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 will continuously seek to identify customer and market needs and will develop and use performance indicators to monitor customer satisfaction.

We at the academy have the collective responsibility to provide the industry with people who are trained to the highest international standards.

We do this by
- Providing our student s with the opportunity to gain experience in the industry.
- Simulating real work experience in the training centre.
- Training the students in a comprehensive range of practical competences
- Providing them with all the underpinning knowledge while we encourage them to
- Improve their research skills and developing their "learning to learn".
- In the training we endeavour to teach and foster generic skills that will make the transition to the world of work easier.

Commitment to Quality
The mission statement is a clear commitment to be among the premier providers of vocational training in personal services (hair ,beauty, barbering,& nails)
Therefore, we must make sure we have an effective system for Quality Assurance.
In this context for us
"Quality means meeting and exceeding the customers expectation and delivering consistent results."

The achievement of students will be monitored by specific exercises namely :-
researched assignments and practical observation assessments throughout the training period.
We employ a system of regular assessments of which a sample is verified.
This constitutes our Internal QA process of student performance.
City and guilds External verification processes are carried out once a year.

To support our policy, trainers and assessors will receive training and guidance, as necessary, to be able to be fair in their assessment consist of in-house training following guide lines laid down by City and Guilds.

Quality Assurance for us does not mean only student monitoring but also to be at the top of our league. For us this means we review our course content, delivery method and make sure of staff preparedness, by giving them CPD. All this done is to ensure our courses to reflect the changing needs of the market.

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Equal Opportunities Policy

The academy works actively towards an equal opportunity to all staff and students.
We make sure that 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 and instead adopt practices which encourage non-discrimination.
A grievance and disciplinary procedure is in place to protect staff and students form 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.

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1.Introduction

1.1 Background

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

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

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

This will

- Support improvement in providing our students with the best possible training.
- Provide 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, 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 as a whole. Quality Assurance has to be shared. 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 effect students, e.g. corrective, disciplinary or restraining; while following academy policies. Staff have the duty to take decisions themselves so as to ensure that 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.

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Furthermore, to ensure we are delivering high-quality training tutors undergo regular Continuous Professional Development training courses to be up to date with industry need

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 need 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.

1.3.2 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 aspire to adhere to and surpass.

1.3.3 Performance review
On the whole performance review involves both a systematic performance review as well as **self-assessment** (see section 1.3.5)
In order to improve we need to match our achieved, compared to the agreed, targets.
Periodic reports, to and by staff, facilitate action plans.

1.3.4 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.

1.35 Internal Assessment

Internal assessment or self-evaluation.
Performance of others and self is evaluated by those carrying out or contributing to the tasks in hand. This process will be a constant in the academy.
It operates at different levels including
- Individuals self-assessment
- Programme review
- Evaluation of practices that occur across the board e.g. student induction processes

1.3.6 Internal Quality Audit

In order to ensure consistency and objectivity across the Academy, internal verifiers are to *inspect areas and procedures that are in place and check them against set standards and check if they are in place.*
They will **produce reports** as a result of their observations that will be disseminated to each staff member. This is 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 in the academy

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2. The Academic Review Mechanism

2.1 Programme and Curriculum Review

The academy has a very small staff, so instead of a programme review **board** PRB
We appoint staff members who are entrusted with reviewing programme performance in various ways.

- *Student feedback* data is collected periodically
- Consultation with *industry* regarding their views on our past student or present students attending salon practice.
- Local market trends can be 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 personnel" is to collate data on what proportion of students enrolled.

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

Any shortcomings can be addressed.

2.1 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 form City and Guilds 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.

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2.2 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 that 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

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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.
- Provide training where the appraisal of staff indicates shortcomings.

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4 IVQ Assessment

4.1
Assessment procedures of courses

Assessment of City and Guilds and Beauty Tech programmes
Vocational related qualifications and international vocational qualifications
We follow the procedures laid out in the C and G and Beauty Tech documents related to course content and programme syllabi.
We follow procedures laid out in

- City and Guilds guide to assessment practices
- Guide to preparing projects and portfolios for IVQ s and VQRs where applicable.
- Guide to assessment of practical skills
- International assessor award syllabus- *not obligatory and not yet done.*

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 city and guilds records as such.
Competence will be judged by the ability of the candidate

- to meet the standards set on **the date** the task is set.
- To be certain that they can meet the standard **without assistance**
- Continue to do so in the future

Such forms, designed for the purpose, record, against a set number of criteria, weather the candidate is competent of not yet competent.

4.4 Practical activity recording

Candidates are required to keep records of practical activities undertaken during the duration of the programme, especially when undertaken at the place of work experience. Date time and authenticated /signed by the competent person (salon owner and or tutor) or suitably informed witnesses.

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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's programme aims and objectives
- Provide with a scheme of work and assessment schedules
- Make lesson plans available for each teaching session
- 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 should attend regular team meeting
- The tutors should contribute to, the development and design of programme 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 at each lesson
- Demonstrate 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 are an integral part of the learning process

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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
- 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 tach confidence and sensitivity

5.7 Guidance role of tutors

- The personal teaching skills are effective
- Attendance is carefully monitored and recorded and where performance is poor,
- Supportive action is taken.
- Communication with guardians and parents, employers or sponsors is sought.
- Work placement activities are checked
- Guidance on career and education is given
- Tutors try to pay attention to the personal development of the student
- Students who need individual help are coached (outside timetabled hours)
- Guidance in given to students how to improve performance

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APPENDIX 1

GUIDANCE ON MEETINGS

City and 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 examinations 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 **c**opied to all participants at the meeting

Held in the programme file

Made available for the visiting external verifier or QA inspector

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Program review board Meeting

Meeting to be held once a year

Outcomes of the PRB 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 PRB 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.

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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 us 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.

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Appendix 3
Appraisal policy**

Scope

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

Aim

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.

Objectives

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 on the appropriate form

Training on appraisal process

All participants will undergo training on the appraisal process prior to entering the scheme. Understand the Academy policy of Equal Opportunities and Appeals and Grievances policy Carrying out the appraisal interview and completing the necessary paper work Setting desirable objectives and 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.

Appraisal interview

Appraisal is to be carried out in a confidential room.

The appraisal is in the form of a meeting with the purpose of identifying **agreed outcomes** on a standard form. Appraisees are to be appraised by their direct line manager.

 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

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.

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Appendix 4- Programme Documents
For City and 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 C.V s
Staff training status summary
Minutes of team meeting (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

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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.

No one is allowed to damage or corrupt any material or resources.

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.

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