

Qualification Specification

Focus Awards Level 2 Award in Skin Tanning Techniques (RQF)

601/6467/0



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Focus Awards Level 2 Award in Skin Tanning Techniques (RQF)

Qualification Details

QAN: 601/6467/0

GLH: 31

TQT: 40

Credit: 4

Qualification Purpose

The aim of the Focus Awards Level 2 Award in Skin Tanning Techniques (RQF) is to provide learners with the skills and knowledge to a professionally competent level enabling them to deliver the skin tanning treatments at level 2 including understanding and demonstrating the background theory to relate to practice.

Qualification Structure/Rules of Combination

Learners must achieve **the following 1 mandatory unit** totalling **4 credits**.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory				
Apply Skin Tanning Techniques	H/601/3563	2	30	4

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 2 Award in Skin Tanning (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 3 Diploma in Nail Technology (RQF)
- Level 2 NVQ Diploma in Beauty Therapy General (QCF)
- Level 2 NVQ Diploma in Nail Services (QCF)
- Level 3 NVQ Diploma in Nail Services (QCF)
- Level 2 Diploma in Beauty Specialist Techniques (QCF)
- Level 2 Diploma in Beauty Therapy Studies (QCF)

- Level 2 Certificate in Beauty Specialist Techniques (QCF)
- Level 2 Certificate in Cosmetic Make-Up and Beauty Consultancy (QCF)
- Level 2 Certificate in Cosmetic Make-Up (QCF)

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 NOS where they exist

Appendix A: Units

Unit Title:	Apply Skin Tanning Techniques		
Unit No:	H/601/3563		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to provide learners with the knowledge and understanding of self-tanning products for specific areas of the body. Assessment will concentrate on the face, neck shoulders, lower arms and hands, lower legs and feet.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare for self-tanning techniques	1.1	Prepare themselves, the client and work area for a self-tanning treatment
		1.2	Use suitable consultation techniques to identify treatment objectives
		1.3	Advise the client on how to prepare for the treatment
		1.4	Identify influencing factors
		1.5	Provide clear recommendations to the client based on factors
		1.6	Describe salon's requirement for client preparation, preparing themselves and the work area
		1.7	Identify different consultation techniques used to identify treatment objectives
		1.8	Describe the factors that need to be considered when selecting techniques, products and equipment
		1.9	Describe the environmental conditions suitable for self-tanning treatment
		1.10	Describe the safety considerations that must be taken into account when providing self-tanning treatment
		1.11	Identify the range of equipment used for self-tanning treatments
		1.12	Identify products used and their key ingredients

		1.13	Compare the benefits and effects of self-tanning treatments with UV tanning treatments
		1.14	Explain the importance of regular disinfecting and sterilising of equipment between self-tanning sessions
		1.15	Explain the effect self-tanning products have on the skin and the reasons the effect has limited duration
		1.16	Describe contra-indications that prevent or restrict self-tanning treatment
2	Be able to provide self-tanning techniques	2.1	Communicate and behave in a professional manner
		2.2	Position themselves and the client correctly throughout the treatment
		2.3	Select and use products and equipment taking into account identified factors
		2.4	Follow safe and hygienic working practices
		2.5	Identify contra-actions and take appropriate action during treatment
		2.6	Provide suitable aftercare advice
		2.7	Complete the treatment to the satisfaction of the client
		2.8	Evaluate the results of the treatment with the client
		2.9	Describe how to communicate and behave in a professional manner
		2.10	State the importance of positioning themselves and the client correctly throughout the treatment
		2.11	Describe safe and hygienic working practices
		2.12	Describe contra-actions which might occur during and following the treatment and how to respond
		2.13	Describe the aftercare advice that should be provided
		2.14	State the importance of completing the

			treatment to the satisfaction of the client
		2.15	State the methods of evaluating the effectiveness of the treatment
		2.16	Describe the structure and function of the skin

Appendix B: Assessment Strategy

This unit should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards.

There are restrictions on the areas of the body. Face, arms, lower legs only.

Range endorsed by DDP:

Desirable characteristics

Warmth, ventilation, privacy, volume and type of music/sounds

Factors

Skin sensitivity test, contra-indications, skin condition, medication, client expectations and preparation, natural shade of skin, effects of Ultra Violet radiation on the skin

Benefits and effects

Aging, malignant melanoma, changes in moles, pigmentation problems (UVA, UVB,UVC), degrees of erythema associated with sun burn, sunscreens, sun protection factor (SPF)

Equipment

Gun, compressors

Products

Skin cleansing products, exfoliation products, tanning products, spray tan, moisturisers, sterilising solution, sanitising solution

Key ingredients

DHA – dihydroxyacetone

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory conditions and pregnancy.

Methods of evaluating

Visual, verbal, written feedback, repeat business

Aftercare advice

Loose dark clothing, avoid touching the skin, moisturising products, showering/bathing advice, exfoliation, product recommendations, possible staining to fabric.

Contra-actions

Skin irritation, skin allergies, undesirable skin/hair discolouration
Working methods
Health and safety requirements, equipment testing, ventilation, PPE

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to tanning techniques

Behavioural expectations

Working cooperatively with others, following salon requirements
Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories, relevant Health & Safety

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

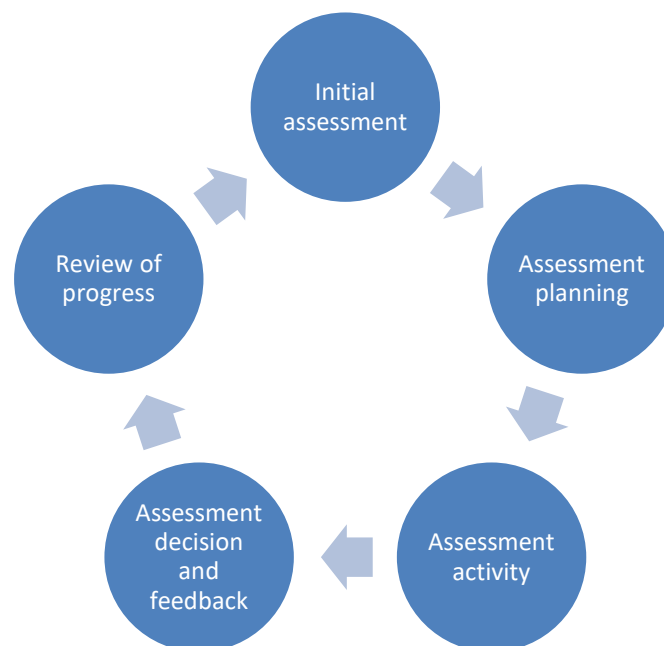
Appendix C: Assessment Best Practice

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 QCF 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 QCF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the QCF
- 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 carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

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 conducting out an observed assessment:

- Involve the learner
- Carry out an adequate briefing
- Complete 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 any 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 2 Award in Skin Tanning (RQF)

- **Step 1**
Initial briefing with the learner
- **Step 2**
Observation of the learner
- **Step 3**
Assessor led learner/client Feedback
- **Step 4**
Learner Evaluation with the participant (15 minutes minimum)
- **Step 5**
Assessor Questions to 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 we see 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 to enable a learner to respond and use 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 questionnaire?" 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, AND the learner responses, are documented. These must be written out in full and then 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:

1 "This was your client's first consultation do you think you could have asked them for their telephone number for your records?"

2 "During an initial consultation with a client would you ask them if they are currently taking any medication as well as asking if they have any pre-existing conditions?"

Feedback

'Structured, helpful information that is given to someone to suggest what can be done to improve a performance'

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor's opinion and should not be delivered as criticism. Criticism is subjective it is one individual's judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the 'feedback sandwich' model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance

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

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:	

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

Evidence Record Sheet

Qualification:

Unit:

Learning outcome																									
Evidence																									

I confirm that the evidence provided is a result of my own work:

Signature of learner:

Date:

I confirm that the learner has demonstrated competence by satisfying all of the learning outcomes and assessment criteria for this unit:

Signature of assessor:

Date:

Signature of IQA:

Date: