

Qualification Specification

Focus Awards Level 3 Diploma in Nail
Technology (RQF)

601/6474/8

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Focus Awards Level 3 Diploma in Nail Technology (RQF)

Qualification Details

QAN: 601/6474/8

GLH: 414

Credit: 51

Qualification Purpose

The Focus Awards Level 3 Diploma in Nail Technology (RQF) is aimed at those learners wishing to develop their knowledge, understanding and practical skills in providing manicure and pedicure treatments and applying and maintaining nail enhancements.

Qualification Structure/Rules of Combination

Learners must achieve **the following 6 mandatory units** totalling **39 credits**. A minimum of 12 credits must be achieved from the remaining optional units to create a total credit value for this qualification of **51 credits**.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory				
Monitor and maintain health and safety practice in the salon	R/600/8780	3	29	4
Apply and maintain nail enhancements	A/601/4444	3	111	15
Provide manicure treatments	T/601/4569	2	48	5
Provide pedicure treatments	R/601/4448	2	48	5
Maintaining Personal Health and Well being	D/600/8779	3	60	7
Client care and communication in beauty-related	T/601/4457	3	28	3

industries				
Optional				
Airbrush designs for nails	L/601/3931	3	22	4
Display stock to promote sales in a salon	J/600/8761	2	24	3
Promote products and services to clients in a salon	T/600/8769	2	28	3
Enhance nails using electric files	T/601/5334	3	29	3
Design and apply Nail Art	K/601/4794	3	39	5

Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners

Age Ranges

Learners should be 16 (minimum) to undertake this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

Assessment Methods

The Focus Awards Level 3 Diploma in Nail Technology (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 2 Diploma in Beauty Therapy Studies (QCF)
- Level 2 Award in Foot care (QCF)
- Level 2 Award in Nail Art (RQF)
- Level 2 Award in Airbrush Nail Design (QCF)
- Level 3 Award in Nail Enhancements and Advanced Hand and Nail Art Techniques (QCF)
- Level 3 Award in Nail Art (RQF)

Useful websites and supporting materials

- www.focusawards.org.uk/supportingmaterials
- www.skillsactive.org.uk
- www.habia.org
- www.ofqual.gov.uk

Links to national occupational standards

Focus Awards has mapped to the National Occupational Standards where they exist.

Appendix A: Units

Unit Title:	Monitor and maintain health and safety practice in the salon		
Unit No:	R/600/8780		
Level:	3		
GLH:	29		
Credit:	4		
Unit details: The aim of this unit is to provide learners with the knowledge and understanding required to monitor health and safety practice within the salon			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to carry out a risk assessment	1.1	Carry out risk assessments and take necessary actions
		1.2	State the reason for carrying out risk assessments
		1.3	Describe the procedures for carrying out a risk assessment
		1.4	Describe when risk assessments should be carried out
		1.5	Outline necessary actions to take following a risk assessment
2	Be able to monitor health and safety in the salon	2.1	Monitor and support the work of others to ensure compliance with health and safety requirements
		2.2	Outline the health and safety support that should be provided to staff
		2.3	Outline procedures for dealing with different types of security breaches
		2.4	Explain the need for insurance

Unit Title:	Apply and maintain nail enhancements		
Unit No:	A/601/4444		
Level:	3		
GLH:	111		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of applying and maintaining nail enhancements.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare for nail enhancements services	1.1	Prepare themselves, client and work area for nail enhancement services
		1.2	Use suitable consultation techniques to identify treatment objective
		1.3	Carry out nail and skin analysis
		1.4	Provide clear recommendations to the client
		1.5	Select products, tools and equipment to suit client treatment needs, skin types and nail conditions
		1.6	Describe salon requirements for preparing themselves, the client and the work area
		1.7	Describe the environment conditions suitable for nail enhancement services
		1.8	Describe different consultation techniques used to identify treatment objectives
		1.9	Explain the importance of carrying out a detailed nail and skin analysis
		1.10	Describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions
		1.11	Describe the different nail and skin conditions
		1.12	Explain the contra-indications that prevent or restrict manicure treatments

2	Be able to provide nail enhancement services	2.1	Communicate and behave in a professional manner
		2.2	Follow health and safety working practices and industry Code of Practice for nail services
		2.3	Position themselves and client correctly throughout the service
		2.4	Use products, tools. Equipment and techniques to suit clients service needs, nail and skin conditions
		2.5	Complete the service to the satisfaction of the client
		2.6	Record and evaluate the results of the treatment
		2.7	Provide suitable aftercare advice
		2.8	Explain how to communicate and behave in a professional manner
		2.9	Describe health and safety working practices and industry Code of Practice for nail services
		2.10	Explain the importance of positioning themselves and the client correctly throughout the service
		2.11	Explain the importance of using products, tools, equipment and techniques to suit clients service needs, nail and skin conditions
		2.12	Describe how services can be adapted to suit client service needs, nail and skin conditions
		2.13	Describe how to maintain and remove nail enhancements
		2.14	State the contra-actions that may occur during and following service and how to respond
		2.15	Explain the importance of completing the service to the

			satisfaction of the client
		2.16	Explain the importance of completing the treatment records
		2.17	Describe the methods of evaluation the effectiveness of the treatment
		2.18	Describe the chemical process involved in the nail enhancement systems
		2.19	Describe the structure and functions of the nail and skin
		2.20	Describe the different natural nail shapes

Unit Title:	Provide manicure treatments		
Unit No:	T/601/4569		
Level:	2		
GLH:	48		
Credit:	5		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of providing manicure services to clients.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare for manicure treatments	1.1	Prepare themselves, client and work area for manicure treatment.
		1.2	Use suitable consultation techniques to identify treatment objectives.
		1.3	Carry out a nail and skin analysis.
		1.4	Provide clear recommendations to the client.
		1.5	Select products, tools and equipment to suit client treatment needs, skin types and nail conditions.
		1.6	Describe salon requirements for preparing themselves, the client and the work area.
		1.7	Describe the environmental conditions suitable for manicure treatments.
		1.8	Describe different consultation techniques used to identify treatment objectives.
		1.9	Explain the importance of carrying out a nail and skin analysis.
		1.10	Describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions.
		1.11	Identify nail and skin conditions.
		1.12	Describe the contra-indications which prevent or restrict manicure treatments.
2	Be able to provide manicure treatments	2.1	Communicate and behave in a professional manner.
		2.2	Follow health and safety working

		practices.
	2.3	Position themselves and client correctly throughout the treatment.
	2.4	Use products, tools, equipment and techniques to suit client treatment needs, nail and skin conditions.
	2.5	Complete the treatment to the satisfaction of the client.
	2.6	Record the results of the treatment.
	2.7	Provide suitable aftercare advice.
	2.8	State how to communicate and behave in a professional manner.
	2.9	Describe health and safety working practices.
	2.10	Explain the importance of positioning themselves and the client correctly throughout the treatment.
	2.11	Explain the importance of using products, tools, equipment and techniques to suit client treatment needs, nail and skin conditions .
	2.12	Describe how treatments can be adapted to suit client treatment needs, nail and skin conditions.
	2.13	Describe the different massage techniques and their benefits.
	2.14	State the contra-actions that may occur during and following treatments and how to respond.
	2.15	State the importance of completing the treatment to the satisfaction of the client.
	2.16	State the importance of completing treatment records.
	2.17	State the aftercare advice that should be provided.
	2.18	Describe diseases and disorders of the nail and skin.
	2.19	Describe the structure and functions of

			the nail and skin.
		2.20	Describe the structure and function of the muscles of the lower arm and hand.
		2.21	Describe the structure and function of the bones of the lower arm and hand.
		2.22	Describe the structure and function of the arteries and veins of the arm and hand.
		2.23	Describe the structure and function of the lymphatic vessels of the arm and hand.

Unit Title:	Provide pedicure treatments		
Unit No:	R/601/4448		
Level:	2		
GLH:	48		
Credit:	5		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of providing pedicure services to clients.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare for pedicure treatments	1.1	Prepare themselves, client and work area for pedicure treatment.
		1.2	Use suitable consultation techniques to identify treatment objectives
		1.3	Carry out a nail and skin analysis
		1.4	Provide clear recommendations to the client
		1.5	Select products, tools and equipment to suit client treatment needs, skin types and nail conditions
		1.6	Describe salon requirements for preparing themselves, the client and the work area
		1.7	Describe the environmental conditions suitable for pedicure treatments
		1.8	Describe different consultation techniques used to identify treatment objectives
		1.9	Explain the importance of carrying out a nail and skin analysis
		1.10	Describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions
		1.11	Identify nail and skin conditions
		1.12	Describe the contra-indications which prevent or restrict pedicure treatments

2	Be able to provide pedicure treatments	2.1	Communicate and behave in a professional manner
		2.2	Follow health and safety working practices
		2.3	Position themselves and client correctly throughout the treatment
		2.4	Use products, tools, equipment and techniques to suit client treatment needs, nail and skin conditions
		2.5	Complete the treatment to the satisfaction of the client
		2.6	Record the results of the treatment.
		2.7	Provide suitable aftercare advice.
		2.8	State how to communicate and behave in a professional manner
		2.9	Describe health and safety working practices
		2.10	Explain the importance of positioning themselves and the client correctly throughout the treatment
		2.11	Explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, nail and skin conditions
		2.12	Describe how treatments can be adapted to suit client treatment needs, nail and skin conditions
		2.13	Describe the different massage techniques and their benefits
		2.14	State the contra-actions that may occur during and following treatments and how to respond
		2.15	State the importance of completing the treatment to the satisfaction of the client

		2.16	State the importance of completing treatment records
		2.17	State the aftercare advice that should be provided
		2.18	Describe diseases and disorders of the nail and skin
		2.19	Describe the structure and functions of the nail and skin
		2.20	Describe the structure and function of the muscles of the lower leg and foot
		2.21	Describe the structure and function of the bones of the lower leg and foot
		2.22	Describe the structure and function of the arteries and veins of the lower leg and foot
		2.23	Describe the structure and function of the lymphatic vessels of the lower leg and foot

Unit Title:	Maintaining Personal Health and Well being		
Unit No:	D/600/8779		
Level:	3		
GLH:	60		
Credit:	7		
Unit details: The aim of this unit is to develop the learners knowledge and understanding of maintaining personal health and well being.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to maintain personal health and wellbeing	1.1	Access sources of information on health and wellbeing
		1.2	State sources of information available on personal health and wellbeing
		1.3	Describe the components that contribute to a balanced diet
		1.4	Describe how nutrients are absorbed within the human body
		1.5	Describe the effects of nutrients on the human body
		1.6	Compare own dietary intake with recommended daily intake
		1.7	Describe the influencing factors that effect food intake and choice
		1.8	State the principles of healthy eating choices
		1.9	Describe how to interpret retail food labelling
		1.10	Describe the considerations that need to be identified when looking at body image
		1.11	Describe how lifestyle choices affect personal health and wellbeing
2	Be able to monitor weight management	2.1	Evaluate weight management programmes
		2.2	Explain the principles of figure analysis
		2.3	Describe how to identify and analyse good posture
		2.4	Describe the effects of poor

			posture on the body
		2.5	Evaluate safe exercise methods
		2.6	Explain the principles of safe exercise on the human body
		2.7	Describe the benefits that regular activities have on fitness
		2.8	Describe how to measure and improve personal fitness
		2.9	Communicate and behave in a professional manner
		2.10	Follow safe and hygienic working practices
		2.11	Outline safe and hygienic working practices

Unit Title:	Client care and communication in beauty-related industries		
Unit No:	A/601/4457		
Level:	3		
GLH:	28		
Credit:	3		
Unit details: The aim of this unit is to develop the learners knowledge and understanding of client care and communication. Learners will develop the ability to adapt the provision of client care and their communication skills to the needs of different clients.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to communicate and behave in a professional manner when dealing with clients	1.1	Behave in a professional manner within the workplace
		1.2	Use effective communication techniques when dealing with clients
		1.3	Adapt methods of communication to suit different situations and client needs
		1.4	Use effective consultation techniques to identify treatment objectives
		1.5	Provide clear recommendations to the client
		1.6	Assess the advantages and disadvantages of different types of communication used with clients
		1.7	Describe how to adapt methods of communication to suit the client and their needs
		1.8	Explain what is meant by the term 'professionalism' within beauty related industries
		1.9	Explain the importance of respecting a client's 'personal space'
		1.10	Describe how to use suitable consultation techniques to identify treatment objectives
		1.11	Explain the importance of providing clear recommendations to the client
2	Be able to manage client expectations	2.1	Maintain client confidentiality in line with legislation.
		2.2	Use retail sales techniques to meet

		client requirements
	2.3	Evaluate client feedback
	2.4	Evaluate measures used to maintain client confidentiality
	2.5	Explain the importance of adapting retail sales techniques to meet clients requirements
	2.6	Identify methods of improving own working practices
	2.7	Describe how to resolve client complaints

Optional Units

Unit Title:	Airbrush designs for nails		
Unit No:	L/601/3931		
Level:	3		
GLH:	22		
Credit:	4		
Unit details: The aim of this unit is to develop the learners' knowledge and understanding about planning, creating and designing individual nail art designs using airbrushing techniques to suit the client and occasion.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to plan and prepare for airbrush nail art services	1.1	Develop airbrush nail art design plans using research material and resources
		1.2	Prepare themselves, client and work area for airbrush nail art services
		1.3	Use suitable consultation techniques to identify treatment objectives
		1.4	Carry out a nail and skin analysis
		1.5	Provide clear recommendations to the client
		1.6	Select products, tools and equipment to suit client treatment needs, skin and nail conditions
		1.7	Explain the importance of developing nail art design plans
		1.8	Describe salon requirements for preparing themselves, the client and work area
		1.9	Describe the environmental conditions suitable for airbrush nail treatment
		1.10	Describe the different consultation techniques used to identify treatment objective.
		1.11	Explain the importance of carrying out a detailed nail and skin analysis
		1.12	Describe how to select products, tools and equipment to suit client treatment needs, nail and skin conditions.
		1.13	Explain the contra-indications that

			prevent or restrict airbrush nail treatment
2	Be able to provide airbrush nail art	2.1	Communicate and behave in a professional manner
		2.2	Follow health and safety working practices
		2.3	Position themselves and client correctly throughout the treatment
		2.4	Use products, tools, equipment and techniques to meet design plan and to suit clients treatment needs nail and skin conditions
		2.5	Complete the treatment to the satisfaction of the client
		2.6	Record and evaluate the results of the treatment
		2.7	Provide suitable aftercare advice
		2.8	Explain how to communicate and behave in a professional manner
		2.9	Describe health and safety working practices
		2.10	Explain the importance of positioning themselves and the client correctly throughout the treatment
		2.11	Explain the importance of using products, tools, equipment and techniques to meet design plan and to suit clients treatment needs, nail and skin conditions
		2.12	Describe how treatment can be adapted to suit client treatment needs
		2.13	State the contra-actions that may occur during and following treatments and how to respond
		2.14	Explain the importance of completing the treatment to the satisfaction of the client
		2.15	Explain the importance of completing treatment records

		2.16	Describe the methods of evaluating the effectiveness of the treatment
		2.17	Describe the aftercare advice that should be provided
		2.18	Describe the structure and functions of the nail and skin
		2.19	Describe the different skin and nail conditions
		2.20	Describe the different natural nail shapes

Unit Title:	Display stock to promote sales in a salon		
Unit No:	J/600/8761		
Level:	2		
GLH:	24		
Credit:	3		
Unit details: The aim of this unit is to develop the learners' knowledge and understanding about creating an eye-catching display using promotion materials, equipment and stock from the salon. Through this, learners will know how to promote the salon and increase sales of services and retail products.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare the display area	1.1	Select the materials, equipment and stock to use
		1.2	Determine the location of the display to maximise its impact
		1.3	Assemble the display carefully and safely
		1.4	Label the displayed products clearly, accurately and in a manner consistent with legal requirements
		1.5	State the purpose of a display
		1.6	List the type of information required in order to plan a display effectively
		1.7	State how the location and design of the display can attract attention and increase sales
		1.8	Describe how the location and design of related promotional materials can influence the effectiveness of the display
		1.9	Describe safety considerations when assembling a display
2	Be able to maintain and dismantle the display area	2.1	Maintain the display area for the duration of the display period
		2.2	Dismantle the display, restore the area and return stock to storage
		2.3	Describe the maintenance needs of a

			promotional display
		2.4	Outline the safety considerations when dismantling a display, disposing of materials and returning stock to storage
		2.5	Explain the key legal requirements affecting the display and sale of goods

Unit Title:	Promote products and services to clients in a salon		
Unit No:	T/600/8769		
Level:	2		
GLH:	28		
Credit:	3		
Unit details: The aim of this unit is to develop the learners' knowledge and understanding of the products and services offered in a salon including how to promote the products and services, describing benefits and features to the client and securing an agreement to close the sale.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to promote products and services to the client	1.1	Establish the client's requirements
		1.2	Introduce services and/or products to the client at the suitable time
		1.3	Give accurate and relevant information to the client
		1.4	Identify buying signals and interpret the client's intentions correctly
		1.5	Secure agreement with the client
		1.6	Close the sale
		1.7	Identify services and/or products to meet the requirements of the client
		1.8	Describe the benefits to the salon of promoting services and products to the client
		1.9	Describe the listening and questioning techniques used for promotion and selling
		1.10	Explain the terms 'features' and 'benefits' as applied to services or products
		1.11	Describe the principles of effective face to face communication
		1.12	State the importance of effective personal presentation
		1.13	State the importance of good product and service knowledge
		1.14	Describe how to interpret buying

			signals.
		1.15	Outline the stages of the sale process
		1.16	Explain the legislation that affects the selling of services and products
		1.17	Describe methods of payment for services and products

Unit Title:	Enhance nails using electric files		
Unit No:	T/601/5334		
Level:	3		
GLH:	29		
Credit:	3		
Unit details: The aim of this unit is to develop the learners' knowledge and understanding about the safe and appropriate use of electric files during the processes of preparing and finishing overlay materials.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare for enhance nails using electric files	1.1	Prepare themselves, client and work area for enhancing nails using electric files
		1.2	Use suitable consultation techniques to identify treatment objectives
		1.3	Carry out skin analysis and any relevant tests
		1.4	Provide clear recommendations to the client
		1.5	Select electric nail files, attachments and equipment to suit client treatment needs, nail types and conditions
		1.6	Describe salon requirements for preparing themselves, the client and work area
		1.7	Describe the environmental conditions suitable for nail services using electric files
		1.8	Describe the different consultation techniques used to identify treatment objectives
		1.9	Describe how to select products, equipment and techniques to suit client nails types and conditions
		1.10	Identify the range of equipment used for nail services using electric files
		1.11	Describe the correct use of different types of electric filing equipment
		1.12	Explain the contra-indications that prevent or restrict nail services using

			electric files
2	Be able to provide for enhance nails using electric files	2.1	Communicate and behave in a professional manner
		2.2	Position themselves and client correctly throughout the treatment
		2.3	Use suitable techniques, products, tools and equipment
		2.4	Complete the treatment to the satisfaction of the client
		2.5	Evaluate the results of the treatment
		2.6	Provide suitable aftercare advice
		2.7	Follow health and safety working practices
		2.8	Explain how to communicate and behave in a professional manner
		2.9	Explain the importance of positioning themselves and the client correctly throughout the treatment
		2.10	Identify tools and equipment used with nail service using electric files
		2.11	Describe the structure of the nail
		2.12	Describe the main diseases and disorders of the nail
		2.13	Describe the dangers of incorrect use of electric files
		2.14	State the contra-actions which might occur during and following treatment and how to respond
		2.15	Describe safe and hygienic working practices

Unit Title:	Design and apply Nail Art		
Unit No:	K/601/4794		
Level:	3		
GLH:	39		
Credit:	5		
Unit details: The aim of this unit is to develop the learners' knowledge and understanding about planning and creating individual nail art designs to suit the client and occasion.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare, design and plan for nail art	1.1	Develop nail art design plans.
		1.2	Prepare themselves, client and work area for nail art.
		1.3	Use suitable consultation techniques to identify service objective.
		1.4	Carry out nail and skin analysis.
		1.5	Provide clear recommendations to the client.
		1.6	Select products, tools and equipment to suit client service needs, skin and nail conditions.
		1.7	Explain the importance of developing nail art design plans.
		1.8	Describe salon requirements for preparing themselves, the client and work area.
		1.9	Describe the environmental conditions suitable for nail art.
		1.10	Describe the different consultation techniques used to identify service objectives.
		1.11	Explain the importance of carrying out a nail and skin analysis.
		1.12	Describe how to select products, tools and equipment to suit client service needs, nail and skin conditions.
		1.13	Explain the contra-indications that prevent or restrict nail art.
2	Be able to provide the	2.1	Communicate and behave in a

nail art service		professional manner.
	2.2	Follow health and safety working practices.
	2.3	Position themselves and client correctly throughout the service.
	2.4	Use products, tools, equipment and techniques to meet design plan and to suit client service needs and nail and skin conditions.
	2.5	Complete the service to the satisfaction of the client.
	2.6	Evaluate the results of the service.
	2.7	Provide suitable aftercare advice.
	2.8	Explain how to communicate and behave in a professional manner
	2.9	Describe health and safety working practices
	2.10	Explain the importance of positioning themselves and the client correctly throughout the service.
	2.11	Explain the importance of using products, tools, equipment and techniques to meet design plan and to suit client service needs, nail and skin conditions.
	2.12	Describe how the service can be adapted to suit client needs.
	2.13	State the contra-actions that may occur during and following services and how to respond.
	2.14	Explain the importance of completing the service to the satisfaction of the client.
	2.15	Explain the importance of completing service records.
	2.16	Describe the methods of evaluating the effectiveness of the service.
	2.17	Describe the aftercare advice that should be provided.

		2.18	Describe the structure and functions of the nail and skin.
		2.19	Describe the different skin and nail conditions.
		2.20	Describe the different natural nail shapes.

Appendix B: Assessment Strategy

Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS);
- Certificate to Teach in the Lifelong Learning Sector (CTLLS);
- Diploma to Teach in the Lifelong Learning Sector (DTLLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Requirements of Assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a beauty therapy qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the beauty therapy framework of qualifications

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements of Internal Quality Assurers (IQA):

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a beauty therapy qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the beauty therapy framework of qualifications

Please note simulation is not allowed in all units.

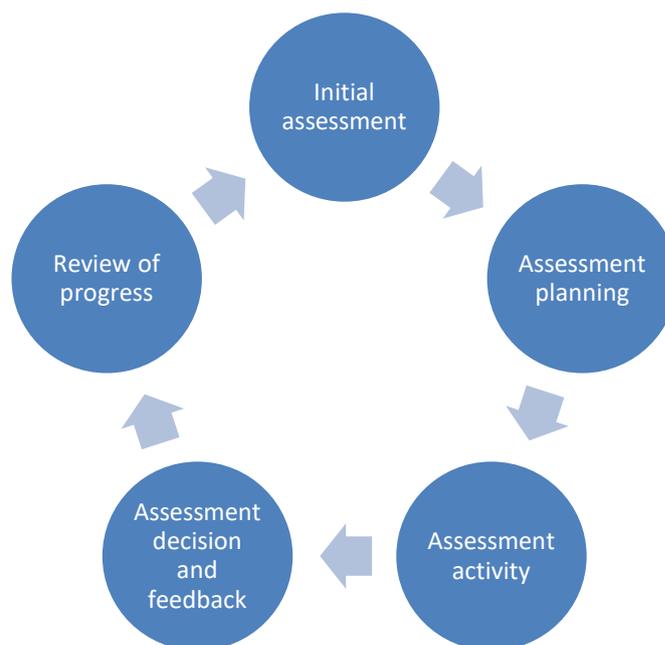
Appendix C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial Assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by

the assessor, but the information obtained must be passed on to the assessor in order for them to effectively move on to the next stage of the assessment cycle and plan the learner assessment. The initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the (RQF) learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the (RQF)
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the (RQF)
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated.

Recognition of Prior Learning (RPL) is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a particular course of learning and progress to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate

It is the responsibility of all learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers, or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the preliminary consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request, all centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

Guided Learning Hours (GLH)

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:
- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

Consistency of assessment decisions

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice

- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

Judging authenticity

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners
- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

Guidance on re-submission of learner assessment

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

Use of language and stimulus materials

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective
- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

Appendix D: Guidance on observed assessments

Assessment briefing

When a planned observed assessment is to be carried out, it is essential that a briefing is conducted by the assessor prior to the assessment. This assessment briefing should cover the following information:

- Where the assessment will be carried out
- How the assessment will be organised
- What the learner is expected to present or demonstrate in terms of performance evidence
- Any documentation which forms part of the assessment
- Where and when questioning and feedback will take place
- What the learner needs to do if there is a disagreement with the assessment decision (appeals procedure)
- The assessor should also use this briefing activity to let students seek clarification or ask questions on any issue relating to the planned assessment. Other individuals such as clients who are involved in the assessment process should also be part of the assessment briefing. The assessment briefing can be conducted in either a one to one or group briefing. In group situations the assessor will briefly confirm the process with each individual before beginning the assessment

Observing the learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when carrying out an observed assessment:

- Involve the learner
- Complete an adequate briefing
- Use an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient

- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'
- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focussed on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

Suggested stages of an observation for Focus Awards Level 3 Diploma in Nail Technology (RQF)

➤ Step 1

Initial briefing with the learner

➤ Step 2

Observation of learner

➤ Step 3

Assessor led learner/client feedback

➤ Step 4

Learner Evaluation with the client (15 minutes minimum)

➤ Step 5

Assessor Questions assess knowledge and understanding (non-leading and open)

➤ Step 6

Assessor adjudication (pass/refer)

➤ Step 7

Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria,)

Questioning to Assess Knowledge and Understanding

- It is essential that learners are questioned whenever there is doubt about underpinning knowledge. It is easy to assume a level of understanding by what is seen during an observation
- A question should not be asked if the assessor does not see a particular performance criteria

- Questions can be divided into two types:
- Open questions start with the words, 'Who?' 'How?', 'Where?' 'What?', 'When?', and 'Why?' - These words act as prompts and enable learners to answer using their own words
- Closed questions enable the learner to respond with a simple 'Yes' or 'No' answer. For example, "Would you ask a new client to complete a registration document?" Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked as part of an assessment are recorded together with the learner's responses. These must be written out in full and signed and dated by both the assessor and the learner
- Assessors writing "learner answered correctly" next to a question is not acceptable. If an appeal against the assessment decision is raised a clearly auditable trail of evidence which shows the question that was asked, and the learner response, must be available

Non-Leading Questions

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression. Examples of leading questions would be:

- "During the initial consultation your client did not provide any contact details, should you have asked for them?"
- "Your client asked for a service you do not provide, should you apologise for not offering the service or refer them to a specialist?"

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.

- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner:

Date:.....

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,
A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Focus Awards Level 3 Diploma in Nail Technology (RQF)
 Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

earner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

