



# **Assessor's guidelines for the SVQs in Hairdressing and Barbering at level 1, Hairdressing at level 2, and Barbering at level 2**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in **Hairdressing and Barbering at level 1, Hairdressing at level 2, and Barbering at level 2**. You might be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

# Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, go straight to the next section.

## About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications that set the level of occupational competence for each sector of the economy. They have been designed at national level by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels, which reflect the various technical and supervisory skills, knowledge and experience that employees should have as they progress in their industry.

### Explanation of levels

- Level 1** Defines competent performance in a range of activities, which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities, which are less routine and predictable. The employee will have more autonomy and responsibility, and might have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities, which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

## How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

**Units** define the broad functions carried out in the sector, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills, or knowledge and understanding.

The quality of candidates' performance is described by **Performance Criteria**. These are also called **statements of competence** or **what candidates should do**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You might also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you will see changes to this format as standards become more user-friendly and are written in plain English. For example, standards containing **range statements** or **Evidence Requirements** should disappear over time. Instead, the information on the context, nature and amount of evidence, which is required to prove competence, is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the Assessor\*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the Internal Verifier\*:** an individual nominated by the centre (eg a company) who ensures that Assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the External Verifier\*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and Verifiers in centres will be asked by SQA to prove they have the occupational competence to assess and verify the SVQ.

Occupational competence has been defined by the standards-setting body in the assessment strategy for these SVQs — see SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

Assessors and Verifiers are also expected to obtain a qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) either in their current format or as ‘D-Units’, or an alternative qualification, which SQA also recognises.

## **How do you assess a candidate for an SVQ?**

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate’s competence in the Units
- ◆ judging the evidence of the candidate’s ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate’s achievement

# 1 The SVQs in Hairdressing and Barbering

The SVQs in Hairdressing and Barbering have been developed by the Hairdressing and Beauty Industry Authority (HABIA) and are intended for people employed in the hairdressing and barbering industry.

These people could be working as hairdressing assistants providing support for other colleagues. At level 1 this might be the traditional ‘Saturday’ girl or boy, or someone wanting realistic salon experience before embarking on a career in hairdressing, and at level 2 it could be stylists and barbers who provide **basic** hairdressing services to clients. Candidates commencing their careers in hairdressing or barbering generally undertake the SVQ at level 2. They will require skills and knowledge in shampooing, conditioning, setting and dressing hair, blow-drying hair, cutting, perming, colouring, communicating with clients and colleagues, reception skills, health and safety, and working effectively.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: hairdressing salons, training or assessment centres, further education (FE) colleges, partnerships between hairdressing employer and FE college, during work placement and HM prisons.

## Structure of the SVQs

This section lists the Units that form the SVQs in Hairdressing and Barbering at levels 1 and 2.

### SVQ in Hairdressing and Barbering at level 1

Candidates must complete **four** mandatory Units plus **two** optional Units.

#### Mandatory Units

SQA Ref	HABIA Ref	Title
F470 04	G20 (HSS 1)	Make Sure Your Own Actions Reduce the Risks to Health and Safety
F7B6 04	G3	Contribute to the Development of Effective Working Relationships
F7B7 04	GH1	Shampoo and Condition Hair
F7B9 04	GH3	Prepare for Hair Services and Maintain Work Areas

#### Optional Units 1

SQA Ref	NTO Ref	Title
F7BA 04	G2	Assist with Salon Reception Duties
F7BB 04	GH2	Blow Dry Hair
F7BC 04	GH4	Assist with Hair Colouring Services
F7BD 04	GH5	Assist with Perming Hair Services
F7BE 04	GH6	Plait and Twist Hair Using Basic Techniques
F7BF 04	GH7	Remove Hair Extensions
F7BG 04	GB1	Assist with Shaving Service

## SVQ in Hairdressing at level 2

Candidates must complete **eight** mandatory Units plus **one** optional Unit.

### Mandatory Units

SQA Ref	HABIA Ref	Title
F470 04	G20 (HSS 1)	Make Sure Your Own Actions Reduce the Risks to Health and Safety
F7EX 04	G17 (ICS Unit 9)	Give Clients a Positive Impression of Yourself and Your Organisation
F7BH 04	G7	Advise and Consult with Clients
F7BJ 04	GH8	Shampoo, Condition and Treat the Hair and Scalp
F7BK 04	GH9	Change Hair Colour
F7BL 04	GH10	Style and Finish Hair
F7FF 04	GH11	Set and Dress Hair
F7BM 04	GH12	Cut Hair Using Basic Techniques

### Optional Units

SQA Ref	HABIA Ref	Title
F7BN 04	G4	Fulfil Salon Reception Duties
F7EY 04	G18 (ICS Unit 10)	Promote Additional Services or Products to Clients
F7BP 04	G8	Develop and Maintain Your Effectiveness at Work
F7BR 04	GH13	Plait and Twist Hair
F7BS 04	GH14	Perm and Neutralise Hair
F7BT 04	GH15	Attach Hair to Enhance Style

## SVQ in Barbering at level 2

Candidates must complete **six** mandatory Units plus **one** optional Unit **from each of the optional groups.**

### Mandatory

SQA Ref	HABIA Ref	Title
F470 04	G20 (HSS1)	Make Sure Your Own Actions Reduce the Risks to Health and Safety
F7BH 04	G7	Advise and Consult with Clients
F7BJ 04	GH8	Shampoo, Condition and Treat the Hair and Scalp
F7AV 04	GB3	Cut Hair Using Basic Barbering Techniques
F7AW 04	GB4	Cut Facial Hair to Shape Using Basic Techniques
F7AX 04	GB5	Dry and Finish Men's Hair

## SVQ in Barbering at level 2

### Group 1

One optional Unit must be taken from this group.

### Optional Units

SQA Ref	HABIA Ref	Title
F7AY 04	AH21	Create Basic Patterns in Hair
F7BS 04	GH14	Perm and Neutralise Hair
F7B0 04	GB2	Change Men's Hair Colour

## Group 2

One optional Unit must be taken from this group.

### Optional Units

SQA Ref	HABIA Ref	Title
F7BN 04	G4	Fulfil Salon Reception Duties
F7BP 04	G8	Develop and Maintain Your Effectiveness at Work
F7EX 04	G17 (ICS Unit 9)	Give Clients a Positive Impression of Yourself and Your Organisation
F7EY 04	G18 (ICS Unit 10)	Promote Additional Services or Products to Clients

## An assessment strategy for the SVQ

As part of its review of the SVQs in Hairdressing and Barbering, HABIA has developed an assessment strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The Assessment Strategy is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk). SQA and centres must comply with these requirements.

## Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the suitability of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

## How do candidates begin?

### Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you who carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

### **An example**

John has left school and has started work in the salon as a trainee hairdresser and is about to commence his SVQ in Hairdressing at level 2. He is working well in the salon and now has a training plan to reflect the types of duties he will be carrying out and how they will be met to enable him to gain competence in these areas.

The assessor meets with John to draw up an assessment plan, agreeing the target dates with all the personnel involved in the assessment, eg colleagues, employer. John's training will take place in the salon the majority of the time but he will also attend a training centre on a day-release basis. While at the centre, John will have access to structured input covering knowledge and understanding and a variety of technical skills. John's assessor is fully aware of his training and assessment needs and will ensure he has access to whatever training and assessment opportunities he requires.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you can also develop your own approaches to assessing your candidates.

### **Your role and your candidate's role**

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

#### **Your role:**

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

#### **Candidates' role:**

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

## Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, and how, when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new Assessor working towards your A/V Units you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit GH8 of the SVQ in Hairdressing at level 2. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

## Assessment plan

Units: GH8 Shampoo, Condition and Treat the Hair and Scalp					
Elements: 1 and 2					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Prepare client for shampoo and condition and treat hair and scalp service. Position client and self correctly. Check product choice is appropriate to client consultation. Complete in appropriate time. Record on client record card if appropriate.  Use correct massage techniques and water temperature. Rinse free of shampoo and conditioner and remove excess moisture. Comb client's hair appropriately to next part of service.	GH8.1 (a) – (m) inclusive	Direct observation Oral questions Candidate's portfolio/log book		Candidate's portfolio/log book Witness testimony from senior stylist if required	G17
	GH8.2 (a) – (d) inclusive	Direct observation Oral questions Candidate's portfolio/log book			
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>	7, 18,21,23,26, 29, 30, 31, 32, 33, 34.	Written questions			Written questions

Assessor's signature: Marian Green

1st review due: 01/05/08

Candidate's signature: John Watson

2nd review due: 10/06/08

Date of agreement: 11/03/08

Date of completion: 01/07/08

## Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable:

- ◆ by *valid* we mean that the method should be appropriate to the standards
- ◆ by *reliable* we mean that the method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ by *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is called *internal verification*.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions of the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ familiarity of the work area and equipment, so the candidate is comfortable during assessment
- ◆ resources to be used are readily available
- ◆ performance and product evidence will be valid and can be authenticated
- ◆ candidate can seek guidance from fellow colleagues and supervisor if required
- ◆ candidate can progress at his/her own pace

The challenges might be:

- ◆ pressure of work
- ◆ location of workplace
- ◆ all criteria not met during the time and date of the assessment — not all the criteria required in some Units will occur in the workplace, so simulations might have to be used

### An example

You might agree with a candidate working in a hair salon, who has to demonstrate how to deal with difficult customers, that this will be carried out by observation as and when such situations arise. If you are an Assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards.

## Methods of assessment

Assessment can involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, and questioning.

### Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other assessment methods, such as questioning. For example, it might be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. For example:

- ◆ Observation of candidate performance when carrying out a practical task, eg blow-drying various length hair, could be supplemented by questions regarding the different types of brushes used.
- ◆ Observation of a candidate dealing with clients, taking appointments, answering the telephone and taking cash payments. The assessor could ask what the candidate would do if the client said they had been short-changed.
- ◆ Direct observation of a candidate removing perm rods, during the neutralising process of a perm. The assessor could ask why the candidate needed to take care when removing the rods.

### Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on the level of the candidate and what the candidate's job entails, but examples include:

- ◆ a completed hair service/style produced by the candidate — evidenced by a video or photograph
- ◆ written evidence in the form of a project set by the assessor
- ◆ written evidence in their portfolio
- ◆ completed client record cards from the workplace

## **Questioning**

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each mandatory Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Candidates have to show that they can meet the areas of knowledge specifications for the SVQs. For these SVQs, areas of knowledge and understanding are specified for:

### **Level 1 Hairdressing and Barbering**

- ◆ GH1 Shampoo and condition hair
- ◆ GH2 Blow dry hair
- ◆ GH4 Assist with hair colouring services
- ◆ GH5 Assist with perming hair services
- ◆ GH6 Plait and twist hair using basic techniques
- ◆ GH7 Remove hair extensions
- ◆ GB1 Assist with shaving service

### **Level 2 Hairdressing**

- ◆ G7 Advice and consult with clients
- ◆ GH8 Shampoo, condition and treat the hair and scalp
- ◆ GH9 Change hair colour
- ◆ GH10 Style and finish hair
- ◆ GH11 Set and dress hair
- ◆ GH13 Plait and twist hair
- ◆ GH14 Perm and neutralise hair
- ◆ GH15 Attach hair to enhance a style

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

### **An example**

Candidates can be asked questions while being observed carrying out the neutralising stage of a perm.

**Question:** What would you do if a perm rod fell out of the hair during this process?

**Answer:** Replace it gently without stretching the hair.

**Question:** Give two different ways of applying neutraliser?

**Answer:** It could be with a sponge or an applicator.

### **Other methods of assessment**

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates' evidence.

### **Personal statements**

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is called a *personal statement*. You should ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

### **An example**

The candidate could use a personal statement in Unit G18 (ICS Unit 10): *Promote Additional Products or Services to Clients*. The assessor might not have been able to observe the candidate meeting all Performance Criteria for the Unit, eg G17.1(b). The personal statement will show the candidate understood the procedures of the salon when dealing with a new product.

### **Witness testimony**

For practical reasons, you might not be able to observe all the activities carried out by your candidates, but other people could provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and they are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the witness. You will have to take these factors into account as you make your judgement.

Strongest		Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person might also be a qualified assessor or internal verifier.
		Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
		Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
		Someone who is a colleague of the candidate but has no knowledge of the standards.
Weakest		Someone with little or no knowledge of the candidate's work or no knowledge of the standards.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

### **An example**

In Unit G8 *Develop and Maintain Your Effectiveness at Work* — 2 PC (g) 'resolving misunderstandings with your colleagues in a helpful way at the time they happen', witness testimony produced by the candidate's supervisor or employer would be useful, as it could detail the skills and abilities of the candidate in their work role.

### **Simulation**

*Simulation* is any structured assessment exercise involving a specific task, which reproduces real-life situations.

On some occasions, it might not be practical to assess a candidate in real work, for example, where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

HABIA has defined what it regards as simulation, and has specified in the standards when simulation is acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, see the assessment strategy available on: **[www.sqa.org.uk](http://www.sqa.org.uk)**.

For example, activities where simulation might be appropriate at level 2 are:

- ◆ dealing with fire and other emergencies
- ◆ dealing with health and safety activities outside or peripheral to normal practices

## **Other sources of evidence**

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

### 3 **Generating evidence**

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence. This section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony.

There are blank forms, which you can copy and use in assessment, in Appendix 1.

## **Observation**

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

# Observation record

**Unit/Element(s):** GH8 Shampoo, Condition and Treat the Hair and Scalp  
**Candidate:** John Watson **Date of observation:** 30/05/08  
**Evidence index number:** GH8, range 1 (9)

Skills/activities observed:	PCs covered:
<p>Gowning, positioning, ensuring candidate's posture was correct, choosing appropriate products, clearing and tidying the work area, minimising the risk of cross-infection, and checking equipment was safe and fit for purpose. Completing in a realistic timescale.</p>	<p>GH8.1 (a) to (i) inclusive, and (l)</p>
<p>Using the correct massage techniques, checking water temperature and flow, rinsing, removing excess moisture, and combing client's hair.</p>	<p>GH8.2 (a) to (d) inclusive</p>
<p>Applying appropriate conditioning product following salon instructions and adapting the appropriate massage technique. Removing the conditioner correctly. Combing the hair appropriately and removing excess moisture.</p>	<p>GH8.3 (a) to (e) inclusive</p>

## Knowledge and understanding apparent from this observation:

GH8.1 Not all Elements apparent, supplemented with oral questioning.  
 GH8.2 Not all Elements apparent, supplemented with oral questioning.  
 GH8.3 Not all Elements apparent, supplemented with oral questioning.

## Other Units/Elements to which this evidence may contribute:

G17.1 (e), G17.2 (a)  
 G20.8, 9, 11,12,14,15

## Assessor's comments and feedback to candidate:

Today you completed most of the Elements and the PCs to my satisfaction. However I would like to arrange another date where I can observe your working methods and see you replenishing low stock and identifying and reporting products that need to be re-ordered. The oral questions you answered showed you did not understand the full risks of cross-infection.

Please revise the area regarding cross-infection and I will assess you again on my next visit.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature:** Marian Green **Date:** 30/05/08

**Candidate's signature:** John Watson **Date:** 30/05/08

## **Questions and candidate responses**

This form can be used to record any questions you ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

## Record of questions and candidate's answers

<b>Unit:</b> GH8 Shampoo, Condition and Treat the Hair and Scalp	<b>Element(s):</b> 1, 2 and 3	
<b>Evidence index number:</b>		
<b>Circumstances of assessment:</b>  Direct observation of the candidate in the workplace, supplemented by oral questioning to clarify Elements and understanding not apparent.		
<b>List of questions and candidate's responses:</b>  <b>Q:</b> Why have you used a rotary massage technique?  <b>A:</b> Due to the short length of the client's hair. If the client's hair was long this movement would tangle the hair.  <b>Q:</b> Why is it important to identify and report low stock of products?  <b>A:</b> So that they can be ordered before they run out completely.		
Assessor's signature:	<i>Marian Green</i>	Date: 30/05/08
Candidate's signature:	<i>John Watson</i>	Date: 30/05/08

## **Candidate's personal statement**

If a personal statement is being used as evidence it should be completed by the candidate. The statement should record what they did, and how and why they chose to carry out an activity or produce work in a certain way. Where other people have been present during an activity and can provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
	G20.1.1	When I went into the back shop I noticed a box had been left in front of the emergency door. I realised this was a delivery of new stock but it was blocking the way out if there was an evacuation. I tried to move the box, but it was too heavy. I told my boss immediately and she gave me a hand to move it to a safe area.	Witness testimony written by the salon supervisor to cover G20 PC 1	G20.1 :3,5,7

Signed (candidate): John Watson

Date: 02/03/09

## **Witness testimony**

Witness testimony must be capable of being authenticated, even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

## Witness testimony

<b>SVQ title and level:</b>	Hairdressing and Barbering at level 2
<b>Candidate's name:</b>	John Watson
<b>Evidence index no:</b>	G20 Make Sure Your Own Actions Reduce the Risks to Health and Safety. PC1 Identify the hazards and evaluate risks to health and safety PC1: 3, 5, 7
<b>Index no of other evidence which this testimony relates to (if any):</b>	G20. Personal statement
<b>Element(s):</b>	1
<b>Date of evidence:</b>	02/03/09
<b>Name of witness:</b>	Salma Ali
<b>Designation/relationship to candidate:</b>	Employer
<b>Details of testimony:</b>	
<p>John reported to me that a box had been left in front of the emergency exit in the back shop.</p> <p>John and I removed it to a safe area.</p> <p>This was observant on John's part and shows he is aware of risks to health and safety in the workplace.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
<b>Signed by witness:</b>	<i>Salma Ali</i> <b>Date:</b> 02/03/09

**Witness** (please tick the appropriate box):

Holds A1/A2 Units or D32/D33 Award

Is familiar with the SVQ standards to which the candidate is working

## Filling the gaps

There might come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you could find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow, like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for Unit G4: *Fulfil Salon Reception Duties*, Outcome 4:

- ◆ ‘Methods of payment’ Range Variables: ‘cash equivalent’, ‘cheque’ and ‘payment card’ methods of payment.
- ◆ ‘Payment Discrepancies’ Range Variables

You should be able to overcome these by simulation (a card company might have simulation packs available) and questioning. It might also be possible to be seconded to another area of the organisation, where this is practical.

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate’s competence, you should discuss these with your candidate and make plans for re-assessment.

## Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate’s competence

## **Insufficient evidence**

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

## **Authenticating candidates' evidence**

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

## **An example**

A candidate submits a personal statement giving details of how they carried out a re-growth/darkening hair colouring. There were 'before, during and after' photographs, in which the candidate can be seen applying the colour. There is a record of the client's satisfaction. The assessor must decide if the evidence can be used to enable the candidate to achieve the Range item 're-growth/darkening'. The simple way to authenticate the evidence is to ask the candidate to 'talk you through' the process. While they are doing this you can ask specific questions and determine whether the evidence is authentic from the candidate's responses. The submitted evidence in itself would not be sufficient, but it could become acceptable if the responses to the questions confirm the candidate has the necessary knowledge and understanding.

## 4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an External Verifier what stage a candidate has reached in achieving the SVQ.

We will provide a portfolio for use but if you choose to design your own recording materials, these must meet our quality assurance requirements.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence is located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) will be sufficient for the External Verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal and External Verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or External Verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ completing the Unit progress record
- ◆ using the evidence index
- ◆ completing the Element achievement record

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

# Unit progress record

**Qualification and level:** SVQ in Hairdressing at level 2

**Candidate:** John Watson

To achieve the whole qualification, you must prove competence in eight **mandatory** Units and one **optional** Unit.

## Unit Checklist

<b>Mandatory</b>	GH20	GH17	G7	<b>GH8</b>	GH9	GH10	<b>GH11</b>	GH12
<b>Optional</b>	<b>G4</b>	G18	G8	G13	GH14	GH15		

## Mandatory Units achieved

Unit	Assessor's Signature	Date
GH8 Shampoo, Condition and Treat the Hair and Scalp	<i>Marion Green</i>	15/01/09
GH11 Set and Dress Hair	<i>Marion Green</i>	30/05/09

## Optional Units achieved

G4 Fulfil Salon Reception Duties	<i>Marion Green</i>	10/06/08

## Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the location of each piece of evidence
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence).

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification, particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal or External Verifier will be unable to confirm your assessment decisions.

## Index of evidence

**SVQ title and level:** Hairdressing at level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
GH81.1	Direct observation for GH8: Shampoo, Condition and Treat the Hair and Scalp, PCs 1, 2 and 3	Yes	AS 01/10/08
GH8.2.1	Oral questions for GH8 PC 2.a) and GH8.1.j).	Yes	
G20.1.1	Personal statement for G20, Make Sure Your Own Actions Reduce the Risks to Health and Safety. PC 1 :3,5,7	Yes	
G20.1.2	Witness testimony for G20 PC 1.3,5,7	Yes	

## Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers.

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

# Element achievement record

Unit: GH8: Shampoo, Condition and Treat the Hair and Scalp

Element: GH8.1, 2 and 3

Evidence Index No	Description of Evidence	PCs						Areas of knowledge and understanding																	
		1	2	3				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
GH8 1	Direct observation	a-i +	✓	✓				✓			✓					✓	✓		✓	✓				✓	
	Oral questions	k								✓															
								<b>Areas of knowledge and understanding</b>																	
								<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>		
	Direct observation (cont)											✓										✓	✓	✓	
	Oral questions (cont)																					✓			
								<b>Areas of knowledge and understanding</b>																	
								<b>33</b>	<b>34</b>	<b>35</b>															
	Direct observation (cont)							✓																	
	Oral questions (cont)																								

**Unit:** GH8 Shampoo, Condition and Treat the Hair and Scalp

**Element:** GH8.1, 2 and 3

**Notes/Comments**

Evidence consisted of direct observation by myself, witness testimony and photographic evidence.

Where direct observation evidence was not available, John displayed competence by accurately answering specific questions relating to the photographic evidence and witness testimony. Knowledge and understanding was supplemented by written questions set by myself. This was a closed-book exercise.

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

<b>Candidate:</b>	<u>John Watson</u>	<b>Date:</b>	<u>30/09/08</u>
<b>Assessor:</b>	<u>Marian Green</u>	<b>Date:</b>	<u>30/09/08</u>
<b>Internal Verifier:</b>	<u>Amir Shah</u>	<b>Date:</b>	<u>01/10/08</u>

## 5 Further information

### What else should I read?

The publications listed here provide additional information on how to implement SVQs. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please quote the publication code when making your order, and note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres*

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

*Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments*

*Quality Assurance Principles, Elements and Criteria*

*Operational Help Centre*

*The operational guide for centres has been replaced by the online Operational Help Centre on [www.sqa.org.uk](http://www.sqa.org.uk)*

# **Appendix 1: Blank recording forms**







**Unit:**

**Element:**

**Notes/Comments**

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

**Signed by candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

**Knowledge and understanding apparent from this observation:**

**Other Units/Elements to which this evidence may contribute:**

**Assessor's comments and feedback to candidate:**

I can confirm the candidate's performance was satisfactory.

Assessor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Witness testimony

<b>SVQ title and level:</b>	
<b>Candidate's name:</b>	
<b>Evidence index no:</b>	
<b>Index no of other evidence which this testimony relates to (if any):</b>	
<b>Element(s):</b>	
<b>Date of evidence:</b>	
<b>Name of witness:</b>	
<b>Designation/relationship to candidate:</b>	
<b>Details of testimony:</b>	
I can confirm the candidate's evidence is authentic and accurate.	
<b>Signed by witness:</b>	<b>Date:</b>

**Witness** (please tick the appropriate box):

- Holds A1/A2 Units or D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

# Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>