keep up to date records of student work
- Programme and student records including
 - a) resources utilized, b) attendance, c) performance, d) behaviour
- Academy and awarding body QA processes are implemented
- Effective communication is maintained
- Assessments carried out in accordance with the programme specifications.

5.2 Team work

- Tutors and other staff members attend regular team meetings
- The tutors contribute to the development and design of programmes and assessments
- Contribute to planning and scheduling process
- Assist with specification and organisation of resources required for the team's programs
- Communicate effectively with managers
- Participate in internal assessment and verification process.

5.3 Professionalism

- Demonstrate sound knowledge of the subject area
- Plan and record each teaching session
- Be punctual, appropriately dressed and have relevant resources for each lesson
- Demonstrate a caring, positive, helpful approach to all academy clients
- Monitor and maintain health and safety standards.

5.4 Teaching style and practice

- Energetic, enthusiastic and good working relationship with students
- Use a wide range of learner centred methods
- Methods used for teaching encourage students' confidence and group awareness
- Learning materials are of high standards
- Teaching aims to extend the students' skills knowledge and understanding
- Different learning needs are assessed, recognised and provision is made for them
- Effective input on study skills
- Practical work is underpinned by Theory
- Work placements for observation of salon practices are an integral part of the learning process.

5.5 Measuring student achievement

- Prior learning and experience of student is considered
- Initial screening for literacy and numeracy

- Assessments are of the appropriate type / standard to test the desired outcome
- Students are provided with assessment schedules **as necessary**
- Rules and regulations related to assessments are made clear
- Assessments are sequenced evenly throughout the programme
- Assessments are marked with helpful comments and feed back
- Student have deadlines by which to hand in assignments
- Tutors return marked assessments within agree deadline
- Assessments are consistent and fair and comply with internal and external verification processes
- Academic appeals procedures are explained to students.

5.6 Student staff relationships

- Academy induction and tutorial programme is done by the tutors
- A good working relationship between staff and students is maintained
- Teachers' ethos encourages student learning
- High standards of behaviour are set by the tutors
- Students are encouraged to work as a team and be supportive of each other
- Students are informed of and encouraged to participate in the programme
- When equal opportunities issues arise, they are handled with tact, confidence and sensitivity.

5.7 Guidance role of tutors

- Personal teaching skills are effective
- Attendance is carefully monitored and recorded
- Where performance is poor, supportive action is taken
- Communication with guardians and parents, employers or sponsors is sought
- Work placement attendance is checked
- Guidance on career and education is given
- Tutors give attention to the personal development of the student
- Students who need individual help are coached
- Guidance in given to students on how to improve performance.

APPENDIX 1

GUIDANCE ON MEETINGS

City & Guilds / Beauty Tech Team Meetings

Team meetings constitute an important part of the review of the Programme performance. The **frequency** is determined by a number of factors.

Meeting schedule

Regular meetings are held

- Before the start of a new intake and once the programme starts
- Midway through the semester
- **Interim meetings** are held to determine *internal verification* time frames
- Important meetings take place *before and after external verifiers* visits.

For team meeting to be effective an agenda is prepared and minutes taken.

Participants in the meeting should include:

Assessment manager

Part time and fulltime tutors, trainers, assessor/ verifiers.

Where appropriate, the academy secretary /a student representative.

Agenda

Should be circulated beforehand to all participants

It should be restricted to 6 - 8 items

Length and time of meeting agreed beforehand- one or two hours

Finish at the time agreed

Agenda for team meetings should be **influenced by**

The current action plans

The standards for training assessment and verification

Outcome of team meetings shall include

An identifiable achievement/s

An action plans

A set of minutes

Minutes should be copied to all participants at the meeting

Held in the programme file

Made available for the visiting external verifier or QA inspector

Program review Team Meeting

Meeting to be held once a year

Outcomes of the PRT should include

- A complete programme **assessment** report
- Action plan
- A set of minutes

Outcomes of the programme assessment review

- Should be circulated to all members
- Kept in files

- Made available to external verifiers and Quality inspection

The **action plan** is the most important outcome of the PRT as it lists the aspects of the programme that need to be improved and outlines how it will be done.

The **action plan checklist** mentions the items that need to be looked into.

It should include the following headings

Programme information
Programme structure
Learning methods
Learning material
Assessment methods
Student achievement
Human resources
Staff development
Physical resources
Student survey
Admission guidance support

The action plan should **include all the tasks that results** from the review exercise.

Each objective will have one or more associated tasks.

It should indicate **who is responsible** for carrying out the task.

Tasks must have a **completion date**.

Tasks are split into **long term**, medium term or **short-term** sections.

If applicable should include an **estimate of the costs** of the task.

Appendix 2

Staff training and development

The academy understands that it must ensure the maximum utilisation of its human resources. This is achieved when all employees, at all levels are trained to carry out their jobs in the most effective manner. Therefore, we strive to develop to the full potential all individuals who show promise and enthusiasm to learn.

The academy policy is to offer training and development skills to all staff within the resources available and in line with the business requirements of the academy. The academy aims to ensure that all staff have the knowledge skills and experience to meet the required standards for performing the jobs they are assigned to.

The objectives of the academy policy are to

- Continually improve the service it offers
- Induct new staff members
- Enhance job satisfaction
- Develop staff potential
- To re-skill staff where necessary.

Implementation

Staff training and development is undertaken on a regular basis considering the requirements present and future needs of the academy.

We aim to bring up-to-date their knowledge to reflect changes in trends.

In-house training

Where possible In-House expertise and facilities are utilised.

On the job training is provided by colleagues and supervisors. All staff is expected to co-operate in the training of new comers to the team.

Induction

When joining or moving to another sector, all employees are to follow the academy's induction programme. The assessment manager makes sure that within a short period (not more than within 8 weeks) of joining, the new or transferring staff members, have attended and successfully completed the induction programme.

In house training and secondments

All staff are encouraged to attend internal programmes to improve their skills.

In addition, they are encouraged to attend industry seminars to remain abreast with current trends legislation and innovations in products. The academy organises short programmes for this purpose. All staff members attend training abroad to widen their skills and knowledge.

Appendix 3

Appraisal policy

Scope Aim Objectives

The appraisal policy applies to all staff. It is about **professional development**, not about discipline, performance or pay related issues.

Aim of the appraisal is to improve the service offered to clients by making sure that the staff are properly trained and able to reach their full potential.

That all staff have an agreed job description. **The persons doing the appraisal and the one undergoing the appraisal should have the appropriate training before participating in the process.**

Agreed outcomes and a monitoring report of the yearly meeting will be recorded.

Training on appraisal process

All participants will undergo training on the appraisal process prior to entering the scheme.

1. Understand the Academy policy of Equal Opportunities and Appeals and
2. Grievance's policy Carrying out the appraisal process including completing the necessary paperwork
3. Desirable objectives are set in and the tutor evaluation form, determining the outcomes of the appraisal.

Appraisal preparation

Both appraiser and appraisee have to be prepared prior to the meeting.

The appraiser should prepare and complete a standard preparation form prior to the meeting, to be given to the appraisee 10 working days before the interview.

Observation

Some appraisals will take the form of **observation** of teaching staff, in which case this is done following previous agreement and only by competent staff members.

Appraisal documentation

The following documents related to appraisal may only be used for the purpose of appraisal: Records of outcomes, pre-meeting preparation document and standard format document which is used during the appraisal will be filed and kept safely.

Queries and concerns

Areas of disagreement will be recorded and signed by both parties who can keep a copy each. Queries and concerns about the appraisal should be address at first to the direct line manager. If deemed to be unfair or biased, the overall manager will conduct the appraisal if the previous appraisal objection by interviewee are considered legitimate.

Appraisal feedback is to be carried out in a confidential room.

The appraisal is in the form of observation with the purpose of identifying **agreed outcomes** on a standard form. Appraisees are to be appraised by a competent person.

He/she review the completed appraisal form, to ensure equity, to see that staff development needs are met.

Outcomes

To ensure credibility agreed outcomes would be achievable and deliverable.
Actionable within one year.

Appendix 4

Programme Documents

For City & Guilds & Beauty Tech

The Assessment manager and / or QA managers maintain programme portfolios that are up to date and include all the necessary information.

These can be viewed by any external visiting quality assurer or verifier, if requested.

Section 1

Includes staff organisation chart

Staff job description

Staff CVs

Staff training status summary

Minutes of team meetings (including Internal verifiers and Programme review meetings)

Internal verification reports

Students' questionnaire results

Centre quality assessment reports with action plans.

Section 2

Programme specification

Scheme of work (when applicable)

Year plan - Calendar – time table

Lesson planning or evidence of lesson planning

Programme induction process.

Section 3

Assessment plans

Copies of assessments verification

Lesson records + attendance

Appendix 5

Beauty Tech

Learning resources

The Academy has made available to both students and staff a range of the most relevant didactic materials, which are considered necessary for teaching the subjects offered by the academy.

These include books, audio-visual amenities such as projectors, screen, tv, laptop, Wi-Fi-access, and vocational software and systems as learning aids.

Furniture, products, tools, electrical equipment, and the premises and facilities are constantly updated. Journals, magazines and internet links are provided to facilitate the learning process.

Responsibility

Staff and students are to treat the material available in such way the personal data is protected. Damage or corruption of any material or resources is strictly forbidden.

Any breach of the above but any individual will result is disciplinary action. the individual concerned will be asked to reimburse the academy the cost of replacement of the damaged resources.

Learning agreements

Preliminary Learning Agreement that concerns tutor student relations is signed at the pre-acceptance interview meeting.

Final Learning contract which includes financial arrangements is signed once the student has been accepted and has accepted the academy rules and regulations.

Appendix 6

Appeals and Complaints procedures

Candidate appeals on assessment and verification decisions

A candidate who does not satisfy the competency requirements of any aspect of the programme has to be notified accordingly, following the assessment.

The candidate may then seek further training or practice or adjust the assignment work handed in to meet the standard required for successful completion of the task in hand.

However, if the candidate does not agree with the decision, they are allowed to seek a second opinion from another assessor or verifier who is competent vocationally and is in position to reach a decision on the candidate's having achieved the required standard of performance.

In the rare case of disagreement by the candidate on the Centre's decision the matter may be put to the visiting verifier from City & Guilds.

If a candidate wishes to appeal the decision, the complaint or appeal should be lodged with the assessment manager or principal, not later than 10 days from the decision being communicated to the candidate.

The centre will try to resolve the matter within 10 days where possible.

Complaints about the centre staff, facilities or resources

Our aim is to have students who are satisfied and are eager to work happily with their tutors. In the event of dissatisfaction students are encouraged to voice their issues as soon as they become evident so that remedial action can be taken.

Appeals and complaint procedures form
Candidate appeals on assessment and verification decisions
Complaints about staff or resource or other Appeals against decisions on
assessments or assignments

Name _____ Surname _____

Address/ e mail _____

DOB _____ ID _____ Registration No _____

Centre Name Beauty Tech Centr reg.no 831022 _____

Qualification Name and Number (e.g Diploma in women's Hairdressing 3002-61)
