National Commission for
Further and Higher Education
Malta

External Quality Assurance Audit Report

Beauty Tech Hair and Beauty Academy

Carried out between the 24th-25th November 2020

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Abbreviations List

ECTS   European Credit Transfer System

EQA/QA audit   External Quality Assurance Audit

IQA   Internal Quality Assurance

MQF   Malta Qualifications Framework

NCFHE   National Commission for Further and Higher Education

NQAF   National Quality Assurance Framework for Further and Higher Education

Executive Summary

Institutional background

Beauty Tech Hair and Beauty Academy is highly committed to providing the hairdressing and beauty industry with professionals that are trained to the highest international standards. The Academy aims to be the highest-quality provider of hairdressing and beauty training at a local level. The Academy defines quality as… *meeting and exceeding the customers' expectation and delivering consistent results.*

To achieve this objective the Academy seeks to identify both customer and market needs and develops training courses accordingly. The Academy seeks to provide students an authentic learning experience that facilitates a smooth transition to the local job sector. Students within the Academy are offered opportunities to gain experience in the industry and to foster the knowledge, skills and competences to nurture their holistic professional development.

Overview of the audit process

This report is the result of the External Quality Assurance process undertaken by an independent peer review panel. The panel evaluated the documentation submitted by the educational institution and conducted an onsite audit visit on 24th/25th November 2020. The panel was responsible for reaching conclusions on Standards 1 and 3 – 11. As outlined in the External Quality Audit Manual of Procedures, the NCFHE sought external expertise to support the panel in reaching a conclusion on Standard 2. Through this report, the panel also highlighted areas of good practice which, in its view, make a positive contribution to academic standards and quality of education that are worthy of being emulated and disseminated more widely.

Summary of the conclusions given by the Peer Review Panel

On the basis of the findings documented in the report, the panel has concluded that the Academy meets Standards 2, 3, 5, 7, 8, 9 and 11 and requires improvement for Standards 1, 4, 6 and 10. The recommendations listed for each Standard are proposed to improve the positive practice already attained while addressing the challenges encountered within the institution.

The panel made 27 key recommendations to be implemented within 12 months of the publication of the report.

About the External Quality Audit

Aims and Objectives of the EQA

Quality assurance in Malta is underpinned by six principles that determine the remit and function of the National Quality Assurance Framework for Further and Higher Education, and the relationship between internal and external quality assurance to enhance learning outcomes.

i.   The Framework is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and enriched by the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) perspective.

ii.   The Framework contributes to a National Culture of Quality, through:

❖ increased agency, satisfaction and numbers of service users,
❖ an enhanced international profile and credibility of providers in Malta,
❖ the promotion of Malta as a regional provider of excellence in further and higher education.

iii.   The Internal Quality Assurance (IQA) is fit for purpose.

iv.   The External Quality Assurance (QA audit) is a tool for both development and accountability. The QA audit shall ensure that the internal quality management system of the provider is:

❖ fit for purpose according to the provider's courses and service users,
❖ compliant with Standards and regulations and contributing to the development of a national quality culture,
❖ contributing to the fulfilment of the broad goals of Malta's Education Strategy 2014-24,
❖ Implemented with effectiveness, comprehensiveness and sustainability.

v.   The Quality Improvement Cycle is at the heart of the Framework.

vi.   The integrity and independence of the QA audit process is guaranteed.

The QA audit provides public assurance about the Standards of further and higher education programmes and the quality of the learning experience of students. It presents an opportunity for providers to demonstrate that they adhere to the expectations of stakeholders with regards to the programmes of study that they offer and the achievements and capabilities of their students. It also provides a focus for identifying good practices and for the implementation of institutional approaches to the continuous improvement in the quality of educational provision.

NCFHE has a responsibility to ensure that a comprehensive assessment is conducted for all higher education providers in Malta. The QA audit provides an opportunity to assess the Standards and

quality of higher education in Malta against the expectations and practices of provision across the European Higher Education Area and internationally.

The QA audit examines how providers manage their own responsibilities for the quality and Standards of the programmes they offer. In particular, the following issues are addressed:

- ❖ The fitness for purpose and effectiveness of internal quality assurance processes, including an examination of the systems and procedures that have been implemented and the documentation that supports them.
- ❖ The compliance with the obligations of licence holders with established regulations and any conditions or restrictions imposed by NCFHE.
- ❖ The governance and financial sustainability of providers, including assurances about the legal status of the provider, the appropriateness of corporate structures and the competence of staff with senior management responsibilities.

The QA audit benchmarks the QA system and procedures within an institution against eleven (11) Standards:

1.   Policy for quality assurance: entities shall have a policy for quality assurance that is made public and forms part of their strategic management.

2.   Institutional and financial probity: entities shall ensure that they have appropriate measures and procedures in place to ensure institutional and financial probity.

3.   Design and approval of programmes: self-accrediting providers shall have appropriate processes for the design and approval of their programmes of study.

4.   Student-centred learning, teaching and assessment: entities shall ensure that programmes are delivered in a way that encourages students to take an active role in the learning process.

5.   Student admission, progression, recognition and certification: entities shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle'.

6.   Teaching staff: entities shall assure the competence and effectiveness of their teaching staff.

7.   Learning resources and student support: entities shall have appropriate funding for their learning and teaching activities and sufficient learning resources to fully support the students' learning experiences.

8.   Information management: entities shall ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

9.   Public information: entities shall publish information about their activities which is clear, accurate, objective, up-to-date and readily accessible.

10.   On-going monitoring and periodic review of programmes: entities shall implement the 'Quality Cycle' by monitoring and periodically reviewing their programmes to ensure their continuing fitness for purpose.

11.   Cyclical external quality assurance: entities should undergo external quality assurance, approved by NCFHE, at least once every five years.

Peer-review panels essentially ask providers the following question about their arrangements for quality management:

'What systems and procedures are in place and what evidence is there that they are working effectively?'

The approach to quality assurance can be encapsulated in a number of key questions which providers should ask themselves about their management of quality.

- What are we trying to do?
- Why are we trying to do it?
- How are we trying to do it?
- Why are we doing it that way?
- Is this the best way of doing it?
- How do we know it works?
- Could it be done better?

Answers to these questions should form the basis of the provider's critical assessment of and response to the self-evaluation questionnaire.

The approach of the QA audit is not simply about checking whether providers adhere to the regulations; it examines how providers are developing their own systems in addressing the expectations of sound management of educational Standards and the quality of their learning and teaching provision. It does not involve the routine identification and confirmation of criteria - a 'tick- box' approach – but a mature and reflective dialogue with providers about the ways in which they discharge their obligations for quality and the identification of existing good practices.

The Peer Review Panel

The Peer Review Panel was composed of:

Chair of Review Panel: Ms Desiree Scicluna Bugeja

Peer Reviewer: Dr. Rosetta Thornhill

Student Peer Reviewer: Mr Robert Cassar Pace

QA Managers (NCFHE): Mr Jurgen Damato

                              Ms Annalisa Mallia

Specific Terms of Reference

The main lines of inquiry for this EQA were to establish the fitness of purpose and effectiveness of the internal quality assurance processes established and implemented by the Academy. This includes the set-up and structure of the quality management system, documentation and review of teaching, learning and assessment carried out by the Institute and the foreign awarding bodies.

The review team decided that, as part of an enhancement-led approach, it would issue recommendations linked to all parts of the operations of the institute. The report therefore distinguishes between:

- Mandatory recommendations (MR) which are crucial to meet a standard and must be implemented according to the timeframe given by the panel.
- Key recommendations (KR) are important to improve a standard and which should be implemented expediently by the institute to address weaknesses within one year of the publication of the report;
- Recommendations (R) for improvement which are merely suggestions based on the panel analysis and observations.

Institutional Context

Beauty Tech Hair and Beauty Academy is a pioneer institution in the field of hair and beauty courses. The Academy has been established since 1987 and initially provided CIBTAC courses/qualifications. In 2005 the Academy started offering a range of City & Guilds courses - specifically the hairdressing Diploma EQF level 3 and Advanced Diploma EQF Level 4, Diploma in Salon Management EQF Level 4 and the Advanced Techniques (Hair) at EQF Level 5. Currently three City & Guilds courses (related to Hairdressing and Barbering) are still running. The Academy holds a valid Further and Higher Education Institution licence (licence number: 2007-TC-012) - the licence was initially valid till November 2019 and was later extended till October 2020. The Academy has developed a number of homegrown courses - the courses range from Level 2 (Nails) to Level 4 (Advanced Hairdressing/Barbering).

The Academy caters for young persons interested in pursuing a career within the hair/beauty industry, as well as established professionals already in the field who seek to broaden their skills/competences. The Mission Statement clearly displays the Academy's 'clear commitment to be among the premier providers of vocational training in personal services (hair/beauty/barbering/nails)'.

The Academy is currently planning to extend the range of homegrown courses. The Academy intends to develop homegrown courses related to Beauty Therapy as well as a range of short term courses.

The Academy forms an integral part of the mother company Beautimport Limited. Staff members occupy different roles within the Academy and Beautimport Limited. Through the mother company, the Academy maintains close affiliation with the local industry. This approach facilitates the alignment of the Academy's course development to the dynamic nature within the sector. The close affiliation with the local salons also facilitates the selection of competent part time lecturers for the Academy.

Analysis and Findings of Panel

Standard 1: Policy for Quality Assurance

> _Policy for quality assurance:_ entities shall have a policy for quality assurance that is made public and forms part of their strategic management.

Main findings

Beauty Tech for Hair and Beauty Academy is a family business founded in 1987. The idea to develop a school of hair and beauty stemmed from a genuine interest to nurture a generation of professionals in the field. The panel notes that the Academy set-up is small, but highly committed

to deliver competent high-quality courses reflecting the industry needs and rapid development in the sector.

The panel notes the key role and dominance of the Academy Principal. The Principal takes a keen interest in quality assurance and followed training opportunities related to QA held by NCFHE. The Principal fulfils multiple roles within the Academy ranging from student pre-admission interviews/meetings, lecturer head-hunting, handling of any students' complaints/concerns, liaising with the external verifier, informal observation of lecturers, compilation of QA reports, liaising with industry partners and curriculum design and review. This context limits the authentic role of the QA Manager listed in the organigram. The meetings held during the audit visit clearly highlight that while a number of QA structures/documents and measures are in place, the implementation of QA processes is mainly controlled by the Principal with limited/negligible input from the internal and external stakeholders. A QA manual is in place and has been reviewed once since its compilation, mainly by the Principal in 2018. The panel notes that while the QA Manual states 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* (Section 1.2), this mindset has not been realistically founded.

The panel notes that the compilation of the QA manual was chartered on similar documents by the City & Guilds Foreign Awarding Body and supported by personnel working within this foreign entity. While this approach is commendable, the panel notes that the local Academy QA document lacks contextualization. The panel observes that the compilation of the QA document failed to engage the input from students and lecturers and other potential external stakeholders. Furthermore, while mention of regular (twice weekly) meetings for internal review of QA processes is highlighted in the QA manual, the panel notes that such meetings are not officially documented. The encounters with the interviewees indicate that the IQA process is sporadic in nature and not implemented in a meaningful manner within a holistic QA implementation practice. The panel notes that the QA manual (Section 1.3.6) mentions the role of 'internal verifiers to inspect areas and procedures that are in place and check them against set standards and check if they are in place.' While the lecturers take the role of internal verifiers in matters related to course assessment, the role of IQA is by far much broader and entails a comprehensive analysis and evaluation on all facets of QA within an educational institution.

The panel notes that the QA manual is uploaded on the Academy's official website and includes an Equal Opportunities Policy that highlights the institution's Equal Opportunities objectives both for students and staff.

The panel notes that the Academy has a roadmap that focuses on the development of new homegrown courses to reflect the evolving nature of the local beauty industry together with short courses focusing on niche areas. The panel observes that the Academy's administration is aware of the stiff competition in the sector and thus envisages the need to keep evolving the courses offered to target niche areas. Although the strategic priorities are in place, no formal action plan is available.

Good Practice Identified
1. Engagement of external stakeholders particularly industry partners and foreign Awarding bodies in the QA manual compilation.
2. Participation of the Academy's Principal in quality assurance training and professional development provided by NCFHE.

Recommendations for improvement
1. KR: Engagement of internal stakeholders i.e students and lecturers in QA document compilation to nurture 'quality' through ownership.
2. KR: The QA manual must be reviewed and contextualised to reflect the local and organisational authentic context
3. KR: Delegation of responsibilities related to QA procedures to all stakeholders involved within the Academy to foster a quality culture.
4. KR: Establishment of a formal medium to long term strategic action plan.
5. KR: Reinforcement of QA Manager's role to nurture a holistic QA implementation process.

Conclusion

Beauty Tech requires improvement to meet Standard 1.

Standard 2: Institutional and financial probity

Main findings

Beauty Tech is the training arm of a company which is mostly involved in trading in cosmetics, Beautimport Limited, a Malta based company having company registration number C5621. This is a long-established business of almost 40 years and its training arm deals with beauty therapy training.

The company is a family-owned and properly structured company with the sole director and main shareholder being Mr. Joseph Farrugia. Beauty Tech forms part of the same company and is managed by Ms. Hilda Anne Farrugia, on a part-time basis, who holds an MBA, a Science degree and Beauty Therapy qualifications. The company is adhering to fiscal, FSS/NIC, employment and other regulatory obligations, including submission of timely audited financial statements and annual returns with the Malta Business Registry, in a proper and timely manner. The company is properly capitalized and has a sound equity and reserves base, which when taken together with cash and other assets and also the availability of an adequate overdraft bank facility, implies that the business has adequate cash reserves to deal reasonably with unpredicted circumstances to continue in operation and implement its plans.

 Furthermore, the training provider is clearly ensuring that the members of its body corporate, legal representative/s and staff occupying heading positions are fit for purpose by carefully selecting personnel for the respective crucial regulatory and academic roles. It was noted that the company has clearly outlined the duties and responsibilities of the main roles within its structure, and also put into place a written procedure relating to the engagement and selection for the headship positions as at present the company is owner-managed.

From a financial perspective, it was not possible to segregate the financial performance of the Beauty Tech arm of Beautimport Limited, given that no segregated historical or forecast data was provided to the writer of this report. From the information collated it seems that the training arm constitutes a small operation within a medium-sized company and is therefore inherently and wholly reliant on the continued support of its ultimate beneficial owner, that is its sole shareholder. However, it is re-assuring to note that Beautimport Limited is a financially sound company which augurs well for the continued sustainability of Beauty Tech as a training entity.

Good Practice Identified

None.

Recommendations for improvement

KR: It is recommended that the company prepares and submits historical financial reports and regular financial budgets focusing on its training arm as a separate activity and sets proper and achievable targets for it, against which to monitor actual performance.

Beauty Tech meets Standard 2.

Standard 3: Design and Approval of Programmes

> _Design and approval of programmes:_ self-accrediting providers shall have appropriate processes for the design and approval of their programmes of study.

Main findings

The Academy has been in the beauty/hair industry for a number of years and has developed ample experience in the sector to develop and design the content of the homegrown course curricula. So far the Academy developed the course content of three homegrown courses (Level 2 Nails and two Level 3 courses in Hairdressing and Barbering) and is planning to embark on the development of other courses related to Beauty. Currently the Level 2 Award in Gel Nail Extensions and the Level 3 Awards in Hairdressing/Barbering are available to learners (concurrently with the City and Guilds courses).

The panel notes that the Academy refers to the National Occupational Standards and the foreign Awarding Bodies in the sector when compiling and developing the learning outcomes, content and assessment of the homegrown course curricula. The panel observes that the Academy fails to actively engage students and lecturers in the curriculum design of new courses. Limited informal engagement of external stakeholders, particularly brand industry partners, is evident. This takes place through the Principal's and mother company's (i.e Beautimport Ltd.) direct contact with the industry. Indeed so far, the development of the homegrown courses was primarily conducted by the Principal, relying heavily on her vast experience in the beauty/hair industry. The Principal keeps up to date in this sector through regular contact with local and foreign industry professionals and brand networks. The existing and potential homegrown courses are designed in such a way as to enable and ensure student smooth progression from one course level to the next.

The Academy's review of the City & Guilds courses involved feedback to the foreign Awarding Body to contextualize the course content to the local background. The panel notes that the Academy experiences difficulty to liaise with the management/administration of the foreign Awarding Body, particularly because of rapid personnel turnover. Notwithstanding this difficulty, the Academy managed to effect changes in the hairdressing course to include content related to bleaching/colour/straightening. These topics are more relevant to the local hair industry. Such topics replaced themes (such as perming) that are less applicable to the local scene. The panel notes that the Academy also discusses valid feedback related to course content with the external evaluator that visits the Academy annually for the external audit visit by City & Guilds.

Good practice identified

1. Reference and consultation to National Occupational Standards in the design of homegrown courses.
2. Reference to local industry needs in designing homegrown courses.
3. Consultation with foreign Awarding Bodies when designing homegrown courses.
4. Contextualization of foreign Awarding Body course content following feedback from Academy.

Recommendations for improvement

1. KR: Update course and module descriptor for homegrown courses.
2. KR: Engagement of internal stakeholders (inclusive of students'), in the review of current homegrown courses and in the design of future homegrown courses.

Conclusion

Beauty Tech meets the requirements of Standard 3.

Standard 4: Student-centred Learning, Teaching and Assessment

> *Student-centred learning, teaching and assessment:* entities shall ensure that programmes are delivered in a way that encourages students to take an active role in the learning process.

Main findings

The programme specification and unit description template compiled by the Academy (as part of the NCFHE programme accreditation process), contribute to the quality assurance for teaching and learning as it determines the objectives, learning outcomes, related content, delivery and assessment method.

Course sessions are delivered by part-time lecturers who are professionals in the field of hair/nails/beauty. The lecturers prepare the lesson plan and teaching material on the basis of the course specifications provided by the Principal. The lecturers are aware of the diversity of student ability and background. The panel notes that the lecturers are highly committed to facilitate learning of all the students following the courses. Students and lecturers and the Principal have a common WhatsApp group to facilitate communication. Students with specific learning difficulties and/or academic challenges are supported in various ways including extra sessions even if this entails extra remuneration for the lecturers involved (at no extra cost to the student). Students with learning difficulties are also provided with adequate access arrangements (such as a reader) during exams. The panel notes that during the pandemic some lessons were shifted online to facilitate course continuity and timely course completion.

The panel notes that the courses delivered by the Academy involve both theoretical and practical components - indeed for the hairdressing/barbering courses one lesson theory is followed by a practical lesson while for the Level 2 course each lesson includes a mix of both theory and practice. The hairdressing and barbering courses also include a placement within a salon - 100 hours for barbering courses and 200 hours for hairdressing course programmes. The students retain a logbook to record the dates/duration of the placement visits. During the placement the students are monitored by the hosting salon owner or another professional co-worker employed at the salon. No formal student feedback form/checklist is available however students on placement receive ongoing verbal feedback while performing the tasks assigned. The panel notes that the choice of placement is often decided by the student with support from the Academy whenever a student encounters a difficulty to identify a salon for placement. The panel is informed that at times students were hosted in salons run by themselves, a parent or relative or by one of their lecturers. The panel notes that no guidelines pertaining to conflict of interest are in place.

The course assessment reflects the theory and practical components. For the Level 3 and 4 courses, the students compile a portfolio related to the theoretical components. This involves a written task that is compiled by students individually and forwarded to the lecturer as a soft copy. The task is reviewed by the lecturer and sent back to the student with written feedback detailing ways to improve the task if necessary. The completed/edited task is forwarded to the lecturer as a printed copy. Such theory related assessment tasks are not graded and students attain a Pass at the end. In the practical assessment task, students are assigned a specific practical task related to the theory covered (example cut/colour). The student first has a consultation with the model who will participate in the practical exam. During the practical exam, the lecturer observes the student working on the task and grades performance according to criteria set by ticking the Practical Observation Checklist. After the practical exam each student receives the feedback in both verbal and written form together with final grade ranging from Pass/Merit/Distinction. Records of practical and theory assessments are centrally retained by the Academy. Students are asked to endorse the mark sheet to acknowledge the final result.

During the practical examination, the lecturer conducting the student observation and review may be observed by another lecturer acting as an internal verifier. The internal verifier provides verbal and written feedback to the lecturer about his/her performance as an evaluator. The students are informed beforehand of the assessment criteria related to the practical exam task. The panel notes that no moderation of written tasks and/or theory exams for homegrown courses takes place.

For the Level 2 homegrown course, the theory related exam involves a multiple-choice exam comprising 25 questions. The panel notes that the same multiple-choice exam is retained for every exam session as well as for any potential resits. This practice compromises the validity of the summative assessment.

Lectures are held in small groups rarely exceeding ten students. The panel is aware that lecturers use a range of resources including PowerPoint presentations and educational videos from a previous City & Guilds site to facilitate learning and understanding. Students following the Level 3 and 4 courses are also encouraged to take their own notes while the students at Level 2 are handed readily printed course notes. Lecturers also seek to engage students through questions to gauge levels of understanding and facilitate learning. During lectures - especially practical lessons - lecturers provide ongoing verbal feedback to students both individually and collectively as a group. In this manner, students can enhance and improve their skills and competences. The

lecturers prepare and schedule hands-on tests prior to the practical exam. These tests aim to help students practice the necessary hairdressing skills.

The panel is informed that any student concerns/complaints related to teaching and/or assessment are dealt with promptly by the Principal. Such instances have been infrequent, however, and when isolated cases cropped up in the past they were resolved in a professional manner. In cases where students cannot continue their course of studies, mitigation measures are in place to extend the studies.

Good practice identified

1. Provision of regular student feedback (both written or verbal) to facilitate learning and understanding of all students irrespective of their abilities.
2. Individual attention possible within the small class groups.
3. The placement is an integral part of the Level 3 courses in hairdressing/barbering.

Recommendations for improvement

1. KR: Establish procedures to improve the paper setting and validity of homegrown course exams.
2. KR: Establish moderation practices for scoring of all theory summative assessment.
3. KR: Develop a checklist to guide salon hosts to evaluate students' placement performance.
4. KR: Establish clear conflict of interest guidelines for placements. Placements at salons run by students themselves, lecturers and or family members should be avoided.
5. KR: Engage the QA Manager as an Assessment coordinator to systematize and harmonize all assessment procedures within the different courses.

Conclusion

Beauty Tech requires improvement to meet Standard 4.

Standard 5: Student Admission, Progression, Recognition and Certification

Student admission, progression, recognition and certification: entities shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle'.

Main findings

The panel noted that the entry requirements for prospective students are listed on the official Academy website for all the courses available. The listed courses also include a brief overview of the study units being undertaken throughout the course.

During the panel interviews with the Principal, current students and alumni, it is clear that students are provided with adequate support and information prior to enrolment in any of the delivered courses.

When prospective students approach the Academy to enrol in any of the courses, the Principal sets up a one-to-one meeting with the interested applicant. During this meeting, the Principal briefly interviews the interested applicant to gauge the technical knowledge and capabilities of the student. Applicants with learning difficulties are also encouraged to enrol since the Academy can provide them with the requested support. The panel notes that students perceive this first pre-application meeting as helpful and convenient as it offers accurate guidance.

Following the interview, the student is asked to compile a Preliminary Agreement document. The student can take the document home, process the information available adequately and then return when a decision is made. If the student agrees with the terms, the actual financial agreement form is then compiled and endorsed by the applicant. Once the Financial Agreement is compiled and endorsed, the student is requested to settle the full course payment. The panel notes that students prefer to have full information about the course timetable schedule at the beginning of the course - this facilitates the students' planning and lecture participation.

Students interested in enrolling in EQF level 4 courses or higher are prompted with a brief practical test/demonstration, before their induction to ensure that the student is skilled and sufficiently competent for such course enrolment. From the information received, this process is only held with students who did not progress sufficiently within the academy.

In case of previous work experiences or possession of alternative qualifications, the panel is informed that students are asked to provide the Academy with the necessary qualification certificates. Given that the students have the necessary criteria to enrol in the sought-after courses or awards, there should not be any objections for enrolment.

If a potential student does not hold the necessary qualifications for enrolment, relevant work experience in the industry is also taken into account on a case-by-case basis. The panel notes that the processing of prior learning lacks a formal approach.

An attendance sheet is logged every time a lecture takes place. Students who cannot attend the lecture for genuine reasons are provided with extra sessions to make up for the ones lost, at no extra cost/charge. On the other hand, students who are absent from lectures without valid reasons are requested to pay extra should they wish to have the session conducted at another time.

The courses offered by the Academy are designed to support level progression. Thus, the student can initiate studies at a basic EQF level-based course and keep on progressing to higher levels.

Student progression is also monitored through the portfolios that the students develop over the course years. Each student has an individual file allocated to him / her and these files are kept in hard copy within the Academy.

Successful students are supplied with a certificate listing the name of the course as well as the EQF level attained. The certificate is also complemented with a Europass Diploma Supplement label. This document is designed to provide additional information about the specified certificate.

Good practice identified

1. Use of a profiling system to gauge potential course participant's aptitude and personality for course admission.
2. Testing of students' knowledge, skills and competence for entry into EQF level 4 courses onwards
3. Provision of diploma supplement to all successful course participants

Recommendations for improvement

1. KR: Formalize the processes for recognition of prior learning.
2. KR: Establish an academic calendar and share the information with the students prior to the commencement of the course.

Conclusion

Beauty Tech meets the requirements of Standard 5.

Standard 6: Teaching Staff

Teaching staff: entities shall assure the competence and effectiveness of their teaching staff.

Main findings

The Academy has direct contact with the local industry through the distribution of beauty products by 'Beautimport'. It is through this source/process, that potential tutors are headhunted and encouraged to embark on a lecturing role within the academy. The panel notes that the team of tutors within the Academy is a young and dynamic one.

The Academy has no fixed formal selection criteria when recruiting tutors, however, the administration of the Academy prioritizes the experience, perceived disposition to teaching and learning and interpersonal qualities demonstrated during the on-site visits. Interested and eventually selected tutors need to submit a Curriculum Vitae. These applicants are informally interviewed and are asked to carry out a practical demonstration of the related competency. Bearing in mind that potential applicants come from a vocational background more than a pedagogical one, the Academy ensures that on selection, each tutor undergoes a detailed train-the-trainer course, aimed specifically at the apprehension of the pedagogical requirements of the role. Additionally, prior to the allocation of the modules, the Academy ascertains that each tutor is qualified to teach the allocated programme as outlined by NCFHE guidelines and/or City and Guilds prospectus.

The Academy has no official employee performance appraisal system in place. The panel notes that random frequent observation visits are held by the Principal. The panel is informed that occasionally during the observation visits the Principal takes over the lesson. There is no formal

observation form/checklist to facilitate feedback and follow-up of these frequent observation visits. However verbal feedback is conveyed informally after each visit.

The panel also observes that in the absence of an integrated staff appraisal system, the Academy lacks a documented yearly continuous professional development projected plan for each tutor. In spite of this, the Academy provides opportunity for regular continuous professional development (CPD) programmes to all its tutors, aligned to the development of brands promoted through *Beautimport*. Furthermore, the panel notes that the Academy also hires foreign experts to conduct training in Malta. The Academy also sponsors tutors' training abroad when the opportunity arises.

The panel is aware that the Academy requests tutors to complete a *Tutor self-evaluation* form following each module taught. Currently the tutor evaluation sheets are not formally reviewed/analysed and consequently, no action plans for supportive pedagogical development are derived from such forms. In this context the panel claims, that while the self-evaluation process of tutors is commendable, presently the process in itself fails to meet its primary objective of effective self review and potential pedagogical enhancement.

The panel notes that students can also put forward their feedback re lecturers and lecture delivery through the recently compiled *Feedback Questionnaires*. More specifically, students are requested to complete the *Mid-course Feedback Questionnaire* and the *End Course Feedback Questionnaire*. However, this feedback mechanism currently lacks a formal follow-up pedagogical reformative structure. Hence the process aimed to promote and enhance the holistic student learning experience needs to be improved and followed by thorough analysis.

Good practice identified

1. Provision of valid and relevant industry-driven CPD opportunities for all tutors both locally and abroad.

Recommendations for improvement

1. KR: Establish objective pedagogical observation processes of tutors during teaching with follow up action plan procedures.
2. KR: Develop tutor performance appraisal mechanism for better application of tutor self-evaluation practices and follow up action plans.
3. KR: Engage QA Manager and internal stakeholders in effective opportunities for review/analysis of students' feedback questionnaires' and development of related action plans.

Conclusion

Beauty Tech requires improvement to meet Standard 6.

Standard 7: Learning Resources and Student Support

> *Learning resources and student support*: entities shall have appropriate funding for their learning and teaching activities and sufficient learning resources to fully support the students' learning experiences.

Main findings

The Academy provides sufficient learning classroom space for both the theoretical and practical components of the courses offered. These learning spaces are well equipped, clean and aesthetically pleasing. It is within these practical learning areas that students are exposed to realistic work environment simulations. The panel notes that the Academy provides all equipment relevant to the courses. However, feedback from current students and alumni indicate that some specific equipment, particularly the hood dryer and trolleys, are not always readily available for all, especially during practicals and examinations. Additionally, the feedback from interviewees highlights that the overall quality of lighting within the classroom/learning areas is not adequate.

The panel notes that each student purchases his/her personal tools at preferential rates from *Beautimport*. Each student is requested to get the full set of tools for the lectures. The panel is aware that the products required for all practical lessons are supplied by the Academy to both tutors and students. However, students need to purchase the products necessary for their practical exam (such as perm products, hair dyes etc) from the Academy at normal prices.

On admission, students are requested to purchase a reference book. The book is aligned to the area of specialisation and facilitates the students' course of studies and related research. This book, together with the provision of 'look books' held solely for reference purposes within the Academy's premises, appear to be the only academic resources made available to students. In fact the Academy has no physical or online library. The Academy provides three reference books but these are made available exclusively to tutors for the necessary lesson planning.

The learning resources made available during theoretical lessons include PowerPoint presentations, videos and other visual representations to aid specific learning requirements. As a rule, the PowerPoint presentations are not distributed to students outside the classroom environment. No notes are offered to students (except in one programme, namely the Level 2 Nails course), so students are expected to take their own notes for subsequent learning reinforcement. The majority of students who were interviewed claimed that they prefer taking their own notes, since it helps them process and internalise more effectively the shared content/explanation. A number of students prefer to take snapshots of the PowerPoint slides in order not to lose their focus and attention during the lecture.

The panel notes that students attending the Academy are of different ages, backgrounds and have mixed abilities. Part of the student admission process also includes the determination of individual basic numeracy and literacy abilities. This in turn helps tutors to ascertain the number of students who require additional attention. Student group cohorts are very small (approx: 3 - 5 students per class), so the attention received in class is of a personal one-to-one nature.

The panel notes that since the Academy is small, the responsibility of student support is shared among the tutors and administration. During the interviews both past and current students expressed their admiration for the tutors' commitment and friendly approach. The interviewees praised the availability of the tutors to help and support each student in the learning process both within and beyond the classroom set up. The panel notes that group communication outside the classroom (through messenger or Facebook chat systems) is very frequent. On a formal level, students communicate with tutors via email.

When required, student support also includes additional lessons at no extra charge, as well as additional help in the compilation of assignments through tailor-made feedback. When lectures are missed without valid reason/s students are requested to pay extra.

Good practice identified

1. Supporting students with learning difficulties even if incurring additional tuition, at no extra charge to students.

Recommendations for improvement

1. KR: Provide sufficient equipment in good working condition specifically Hood dryers and trolleys.
2. KR: Improve lighting within lecture rooms.
3. KR: Provide additional textbooks specifically for student reference use.

Conclusion

Beauty Tech meets Standard 7.

Standard 8: Information Management

> *Information management: entities shall ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.*

Main findings

Gathering, recording and use of information

Throughout the audit days, the panel observed that the staff at the Academy have access to the following information:

1. Student contract, application and fee processing information;
2. Student attendance;
3. Student marks and assignments;
4. Feedback from student evaluation forms at the beginning and end of each course;

5. Self-assessment tutor forms

The information collected is currently used for the following purposes:

1. For administrative purposes related to all the phases of admission, assessment and certification;
2. By the staff at Beauty Tech to access student attendance, assignments and marks;
3. To provide statistical information required from time to time by the NCFHE

Students are asked to provide feedback at the beginning and end of the course. For this purpose, they are asked to submit an evaluation form that is currently in the form of a questionnaire. The forms are anonymous and the Academy informally collects and stores the questionnaires. There is no formal review process in place for the timely ongoing analysis of such questionnaires.

Currently there are no surveys/questionnaires forwarded to Academy graduates to log their work/career progression. This implies that students who have completed their courses are not prompted with a final survey enquiring about their overall experience. In this context the Academy lacks information about the work and career pathways followed by its graduates.

Currently, all of the information that is collected by the Academy is retained in physical hard copies. Each student is allocated a box file and these are stored inside the Principal's office. Sensitive data can only be reviewed by the Principal or by staff members once granted authorisation.

Good practice identified

Not applicable

Recommendations for improvement

1. KR: Develop opportunities for tracer studies.
2. KR: Develop a shared and secure digital system to backup the physical database.

Conclusion

Beauty Tech meets the requirements of Standard 8.

Standard 9: Public Information

Public information: entities shall publish information about their activities which is clear, accurate, objective, up-to-date and readily accessible.

Main findings

Information related to the Academy and the courses offered is available through various links on the official website. Social media pages are also maintained.

The Academy's information can be accessed via the *Beautimport* website https://www.beautymalta.com/ . Specific information is available through the following web pages:

1. Beauty Tech's History, Vision & Mission Statement
2. Education
3. Quality Assurance Manual
4. Products Offered
5. Shop

Students searching information related to the courses offered by the Academy can access the following information within the *Education* section:

1. Homegrown Courses (Accredited by the NCFHE)
2. City & Guilds Accredited Courses
3. Short Courses
4. Nail Extension Courses
5. Balmain Education Courses

Some of the courses within the *Education* section include the following information:

1. Title of the Award
2. List of Modules
3. Course Description
4. EQF Level
5. ECVETS.

However, the panel notes that some of the listed courses or awards, lack the above information listed.

In this context, the panel recommends implementing the following information:

1. Course Duration
2. Fees
3. Assessment Strategy (Grading System)
4. Pass Rates
5. Attendance Policy
6. Resit Policy.

The *Education* webpage also includes details about selection of tutors, information about the premises and student support. The panel recommends shifting this information on to another page or to split it into another section such that the information is more visible and accessible to prospective students. The panel observes that the webpage lacks testimonials - such a feature can provide prospective applicants with the views of successful students.

The panel is informed that the content on the website and social media portals are constantly updated by the administrative assistant.

Good practice identified

Not applicable

Recommendations for improvement

1. KR: Include the missing information related to courses and awards within the *Education* webpage.
2. KR: Include students' testimonials to substantiate and promote successful students' experiences.

Conclusion

Beauty Tech meets the requirements of Standard 9.

Standard 10: On-going Monitoring and Periodic Review of Programmes

> *Ongoing monitoring and periodic review of programmes: entities shall implement the 'Quality Cycle' by monitoring and periodically reviewing their programmes to ensure their continuing fitness for purpose.*

Main findings

The review of courses delivered by the Academy takes place primarily informally and is mainly led by the Principal. The involvement of employers/industry partners is informal through the close affiliation with *Beautimport*. The panel observes that the engagement of the lecturers is also informal. The Academy has recently developed a formal student questionnaire - this is distributed among students half-way through the course and towards the end of the course. The questionnaires are anonymous and enable students to feel comfortable to forward genuine feedback about all matters of the course. The QA Manual (Section 2.2) mentions *Review Team* meetings to analyse the students' questionnaires - however the panel notes that such a team is actually not set up. The questionnaires are handed to the administration of the Academy and filed. The panel notes that no in-depth analysis of such questionnaires takes place. Overall it is evident that a formal systemic cyclic process is necessary, thus the panel recommends the development of a consistent documented procedure. In this context the role of the QA Manager is pivotal and thus needs to be amplified.

The panel notes that the Academy is familiar with the process of External Quality through the site visit by the external evaluator of the foreign Awarding body. The annual site visit (except during 2020 due to the COVID pandemic) highlights both strengths and challenges about assessment, internal verification, management /administrative systems, physical and staff resources and QA. The feedback provides a valid snapshot of the necessary action/s for further improvement.

The panel notes that the Principal has a generally good understanding of the quality-related operational and academic processes. However, the panel observes that the Academy needs to ensure a robust internal structured review process entailing systematic feedback from students, lecturers, alumni and other stakeholders. The process necessitates systemic recorded data such that both strengths and challenges are identified. Such a holistic process ensures a meaningful high-quality learning experience. The panel observes that the authentic input of the QA Manager needs to be stabilized and consolidated.

Good practice identified

Not applicable

Recommendations for improvement
1. KR: Formalize the review process in a systemic recorded manner engaging all stakeholders.
2. KR: Reinforce the role of QA Manager.

Conclusion

Beauty Tech needs improvement to meet Standard 10.

Standard 11: Cyclical External Quality Assurance

Entities should undergo an external quality assurance audit by, or with the approval of, the NCFHE on a cyclical basis, according to the NCFHE guidelines, once every five years.

Main findings

The Academy fulfils this standard by hosting the external audit referred to in this report. This is the first EQA cycle of the Academy. The personnel within the Academy were highly receptive and attuned to the discussion. Throughout the audit the panel observed the willingness and commitment of the Academy personnel to follow the challenges outlined and formulate the necessary action plans and changes to address them. For future audits the panel recommends a more enhanced engagement of the Academy's personnel in the compilation of the SAR.

Conclusion

Beauty Tech meets the requirements of Standard 11.

Response by the Provider

Preamble

We would like to thank you for the feedback that you have given us. We have highlighted our response to key recommendations and recommendations given by the board in the table below. In addition, we felt the need to discuss the importance of the key role of the QA manager in the description below.

Role of the Quality Assurance Manager

- Throughout the report it has been emphasized that the implementation and execution of quality assurance is the responsibility of the QA Manager rather than the Principal - this point was evident even during the panel's visit to the institution. Moving forward the QA Manager has agreed to be more present and more involved in the organization - the QA Manager will be responsible for assessing staff, and performing staff appraisals, assisting the students and following up student feedback forms, organizing meetings and helping in the evaluation and revision of the QA manual- also helping in drafting the medium- and long-term plan of the institution. The QA Manager will relay any findings to the Principal who will then take action on any findings.

Time Frame

The institution will first address the Key Recommendations made for points 1,4 6 & 10 since the academy needs to improve in order to reach the required standards in these sections. These will be done within three months. The reinforced role of the QA manager comes into practice immediately. Other Key Recommendations will be addressed as the need arises; some others have already been addressed since the panel visited the premises in November.

Response to Key recommendations and Recommendations made by the Peer Review Panel

Action plan		
Recommendations	Actions to be taken to address the recommendations	Date for completion
Standard 1: Policy for Quality Assurance		
KR 1	Engagement of internal stakeholders i.e. students and lecturers in QA document compilation to nurture 'quality' through ownership. - this will be done	1 month

KR 2	The QA manual must be reviewed and contextualized to reflect the local and organizational authentic context. The QA manual will be adapted to the academy's local context with input from all stakeholders including administrative staff, lecturers and students thus implementing both KR1 & 2	1 Month
KR 3	KR: Delegation of responsibilities related to QA procedures to all stakeholders involved within the Academy to foster a quality culture. IQA duties will be delegated to staff according to their competences. A checklist will be given to each staff member according to their competence	1 month
KR 4	KR: Establishment of a formal medium to long term strategic action plan. A plan of action is already in place - this will be formalized and a strategic medium- and long-term action plan will be prepared. This will include the introduction of home-grown beauty therapy courses and other short courses amongst other actions to be taken	1 month
KR 5	Reinforcement of QA Manager's role to nurture a holistic QA implementation process. Note taken- this has been answered separately above since the importance of the role of the QA Manager has been highlighted several times	Immediate effect
Standard 2: Institutional and financial probity		
	Recommendation- It is recommended that the company prepares and submits historical financial reports and regular financial budgets focusing on its training arm as a separate activity and sets proper and achievable targets for it, against which to monitor actual performance. We appreciate this recommendation and will follow through in due time together with the long-term action plan for the institution as required in Standard 1	
Standard 3: Design and Approval of courses		
KR1	KR: Update course and module descriptor for homegrown courses. Courses are recent and content will be revised in due time	Yearly review
KR 2	KR: Engagement of internal stakeholders (inclusive of students'), in the review of current homegrown courses and in the design of future homegrown courses. The courses on offer have only recently been implemented and will be updated when the need arises. When this appraisal and updating exercise takes place, we will use input from past and present students and lecturers alike. For level 4 students the content will be adapted based on market trends and student needs.	yearly
Standard 4: Student centred learning, teaching and assessment		
KR 1	KR: Establish procedures to improve the paper setting and validity of homegrown course exams. We will have a new paper for each session that has a written exam	1 month
KR 2	Establish moderation practices for scoring of all theory summative assessment. This practice already exists for City & Guilds awards and it will be implemented in a similar	1 month

	manner for homegrown courses. Tutors / assessors will receive a marking sheet / guidance sheet for each topic of assessment listing criteria that need to be covered in the assignments A pass is only awarded if all the criteria are covered as indicated. This moderation practice will also be included in the updated version of QA manual	
KR 3	Develop a checklist to guide salon hosts to evaluate students' placement performance. Student evaluation during salon placement is not a requirement to obtain this qualification. The salon placement is exclusively an observational placement. There is no obligation on the host to assign duties to the student, nor on the student to perform any tasks except for observation. This notwithstanding, it is in the interest of the students' development if they use their time in the salon to gain on-the-job experience, and in fact many salon hosts assign small tasks to the students. In light of your recommendation, we will compile a simple checklist that salon hosts can use to give structured feedback to the student based on their performance during the observational placement.	1 month
KR 4	KR: Establish clear conflict of interest guidelines for placements. Placements at salons run by students themselves, lecturers and or family members should be avoided. We acknowledge that lecturers and academy staff should not host students in their salon as this can lead to the appearance of nepotism or favouring a student over the rest of the class. We will therefore not allow this practice to continue. We furthermore politely disagree with your suggestion that students should not carry out the salon observation in their own salon or in a family run salon. Since this is a purely observational placement without any bearing on the final mark of the student there is no conflict of interest. In an ideal world the student would carry out the observation in an environment they are not familiar with, in order to learn best practices from other salons, however due to the small nature of the Maltese market it is very unlikely that a student will find a placement with a salon that competes directly with their own or their family's business.	1 month
	KR: Engage the QA Manager as an Assessment coordinator to systematize and harmonize all assessment procedures within the different courses. - See Preamble as this is mentioned across the board	Immediate action
Standard 5: Student Admission, Progression, Recognition and Certification		
KR 1	KR: Formalize the processes for recognition of prior learning. Our Academy already carries out a pre-test when students register for our higher-level courses when such students would not have obtained their previous qualifications in-house. This practical pre-test is assessed using the criteria for City & Guilds practical assessments.	Already in place

	KR: Establish an academic calendar and share the information with the students prior to the commencement of the course. Already in place- new students enrolled have been given a timetable with the units to be covered and projected dates for these units / lessons	Already in place

Standard 6: Teaching Staff		
KR 1	Establish objective pedagogical observation processes of tutors during teaching with follow up action plan procedures. A periodic review of tutor performance will be included in the updated version of the QA manual.	1 month
KR 2	Develop tutor performance appraisal mechanism for better application of tutor self-evaluation practices and follow up action plans. The QA Manager will be responsible for setting up such a process by having official marking sheets for tutor appraisal which will be held formally and periodically so that the tutors will get a proper structured feedback.	1 month
KR 3	KR: Engage QA Manager and internal stakeholders in effective opportunities for review/analysis of students' feedback questionnaires' and development of related action plans. QA Manager will set up meetings twice yearly following the evaluation of student feedback questionnaires to discuss the outcomes of these surveys.	3 months

Standard 7: Learning Resources and student support		
KR 1	Provide sufficient equipment in good working condition, specifically Hood dryers and trolleys. Resolved with students having own portable hood driers – in case we have more students we will increase the number of trolleys available	Already in place
KR 2	Improve lighting within lecture rooms. This has been implemented since the time of the compilation of this report	Already in place
	KR: Provide additional textbooks specifically for student reference use. Current publications are added to the resources on a regular basis	Already in place

Standard 8 Information Management		
KR 1	Develop opportunities for tracer studies. We appreciate the suggestion and will implement with a follow up questionnaire to be sent to ex-students at an interval to be determined in the future	1 year
KR 2	KR: Develop a shared and secure digital system to back up the physical database. We appreciate the suggestion and will be dealt with in future	1 year

Standard 9: Public Information		

	KR: Include the missing information related to courses and awards within the *Education* webpage. This will be updated in due course	3 months
	KR: Include students' testimonials to substantiate and promote successful students' experiences. A great suggestion and we will ask feedback from past students for testimonials	3 -6months
Standard 10:	On-going monitoring and periodic review of programs	
KR 1	KR: Formalize the review process in a systemic recorded manner engaging all stakeholders. The end of course feedback questionnaires will be reviewed, feedback recorded in a systematic manner by the QA Manager, and any suggestions and tips arising from this will be discussed with the stakeholders so that action for subsequent courses will be taken.	1 month
KR 2	KR: Reinforce the role of QA Manager Already discussed above	Immediate action

Response to Mandatory recommendations made by the Peer Review Panel

Mandatory recommendations	Actions to be taken to address the recommendation	Date for completion

Annexes

Annex 1: Review Panel Bio Notes

In the setting up of the review panel for Beauty Tech Hair and Beauty Academy, the NCFHE sought to maintain a high degree of diligence in the process of selection of the members of Peer Review Panel. The Panel sought to be composed of specialists in quality assurance to act as External Peers, professionals and practitioners of quality assurance frameworks, as well as students who, prior to the audits, attended professional Training Seminars organised by the NCFHE.

The following bio notes present the profiles of the members of Peer Review Panel. The bio notes are correct as at the time of when the QA audit was carried out **24-25th November 2020**.

Chair of Review Panel:

Ms Desiree Scicluna Bugeja currently holds the position of Assistant Director within the Directorate for Learning & Assessment Programmes (Ministry for Education). She is responsible for STEM subjects and coordinates a team of twenty curriculum leaders in the field of STEM education. Together with a highly committed team, Ms Scicluna Bugeja ensures quality STEM education across primary and secondary sectors. She is the national coordinator of a number of European projects including Scientix, Teach-UP, SYSTEMIC and CDG4E. Ms Scicluna Bugeja has a keen interest in educational assessment and evaluation and has lectured undergraduate and qualified educators in quality and standards in educational practices. Further to the initial degree in teacher education, Ms Scicluna Bugeja attained a postgraduate diploma in Youth Studies and a Masters in Education (Educational Evaluation & Assessment). Ms Scicluna Bugeja is a qualified NCFHE EQA Peer Review Expert.

Peer Reviewer: Dr. Rosetta Thornhill

Rosetta Thornhill has worked in different sectors (sales, distribution and printing), but in the last 30 years, she has specialised primarily in hospitality and in the provision of higher vocational education. Her local and international work experience has exposed her to public and private organisations both at operational and managerial levels. Rosetta, holds a Masters in Human Resources and Performance Management from the University of Leicester, UK and a Doctorate in Education from the University of East Anglia, UK. Throughout her career Rosetta has received awards for academic excellence (University of Leicester and FHRD) and for project management (British Institute of Cleaning Science). Rosetta has also been involved in a number of European projects, has acted as an Independent Evaluator for Home Grown Qualifications (2012- to date) and as an External Expert for the drafting of the National Housekeeping Occupational Standards (2018). Rosetta is currently working as a Senior Lecturer at ITS, Malta.

Student Peer Reviewer: Mr. Robert Cassar Pace

Robert Cassar Pace is currently reading a BSc in Multimedia Software Development at MCAST and he will start his final year in September 2019. Apart from being a full-time student, he also works part-time with an iGaming company where he creates video content and code websites (front-end) for more than 12 affiliate online-based casinos. Through the course of studies, he has also built an application to combat domestic violence, a professional achievement he is very proud of. During a programming exam, he was asked by his lecturer to stop and attend an unexpected interview that was broadcast on several news agencies in Malta. You can read more about this here: https://bit.ly/2OztovN. His personal interests consist of travelling, obtaining knowledge about current affairs and technology, UX/UI designing and playing competitive games.

Annex 2: Agenda of the on-site visit.

24th November 2020

Venue: Beauty Tech Hair and Beauty Academy, 6/7, Phyta Buildings, Tarxien Road, Gudja

9.00 – 10:30	Meeting with Head of Institution and Facilitator.
	Ms Corinne Farrugia
10.30 – 10.45	Panel Discussion
10.45 – 11.45	Meeting with QA manager
11.45 - 12.00	Panel Discussion
12.00 – 13.00	Meeting with administrative staff at Beauty Tech
	Financial Manager & Examinations Secretary
	Administrative Assistant
	Secretary
13.00 – 13.30	Working Lunch
13.30 – 13.45	Panel Discussion
13.45 – 14.45	Meeting with Academic staff at Beauty Tech
	Tutor in Hairdressing and Barbering
	Tutor in Beauty Therapy
	Tutor in Nails
14.45 - 15.15	Panel Discussion
15.15 – 15.30	Panel reviews Day 1 and highlights issues for next day

25th November 2020

Venue: Beauty Tech Hair and Beauty Academy, 6/7, Phyta Buildings, Tarxien Road, Gudja

10.00- 10.30	Meeting with Head of Institution and facilitator.
	Ms. Corinne Farrugia

10:30-11:30	Meeting with students following:
	EQF Level 2 Beauty Tech award in gel nail extensions
	EQF level 3 Beauty Tech program in hairdressing and barbering
	EQF Level 4 City and Guilds diploma in women's hairdressing
	EQF level 5 City and Guilds diploma in Salon Management and advanced techniques.

11:30 – 12:00	Meeting with past students of Beauty Tech
12:00-12:30	*Working Lunch*
12:30-13:00	Meeting with External Stakeholders
13:00-13:15	Panel Discussion
13:15- 14:45	Panel analysis and finalisation of Report
14:45 – 15:00	Conclusion: Presentation of Initial Findings to Top Management