

REPORT - Assessing the quality of trainers in the sectors of beauty & wellness

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Expert Position as per ToR: Senior Short Term Expert in Skills Development - Sector of Beauty & Wellness

Date:

29th February – 2nd March 2016

Activity Number & Brief Description

2.1.3 Assist NSQC sectoral committees in assessing the quality of trainers in the sectors of beauty & wellness to help develop national quality standards for training providers

Introduction

In order to assess the quality of training in the sectors of Beauty and Wellness, I thought it most appropriate to carry out lesson observations of teaching, learning and assessment in respect of the validated qualifications currently being delivered and assessed.

I visited 3 training centres:

1. IL&FS Skills Development Corporation Limited (IL&FSDC) – Okhla, an NSDC funded educational institute. This is a large, well organised institute, which delivers skills training in many sector areas other than Beauty and Wellness including: Hospitality and Catering, Engineering, Sewing and Handicrafts
2. VLCC – Greater Noida, the largest private training centre for Beauty and Wellness in India. VLCC founder Vandana Luthra is Chair of the Beauty and Wellness SSC with 62 Institutes in 47 countries in 16 states pan India.
3. Nail Spa by Gurpreet – Karol Bagh, a small private training centre for the niche area of Nail Technology, the Director is SME – Subject Matter Expert and NOS Committee Member for the BWSSC. They have 3 other training and salon locations in Kolkata, Pune and Mumbai.

The Quality of Training

In order to assess the quality of training I carried out lesson observations to assess teaching and learning at 3 distinctly different training centres.

IL&FS – this is a highly organised and competent centre, which is an NSDC and BWSSC training partner. The centre is highly organised with regards to administration and learner recruitment and tracking. There are detailed session plans, which tutors follow. The master academic trainer monitors compliance with training delivery. Course manuals are designed to meet and exceed subject matter requirements and are clearly mapped to the NOS and assessment standards. The training facilities are good, but do not compare with the specialist facilities available in the majority of UK training centres for Beauty and Wellness.

The quality manager assures standardisation of teaching and assessment. There are detailed tutor guides, participant guides and session plans, which tutors follow. The master academic trainer monitors compliance with training delivery. All aspects of training and assessment are cross-checked for standardisation. The quality manager assures standardisation of teaching and assessment, regular meetings are held and minutes recorded.

Each learner undergoes an initial diagnostic assessment with a student counsellor and support systems provided as required. Reasonable adjustments are made and additional support needs provided for.

Learner achievement and progression is tracked, monitored and reviewed. Learners are employed by the industry partners on successfully achieving their qualification.

The Lead Specialist Tutor had trained and qualified at the London College of Fashion and Make-up. Teaching and learning reflected a typically good theory training class in the UK. The tutors were knowledgeable, enthusiastic and set UK industry standards relating to health, safety and client consultation. Learners were attentive and motivated. The session was quite tutor led and improvements could have been made by a more learner-centred approach to delivery. Assessment is designed towards formative and summative end-testing rather than a competency-based approach.

Conclusion

Teaching and learning is effective and all aspects of training observed were at a good or excellent standard. Tutors were skilled and knowledgeable in the subject matter and learners were clearly motivated and learning in line with the aims and objectives of the lesson. The level of organisation and programme features were equivalent to a good to excellent UK College of Further Education. The centre works closely with industry to identify staffing needs and training requirements. Learners are recruited through road shows promising job prospects and an interview with the industry partners. Parents and the community is involved and an elder linked to the training e.g. a school headmaster. A community worker is assigned to support the learners. Learners undergo initial diagnostic tests at interview with a student counsellor. Post course learner destinations are recorded and tracked for one year. If those going into the industry leave within the year reasons are established why and if they can be addressed they are to encourage a return to work.

[Reference document: BWSSC Lesson Observation_IL&FS 200216_RMcn](#)

VLCC – this is a large institute dedicated to Beauty and Wellness training and a key BWSSC training partner for the PMKVY programmes. Recruitment and administration is well organised. The tutor was experienced and the skills being demonstrated were well executed. Schemes of work and lesson plans were not seen.

Theory of pressure points was delivered first followed by a demonstration and then learners practised the skills. The theory teaching was tutor-led. The tutor demonstration was well executed, with skills clearly shown in a step-by-step logical sequence. The tutor was clearly knowledgeable in the subject matter, however she missed the opportunity to set a good example relating to professional code of dress. She wore a suit to demonstrate the treatment, where in the UK tutors would demonstrate practical techniques wearing personal protective clothing e.g. a clean uniform, hair tied back, flat closed shoes and no jewellery. A bottle of sanitiser was passed round – this was the only reference to health, safety and hygiene. The tutor missed the opportunity to set the standards right at the start, which allowed for poor practice. *Learners on this PMKVY course do not wear uniforms.* Learners practised the massage movements wearing rings and bangles, their hair was loose and they had trailing scarves/shawls. After 20 minutes or so the tutor mentioned to the learners that they should not wear jewellery or nail varnish.

All learners were actively engaged throughout the lesson. They put theory into practice immediately, recalling the massage movements demonstrated and were enjoying the lesson.

The centre was very spacious with large salons/theory classrooms. Classroom management/layout could have been improved to give more space to the learners practising their skills. Couches were all squashed into one area of the room, yet there was plenty of room to spread them out. Generally the facilities were adequate but very basic and did not reflect the standards typically seen in a UK training centre.

Conclusion:

Teaching and learning is effective, however opportunities were missed to set industry standards from the start and overall the standards relating to training was average. It was interesting to see the way in which the NOS had been translated into lesson delivery and it was clear that the tutor was skilled and experienced in facial massage. The students were attentive and motivated and all actively engaged throughout the lesson and keen to practice the skills demonstrated. Improvements required included

setting the professional standard as soon as possible in the training e.g. wearing personal protective clothing. Although costly to provide uniforms or for the students to purchase these, aprons (possibly disposable aprons) or tabards could have been provided. Then together with the emphasis on removing scarves, jewellery – rings and bangles and tying hair back the industry standards would have been set.

Reference document: [BWSSC Lesson Observation_VLCC 010316_RM McN](#)

Nail Spa by Gurpreet – This is essentially a chain of Nail Spa salons, which also provides training and is a BWSSC training partner. As training is delivered in a commercial Nail Spa salon the facilities provide a real working environment, which is of a good professional/industry standard. The Director and head trainer is the subject matter expert for India for all training relating to nail services. The Director trained herself in Canada and keeps up-to-date with developments in the industry at an international level, she is highly skilled, experienced and passionate about the industry and motivated to train to the very best standards.

The tutor was experienced and enthusiastic about the subject matter. Skills demonstrated and imparted were of high industry standards, Learners were highly motivated and very enthusiastic to practice the skills demonstrated. They were a little messy working and they were not wearing the PPE – the personal and protective equipment and clothing, which therapists in the salon were wearing. As learners are self-funding it isn't mandatory for them to wear a uniform, however to follow industry standards it should be.

Additional support was provided to learners who only speak the local language, training was provided in the dual languages of English and Hindi. The trainers are fluent in both languages.

Tutors carry out internal quality assurance to ensure standardisation of learners' ability across every course. Individual learner evaluations are completed. All learners have final skills tests. Learners not meeting the standards have to complete an additional 10 days and 10 sets of nails, before being skills tested again.

Conclusion:

Training provided was good/very good in relation to the skills being imparted were commensurate with the industry standards in the UK, however the standards relating to PPE needed to be improved. Training and assessment was well organised and learner progress and achievement clearly tracked. Training was being carried out in a real working environment with the opportunity for learners to practice their skills in the salon. However from a learning perspective it was not wholly ideal to have training taking place in the same space and at the same time as operating a commercial salon and it is likely to be distracting for both learners and clients alike.

Reference document: [BWSSC Lesson Observation_Nail Spa by Gurpreet 020316_RM McN](#)

Overall evaluation of the standards of training:

Tutors are generally skilled and experienced on the subject matter relative to the qualifications they are delivering. Learners hold their tutors in high respect and are enthusiastic and motivated to learn. Standards vary from centre to centre, however improvements required relate to making teaching and learning more learner-centred and placing a greater emphasis on inculcating professional standards of personal presentation and health and safety from the onset. Trainers would benefit from Train the Trainer and Assessor Training and developing skills in how to vary delivery. Facilities varied greatly, however none met with the high quality professional industry standards found in the majority of training centres in the UK.

Who I met

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Ritika Vasudev, Lead Specialist/Project Head IL&FS Kavita Sah, Skills Head, National Community Engagement Head IL&FS	Ritika.Vasudev@iflindia.com mob+91 9211286757 kavita.sah@iflindia.com mob +91 9717047676 Office: +91 (011) 41594000 D-114 Okhla Industrial Area Phase 1, New Delhi 110020

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Gurpreet Seble, Director Nail Spa by Gurpreet Joban Maini COO, Nail Spa by Gurpreet	gurpreet@nailspaindia.com +9193 50461370 joban@nailspaindia.com +91 9910038725 Suite 105 Apsara Arcade, by Karol Bagh Metro Station, Pusa Road Karol Bagh, Delhi

Associated reports attached:

- BWSSC Lesson Observation_IL&FS 200216_RMcN
- BWSSC Lesson Observation_VLCC 010316_RMcN
- BWSSC Lesson Observation_Nail Spa by Gurpreet 020316_RMcN



Lesson Observation

Beauty and Wellness:		Number registered: 14
		Number male:
		Number female: 14
		Date: 29/02/16
		Duration: 2 hours
		Number learners present: 14
Course: Assistant Beauty Therapist	FT/PT full-time 3 months	From register, Do learners attend regularly? This was the first day
Subject: Prepare and Maintain work area	Theory ✓ Practical	Do learners arrive on time? 2 new learners introduced later in the session by their community worker

<p>Outstanding features</p> <p>The level of organisation and programme features. The centre works closely with industry to identify staffing needs and training requirements. Learners are recruited through road shows promising job prospects and an interview with the industry partners. Parents and the community is involved and an elder linked to the training e.g. a school headmaster. A community worker is assigned to support the learners. Learners undergo initial diagnostic tests at interview with a student counsellor. Post course learner destinations are recorded and tracked for one year. If those going into the industry leave within the year reasons are established why and if they can be addressed they are to encourage a return to work.</p> <p>Course manuals are designed to meet and exceed subject matter requirements clearly mapped to the NOS</p>	<p>Good features</p> <p>Learners were clearly enthusiastic about the subject matter and learning. All were keen to participate and to answer questions.</p> <p>There was clearly mutual respect between the learners and the staff at the centre and the tutors.</p>	<p>Areas for development</p> <p>Learner -centred teaching approaches.</p>
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Outcomes	Good Features Prompts	Comments
<p>STANDARDS: Good management of the learners and the learning environment</p> <p>SKILLS</p>	<ul style="list-style-type: none"> • Tutors are suitably experienced, qualified and trained • Lessons are planned in line with a scheme of work • Tutors demonstrate effective classroom management • Poor attendance and punctuality are monitored and action taken promptly • Learning objectives are explained to learners • Teaching is varied to account for different learning styles • Learners use their time effectively • There is equality of opportunity in terms of treatment of learners • Learners are encouraged to work collaboratively • Equipment and facilities are suitable for the purpose • The accommodation is conducive to good learning • Provides a stimulating learning environment e.g. displaying learner's work and other material where possible • Learners are encouraged to develop personal presentation skills to reflect high industry standards • Learners recall previous learning • Learners develop thinking skills • Learners acquire new knowledge, understanding and skills • Learners' work indicate high standards of achievement • Learners are encouraged to develop core/generic skills 	<p>Detailed session planning and manuals to support. The Tutor was trained and qualified at the London College of Fashion and Make-up in the UK.</p> <p>High standard of classroom management and mutual respect. All learners stand when a tutor enters the room.</p> <p>Attendance monitored</p> <p>Session plan tutor manual and a participant manual, objectives stated at the beginning of every session. Combination of rote learning, question and answers.</p> <p>All learners actively engaged. Learners encouraged to make their own notes and to participate in discussions relating to the subject.</p> <p>Basic facilities needed to deliver the training were available. The facilities were clean and the environment calm and conducive to learning. Health and safety was emphasised and a 'Libao' multifunction disinfection chest was installed. Posters of the anatomy of the skin were displayed on the walls</p>

WELLBEING

- Learners show respect to their peers and tutors
- Learners demonstrate a positive attitude to their studies
- Learners engage well in tasks and participate well
- Learner input is valued
- Learners can plan activities
- Learners have choice in how and what they learn
- Learners demonstrate that they enjoy learning and developing skills

Mutual respect was evident in every class visited.

Learners were attentive and enthusiastic. Their input was sought and received and learners were clearly enjoying the session. Lessons were delivered in Hindi and English.

Systems were in place to provide individual support and to identify where reasonable adjustments may be required to support the learning process.

Additional comments:

This was the first day of the course and it was clear that standards were being established at the outset.

The centre is highly organised with regards to administration and learner recruitment and tracking. The centre works closely with industry to identify skills gaps and recruitment needs. Learners are recruited through road shows promising employability skills and an interview with the industry partners

Learning resources, products and equipment to meet training and assessment needs.

Text books UK – Jane Hiscock S/NVQ L3 Beauty Therapy, Milady Cosmetology, Susan Cressy, Julia Conway Make-up Artistry



Lesson Observation

Beauty and Wellness:		Number registered:
		Number male:
		Number female: 12
		Date: 01/03/16
		Duration: 1 hour
		Number learners present: 12
Course: L3 Assistant Beauty Therapist (PMKVY programme)	FT/PT Mon-Sat 1/2 day am or pm	From register, Do learners attend regularly? Only day 2
Subject: Provide basic skin care treatment	Theory ✓ Practical ✓	Do learners arrive on time? Not all

Outstanding features	Good features	Areas for development
	<p>Tutor knowledge and skills, which were well demonstrated.</p> <p>Learner motivation and enthusiasm.</p>	<p>Standard setting from the start, e.g. removing jewellery and tying hair back, wearing personal protective clothing e.g. apron if uniforms are not available.</p> <p>Classroom management/layout could have been improved to give more space to the learners practising their skills. Couches were all squashed into one area of the room, yet there was plenty of room to spread them out.</p> <p>Generally the facilities were poor and did not reflect professional industry standards.</p>

Good Features Prompts

Outcomes

Comments

STANDARDS : Good management of the learners and the learning environment

- Tutors are suitably experienced, qualified and trained
- Lessons are planned in line with a scheme of work
- Tutors demonstrate effective classroom management
- Poor attendance and punctuality are monitored and action taken promptly
- Learning objectives are explained to learners
- Teaching is varied to account for different learning styles
- Learners use their time effectively
- There is equality of opportunity in terms of treatment of learners
- Learners are encouraged to work collaboratively
- Equipment and facilities are suitable for the purpose
- The accommodation is conducive to good learning
- Provides a stimulating learning environment e.g. displaying learner's work and other material where possible

The tutor was experienced and the skills being demonstrated were well executed. Schemes of work and lesson plans were not seen.

Theory of pressure points was delivered first followed by a demonstration and then learners practised the skills.

The tutor did not set a good example relating to professional code of dress. She wore a suit to demonstrate the treatment. A bottle of sanitiser was passed round – this was the only reference to health, safety and hygiene. The tutor missed the opportunity to set the standards right at the start, which allowed for poor practice.

SKILLS

- Learners are encouraged to develop personal presentation skills to reflect high industry standards
- Learners recall previous learning
- Learners develop thinking skills
- Learners acquire new knowledge, understanding and skills
- Learners' work indicate high standards of achievement
- Learners are encouraged to develop core/generic skills

Learners on this PMKVY course do not wear uniforms.

Learners practised the massage movements wearing rings and bangles, their hair was loose and they had trailing scarves/shawls. After 20 minutes or so the tutor mentioned to the learners that they should not wear jewellery or nail varnish

WELLBEING	<ul style="list-style-type: none">• Learners show respect to their peers and tutors• Learners demonstrate a positive attitude to their studies• Learners engage well in tasks and participate well• Learner input is valued• Learners can plan activities• Learners have choice in how and what they learn• Learners demonstrate that they enjoy learning and developing skills	<p>Learners showed respect for their tutor and stood when the Head of the Institute entered the room.</p> <p>All learners were actively engaged throughout the lesson. They put theory into practice immediately, recalling the massage movements demonstrated and were enjoying the lesson.</p>
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Additional comments:

Teaching was learning is effective, however opportunities were missed to set industry standards from the start and overall the standards relating to training was average. It was interesting to see the way in which the NOS had been translated into lesson delivery and it was clear that the tutor was skilled and experienced in facial massage. The students were attentive and motivated and all actively engaged throughout the lesson and keen to practice the skills demonstrated. Improvements required included setting the professional standard as soon as possible in the training e.g. wearing personal protective clothing. Although costly to provide uniforms or for the students to purchase these, aprons (possibly disposable aprons) or tabards could have been provided. Then together with the emphasis on removing scarves, jewellery – rings and bangles and tying hair back the industry standards would have been set.



Lesson Observation

Beauty and Wellness:		Number registered: 10
		Number male:4
		Number female:6
		Date:02/03/16
		Duration: 2 hours
		Number learners present:10
Course: Nail Technician	PT	From register, Do learners attend regularly? yes
Subject: Nail Technician	Theory ✓ Practical ✓	Do learners arrive on time? yes

Outstanding features	Good features	Areas for development
<p>The skills being imparted are at the cutting edge of the Nail Services industry.</p> <p>Tutors keep up-to-date with new industry techniques and technology through regular CPD in the USA and Canada,</p>	<p>Tutors carry out internal quality assurance to ensure standardisation of learners' ability across every course. Individual learner are evaluations are completed. All learners have final skills tests. Learners not meeting the standards have to complete an additional 10 days and 10 sets of nails, before being skills tested again.</p>	<p>Setting the standards of wearing personal protective clothing from the start.</p>

Outcomes	Good Features Prompts	Comments
<p>STANDARDS: Good management of the learners and the learning environment</p>	<ul style="list-style-type: none"> • Tutors are suitably experienced, qualified and trained • Lessons are planned in line with a scheme of work • Tutors demonstrate effective classroom management • Poor attendance and punctuality are monitored and action taken promptly • Learning objectives are explained to learners • Teaching is varied to account for different learning styles • Learners use their time effectively • There is equality of opportunity in terms of treatment of learners • Learners are encouraged to work collaboratively • Equipment and facilities are suitable for the purpose • The accommodation is conducive to good learning • Provides a stimulating learning environment e.g. displaying learner’s work and other material where possible 	<p>The Director and head trainer is the subject matter expert for India for all training relating to nail services. The Director trained herself in Canada and keeps up-to-date with developments in the industry at an international level, she is highly skilled, experience and passionate about the industry and motivated to train to the very best standards.</p> <p>Lessons are planned well and there are schemes of work, lesson plans and assessment plans in place</p> <p>The tutor was experienced and enthusiastic about the subject matter. Skills demonstrated and imparted were of high industry standards, Learners were highly motivated and very enthusiastic to practice the skills demonstrated. They were a little messy working and they were not wearing the PPE – the personal and protective equipment and clothing, which therapists in the salon were wearing. As learners are self-funding it isn’t mandatory for them to wear a uniform, however to follow industry standards it should be.</p> <p>Teaching was being delivered in both English and Hindi</p>

SKILLS	<ul style="list-style-type: none"> • Learners are encouraged to develop personal presentation skills to reflect high industry standards • Learners recall previous learning • Learners develop thinking skills • Learners acquire new knowledge, understanding and skills • Learners' work indicate high standards of achievement • Learners are encouraged to develop core/generic skills 	<p>Learners were highly motivated and keen to learn and practice the skills. They were acquiring the skills knowledge and understanding reflective of international industry standards.</p>
WELLBEING	<ul style="list-style-type: none"> • Learners show respect to their peers and tutors • Learners demonstrate a positive attitude to their studies • Learners engage well in tasks and participate well • Learner input is valued • Learners can plan activities • Learners have choice in how and what they learn • Learners demonstrate that they enjoy learning and developing skills 	<p>Learners clearly respected the tutors and appreciated and were enjoying the learning experience.</p> <p>They were able to demonstrate the skills they had learned to a competent standard.</p>
<p>Additional comments:</p> <p>Training provided was good/very good in relation to the skills being imparted were commensurate with the industry standards in the UK, however the standards relating to PPE needed to be improved. Training and assessment was well organised and learner progress and achievement clearly tracked.</p>		