

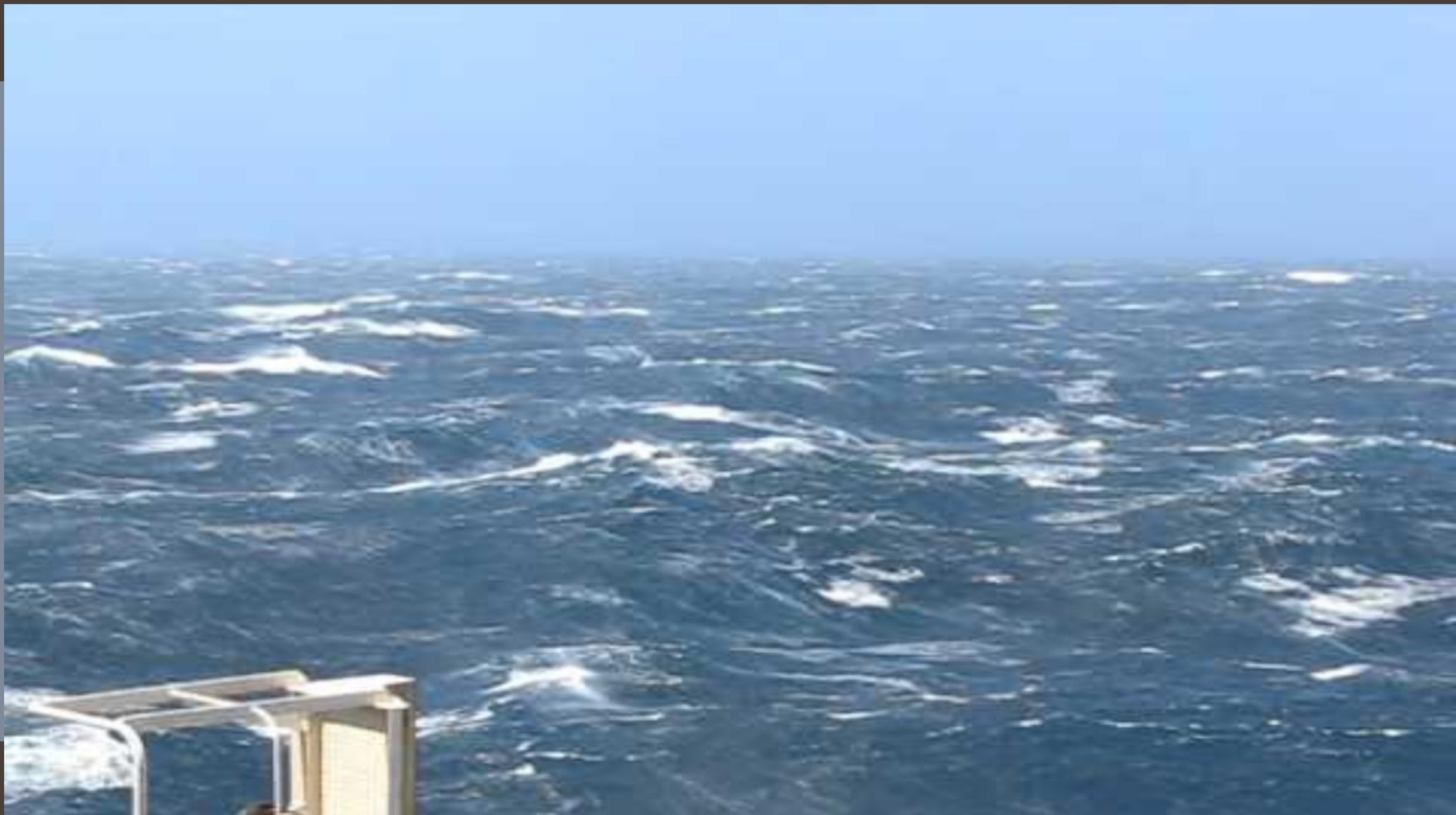
Inclusive Assessment and Standards for FET Skills development –

A Case Study of the piloting of inclusive assessment practice for Young Traveller Women engaging with a FET Beauty Therapy Skills Programme.

Submission for QQI in partnership with AHEAD and the Disability Advisors Working Network (DAWN) - *Rethinking Assessment: Inclusive Assessment and Standards in a Dynamic and Changing World*

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- Post primary First Year and Second Year School Leavers
- Assessment was seen as insurmountable
- Community mindset was central to this group
- Internal Cultural circle built around these young women creating a protective space

- "The best part of the school experience for us is that we went to school together."

Navigating New
Waters and mapping
a way through



The "If Then Else" Statement

- With the If-Then Else Statement we can ask a question and choose a course of action
- IF a certain condition exists, THEN perform one action or ELSE perform another action
- The computer performs just one of the two actions, depending on the result of the condition being tested.

Profile of Learners

A photograph of a stack of books on a wooden desk. A person's legs, wearing green shorts and black sandals, are visible next to the books. The background is a plain, light-colored wall.

Early school leavers at Post Primary level first and second year education.

All female

Aged 16 to 18

No experience of work history or skills training

Literacy was a challenge

Mainstream technology was challenging but all had mobile phones

No history of Beauty Therapy but an interest

Ibdt1d1-VTCT/ITEC Skincare Award Content

6 week Training plan alignment to Learning Outcomes

Working on clients

Skin analysis and treatment plan

Skincare Product Knowledge

Facial Cleanse and tone

Masque application

Homecare and Aftercare Advice

Client Care



UDL Approach



Importance of UDL

UDL is critically important in providing fair and equal opportunities for learning for students disadvantaged by disabilities, native language, socioeconomic background, “and others who might otherwise be marginalized in the one-size-fits-all classroom.”

National UDL Task Force (2007)



How did we approach assessment and delivery redesign ?



- Agency
Central to approaching inclusive assessment design, practice and delivery methodologies.

Knowledge- Skill – Competencies and scaffolding of development opportunities

Authentic Assessment supporting effective learning

Programme Assessment Strategies were focused on the progression of the group through the learning outcomes of the skill areas.

Multiple means of action, expression, engagement and Inclusive Assessment Practices



Main focus on ability to perform skill areas through professional discussion and practical skills demonstrations



Building on sense of community inviting family and friends to participate and celebrate skills development within this culture



Professional Discussion questioning and communication



Observation and feedback



Practical Skills Demonstrations



Recording of work digitally using familiar apps and working closely with data protection guidelines



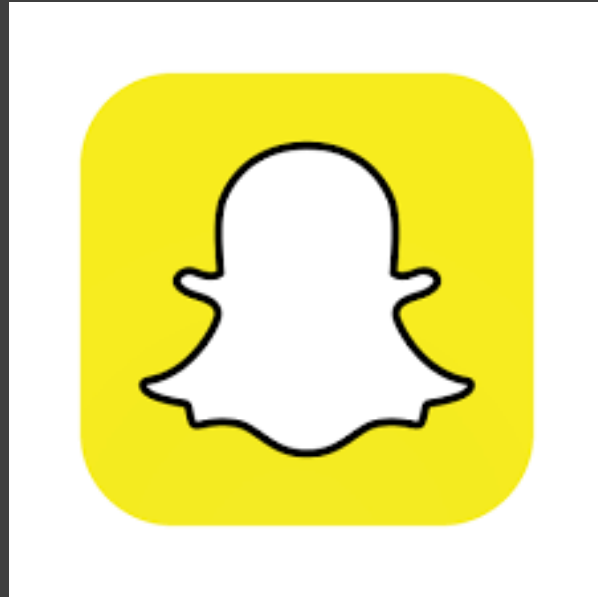
Client Communication a key focus



Client consultation forms recreated with images plus text



Feedback – a two-way dialogue

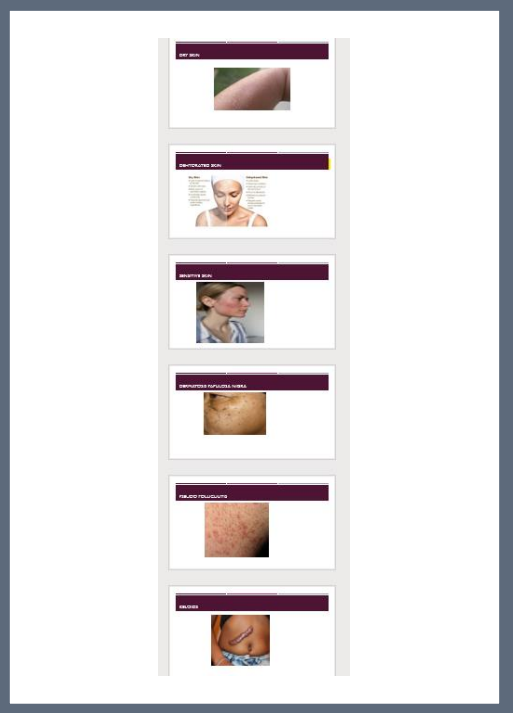
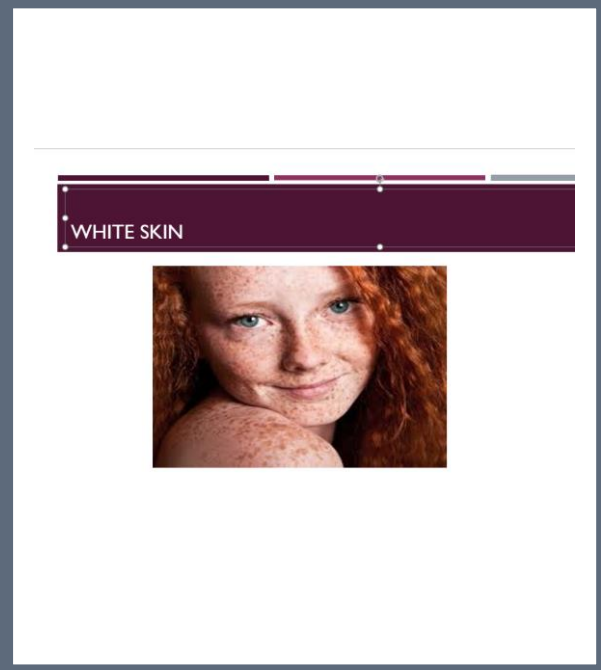


Images of products and order of use were individually catalogued using the Snapchat App to introduce using familiar technology and prepare for further applications such as Immersive Reader or Office Lens for building literacy and testing knowledge.

An Industry Environment with Clients was created fielding professional discussions and opportunity to develop core skills.




Skin-types were identified and studied using PowerPoint - this can be embedded with audio



Practical Classes infused with verbal terminology, creating a flow of natural discussions to bolster learner knowledge, skills and competencies.



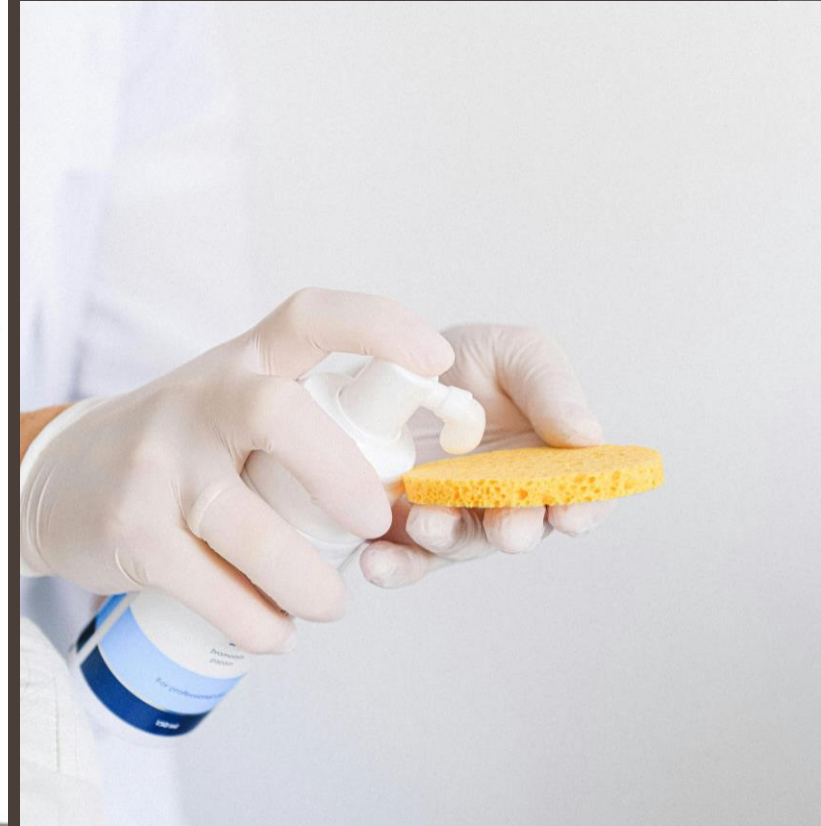
Overall skin type:			
Treatment to include <i>(select where appropriate)</i> :	Superficial cleanse <input type="checkbox"/>	Skin analysis <input type="checkbox"/>	Eyebrow tweezing <input type="checkbox"/>
	Deep cleanse <input type="checkbox"/>	Lash tinting <input type="checkbox"/>	Massage <input type="checkbox"/>
	Pre-heat treatment <input type="checkbox"/>	Brow tinting <input type="checkbox"/>	Mask <input type="checkbox"/>
			

Learner Experience

I left school in 2nd year wasn't a positive experience as I was the only traveller in the whole school besides my sister's . I really enjoyed the beauty course it was very Interesting and I learned lots of new things about the skin and skincare which was very helpful.

I think it would be a brilliant idea to have more courses like this especially for travellers as we didn't receive a proper education in school and these courses would benefit us and we could get qualifications and even a job .

10:35





The entire group successfully completed the ITEC Skincare iUBT408 and achieved this award as the first Women in their families to gain a Further Education and Training Skills and an Internationally recognised qualification



**Bord Oideachais
agus Oiliúna Chiarraí**
Kerry Education
and Training Board

