



# **Assessor's guidelines for the SVQs in Hairdressing at level 3 and Barbering at level 3**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs in Hairdressing at level 3 and Barbering at level 3**. 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 which set the level of occupational competence for each sector of the economy. The qualifications have been designed 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, which 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 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 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 candidates' quality of 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 (which used to be given in Range Statements and Evidence Requirements) 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 this SVQ — 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.

## **The steps involved in assessing 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 at level 3

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

These people will probably be working as junior stylists. They will require skills and knowledge in all practical areas of hairdressing, consultation services, health and safety, and promotion of products and services.

The SVQ is designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQ is likely to be delivered include: hairdressing salons; during work placement; in training or assessment centres; in further education colleges; and partnerships with employers and training centres/further education colleges.

## Structure of the SVQs

This section lists the Units which form the SVQ in Hairdressing at level 3. Candidates must complete the **four** mandatory Units plus **five** optional Units, only one of which may be chosen from option group 2. All five optional Units can be chosen from option group 1 if desired.

## SVQ in Hairdressing at level 3

### Mandatory Units

SQA Ref	HABIA Ref	Title
F472 04	G22 (New HSS 3)	Monitor Procedures to Safely Control Work Operations
F7EY 04	G18 (ICS Unit 10)	Promote Additional Services or Products to Clients
F7AF 04	G21	Provide Hairdressing Consultation Services
F7AG 04	GH16	Creatively Cut Hair Using a Combination of Techniques

### Optional Units — Group 1

SQA Ref	HABIA Ref	Title
F7AH 04	GH17	Colour Hair Using a Variety of Techniques
F7AJ 04	GH18	Provide Colour Correction Services
F7AK 04	GH19	Creatively Style and Dress Hair
F7AL 04	GH20	Creatively Dress Long Hair
F7AM 04	GH21	Develop and Enhance Your Creative Hairdressing Skills
F7AN 04	GH22	Create a Variety Of Permed Effects
F7AR 04	G11	Contribute to the Financial Effectiveness of the Business

## Optional Units — Group 2

<b>SQA Ref</b>	<b>HABIA Ref</b>	<b>Title</b>
F7AS 04	G19 (ICS Unit 37)	Support Client Service Improvements
F7AP 04	GH23	Provide Creative Hair Extension Services
F7AT 04	H32	Contribute to the Planning and Implementation of Promotional Services

## SVQ in Barbering at level 3

This section lists the Units which form the SVQ in Barbering at level 3. Candidates must achieve the **five** mandatory Units plus **four** optional Units, only 1 of which may be chosen from option group 2. All four optional Units can be chosen from option group 1 if desired.

### Mandatory Units

<b>SQA Ref</b>	<b>HABIA Ref</b>	<b>Title</b>
F472 04	G22 (New HSS 3)	Monitor Procedures to Safely Control Work Operations
F7EY 04	G18 (ICS Unit 10)	Promote Additional Services or Products to Clients
F7AF 04	G21	Provide Hairdressing Consultation Services
F7B1 04	GB7	Design and Create a Range of Facial Hair Shapes
F7B2 04	GB8	Creatively Cut Hair Using a Combination of Barbering Techniques

### Optional Units — Group 1

<b>SQA Ref</b>	<b>HABIA Ref</b>	<b>Title</b>
F7B3 04	GB6	Provide Shaving Services
F7B4 04	GB9	Provide Face Massage Services
F7B5 04	AH35	Design and Create Patterns in Hair
F7AH 04	GH17	Colour Hair Using a Variety of Techniques
F7AJ 04	GH18	Provide Colour Correction Services
F7AM 04	GH21	Develop and Enhance Your Creative Hairdressing Skills
F7AN 04	GH22	Create a Variety of Permed Effects

### Optional Units — Group 2

<b>SQA Ref</b>	<b>HABIA Ref</b>	<b>Title</b>
F7AR 04	G11	Contribute to the Financial Effectiveness of the Business
F7AS 04	G19 (ICS Unit 37)	Support Client Service Improvements
F7AT 04	H32	Contribute to the Planning and Implementation of Promotional Services

## **An assessment strategy for the SVQ**

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

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ a 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**

Jackie had worked in the same salon for four years and had completed her SVQ in Hairdressing at level 2 successfully; she then had a break in her career and has now returned to work after one year. Jackie now wants to continue with her qualifications and after discussion with her employer and assessor regarding her existing skills, a plan of action is agreed to progress to the SVQ at level 3.

The salon has a training programme and carries out training in all aspects of hairdressing with staff. Since Jackie has returned to work she has picked up all her previous skills very quickly and a programme of practical training has been agreed and a member of staff has been identified that she will work alongside.

The assessor arranged for Jackie to attend the local training centre to gain knowledge and understanding of the practical areas which are taught during training sessions in the salon.

Jackie has always made it clear that she wants to pursue a career as a top stylist, so she met with her employer; the senior stylist; the assessor; and the trainer from the college to discuss her programme of training. The salon clientele, the skills of the other stylists, and Jackie's talent and creative flair were all considered in making a decision about the optional Units to be taken. It was decided the most appropriate optional Units would be:

- ◆ Provide Colour Correction Services
- ◆ Creatively Style and Dress Hair
- ◆ Creatively Dress Long Hair
- ◆ Develop and Enhance Your Creative Hairdressing Skills
- ◆ Create a Variety of Permed Effects

The delivery and assessment of Jackie's SVQ is a partnership between the salon and the training centre. Assessment of the practical skills will take place in the workplace, with associated oral questioning. Mandatory written questions will take place in the training centre and the centre will set projects, case studies and written assignments. The training centre will make alternative arrangements to meet the criteria if areas of assessment are identified as unavailable in the salon.

All these arrangements were agreed by everyone involved and then recorded in a training plan for Jackie.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to go about assessing your candidates for the SVQs in Hairdressing and Barbering at level 3. 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 GH17 *Colour Hair Using a Variety of Techniques*.

## Assessment plan

Units: GH17 Colour Hair Using a Variety of Techniques					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Preparing client and self; checking tools and equipment; giving clear instructions to assistant; completing the service in a commercially viable time, and completing the client record card.	1 (a) – (n) inclusive	Direct observation. Oral questioning. Candidate's portfolio/log book.		Candidate's portfolio/log book. Witness testimony from employer if required for all Elements.	G21 PCs 2a, 3a, 4c
Preparing for colouring by questioning the client and identifying contra-indications; carrying out appropriate tests and recording the outcome; choosing products, tools and equipment; preparing client's hair, and preparing product according to manufacturer.	2 (a) – (h) inclusive	Direct observation. Oral questioning. Candidate's portfolio/log book.			
Colouring techniques and effects; influencing factors; monitoring development of colour and finishing technique.	3 (a) – (k) inclusive	Direct observation. Oral questioning. Candidate's portfolio/log book.			
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>	GH17 32 – 40 Colouring science All other areas	Written questions.  Case study.			

Assessor's signature: *Mike Scott*

1st review due: 1/7/08

Candidate's signature: *Jackie Black*

2nd review due: 1/9/08

Date of agreement: 1/5/08

Date of completion:

## 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 of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed with your centre through its system of internal quality assurance. This system is called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

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

### Example

Candidates working in a hairdressing salon will have to demonstrate the ability, skills, and knowledge and understanding to prepare and carry out a service to meet the requirements of Unit GH17 *Colour Hair Using a Variety of Techniques*. The assessor should be able to gather and collect evidence by direct observation (including of the finished style) and oral questioning in the workplace. It would be reasonable for the candidate to produce evidence of a selection of colour techniques and variety of products stated in the Performance Criteria within their normal day-to-day workload.

## 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, such as:

- ◆ carrying out a consultation with a client
- ◆ dealing with a complaint from a client
- ◆ carrying out a technical service on a client

### 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 what the candidate's job entails, but examples of product evidence include:

- ◆ a completed colour service carried out by the candidate
- ◆ written evidence of a case study set by the assessor
- ◆ written evidence in the portfolio
- ◆ excerpts from salon client record cards
- ◆ photographic or video evidence of work during and on completion of the task

### Questioning

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:

- ◆ G21 Provide Hairdressing Consultation Services
- ◆ GH17 Colour Hair Using a Variety of Techniques
- ◆ GH18 Provide Colour Correction Services
- ◆ GH22 Create a Variety of Permed Effects

- ◆ GH23 Provide Creative Hair Extension Services
- ◆ GB6 Provide Shaving Services
- ◆ GB7 Design and Create a Range of Facial Hair Shapes
- ◆ GB8 Creatively Cut Hair using a Combination of Barbering Techniques
- ◆ GB9 Provide Face Massage Services

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.

Questions can be asked in a variety of situations, such as during work-based assignments, projects, and case studies. Short answer questions should be used to generate evidence for any area of the knowledge and understanding not covered by the assignment, project, or case study.

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.

### **Examples**

Candidates can be asked questions while being observed carrying out a colour service, when all tests taken allowed the service to be carried out. There might be occasions when all the knowledge and understanding required for the Element is not apparent from direct observation.

**Question:** What if there had been a contra-indication to the service requested?

**Answer:** I would have explained the reason the service could not be carried out to the client and suggested an alternative service.

**Question:** Why did you develop the colour without the addition of heat?

**Answer:** The heat would have caused the product to develop too quickly and as the hair was porous this would have given an uneven colour result.

### **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 Services or Products to Clients*. The candidate may have been observed identifying products which met the client's needs but were not available in the technical area of the salon. However, if the client purchased the recommended products when paying for the hairdressing services, the sale of these products would confirm that the candidate promoted additional products to the client.

### **Witness testimony**

For practical reasons, you might not be able to observe all the activities carried out by your candidates, but could feel that other people are able to 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 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 an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
		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 with 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.

### **An example**

There might be part of a range to be completed that naturally occurs during normal work. The senior stylist is available and produces witness testimony for this area of work, for example:

- ◆ Unit GH17.3 (e) Combining and placing of products in a way that complements the hair style

### **Simulation**

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

On some occasions, it will not be practical to assess a candidate in real work, such as where the standards require candidates to carry out emergency or contingency procedures, 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 assessment strategy when simulation is and is not 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, look at the assessment strategy (see SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)). Simulation could be required for:

- ◆ dealing with fire and other emergencies
- ◆ dealing with health and safety activities outside or peripheral to normal practices
- ◆ client/customer relationship
- ◆ contra-indications/contra-actions

### **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):** GH17 Colour Hair Using a Variety of Techniques  
**Candidate:** Jackie Black **Date of observation:** 15/10/08  
**Evidence index number:** GH17.1.1

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<p>Protected the client and self. Identified hair condition by tests. Choice of colour agreed with the use of shade chart. Technique chosen — weaving with foils, with two colours, one highlight, one lowlight, partial head and block colour at nape. Mixed colours according to manufacturer’s instruction with appropriate strength of hydrogen peroxide. Disposed of unused product in a safe and hygienic manner. Colour was removed and hair was styled appropriately to enhance the colour effect. Jackie gave aftercare advice and gave the client the opportunity to ask questions on any area she was unsure of.</p>	<p>1 (all), 2 (all excluding e), 3 all (excluding h).</p>

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

GH17.2 Not all Elements apparent from this observation; supplemented with oral questioning.  
 GH17.3 Not all Elements apparent from this observation; supplemented with oral questioning.

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

G21 Provide Hairdressing Consultation Services

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

Your work today was satisfactory but not all of the PCs were covered by this task or by oral questioning.

I can confirm the candidate’s performance was satisfactory.

**Assessor’s signature:** *Mike Scott* **Date:** 15/10/08

**Candidate’s signature:** *Jackie Black* **Date:** 15/10/08

## **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> GH17 Colour Hair Using a Variety of Techniques	<b>Element(s):</b> 2 e, g
<b>Evidence index number:</b> GH17.1.2	
<b>Circumstances of assessment:</b>  Direct observation of candidate in the workplace, supplemented by oral questioning to clarify some elements of the knowledge and understanding not apparent.	
<b>List of questions and candidate's responses:</b>  <b>Q:</b> What course of action would you take if there was an adverse reaction to the tests?  <b>A:</b> I would have given the client an alternative or modification to the service, or explained why the service was not possible. I would explain the potential problems of colouring hair which has previously had a chemical treatment.  <b>Q:</b> What advice would you give to a client on image when changing his or her hair colour?  <b>A:</b> This would depend on lifestyle, profession, age, and skin tone of the client.	
Assessor's signature: <i>Mike Scott</i>	Date: <i>16/10/08</i>
Candidate's signature: <i>Jackie Black</i>	Date: <i>16/10/08</i>

## **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
	GH17.1.3	<p>Today I carried out colour highlights on Mrs Brown.</p> <p>I carried out a porosity test by assessing the ability of the hair to absorb moisture or liquids by running my fingertips through the hair, from points to root. I assessed the degree of roughness. I followed this with an elasticity test by taking a few hairs between my fingers and stretching them apart, where I assessed the amount of spring or elasticity. Both tests were okay. I prepared Mrs Brown with gown, black towel, disposable tissue at nape and positioned her appropriately. I wore a protective apron and protective gloves.</p> <p>Mrs Brown's hair was a base colour of 6 with more white hair. Hair length was chin level in a one-length bob. Hair condition was dry at the ends with no artificial colour on hair. Mrs Brown wants her hair lightened and tone changed.</p> <p>I used a combination of colour. The product I used was L'Oreal, Marjirel 6.45 with 20vol hydrogen peroxide and Majiblond 900S with developer. I mixed half a tube of 6.45 with 38ml of 20vol hydrogen peroxide and half a tube of 900S with 500ml of Majiblond developer. A section of hair was taken from crown to forehead, small sub sections were woven out on a zigzag parting. Colour was applied alternately using weaving with foils to separate. I took care to avoid contact with the skin, clothing and surrounding areas. I followed manufacturer's instructions. Development time was 45 minutes. Colour product was removed effectively and completely. The desired result was achieved.</p>	Witness testimony written by Julie, along with photographs 'before, during and after' in my portfolio.	GH17 (1 to 3)

		<p>I finished the style, applying product effectively and drying in a style to enhance colour. I followed COSHH and health and safety regulations.</p> <p>I advised Mrs Brown to use a shampoo for coloured hair and apply a protein conditioner to the dry ends after each shampoo, mousse should be used to give volume and protect hair when drying.</p> <p>Dryer should be used on a cool setting and a round brush would help to achieve a smooth look. I took two hours to complete task.</p>		
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**Signed (candidate):** *Jackie Black*

**Date:** *30/02/09*

## **Witness testimony**

Remember when you use witness testimony that it 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 at level 3
<b>Candidate's name:</b>	Jackie Black
<b>Evidence index no:</b>	GH17. 3.
<b>Index no of other evidence which this testimony relates to (if any):</b>	
<b>Element(s):</b>	GH17 1, a, b, 3 a, b, c, d, e, f, g, k.
<b>Date of evidence:</b>	01/05/09
<b>Name of witness:</b>	Laura Renwick
<b>Designation/relationship to candidate:</b>	Qualified Hairdresser
<b>Details of testimony:</b>	
<p>I can confirm that Jackie suitably protected Mrs Hardwick and herself. The advice she gave was accurate and based on the evaluation of the potential of the hair to achieve the client's wishes, ie to colour her hair by using a mixture of tones using weaving techniques. Jackie decided where to place the different colours she had discussed and agreed with the client. This was then woven with skilful application, and close monitoring. Following manufacturer's instructions ensured the colour result achieved the target shades. Jackie removed all colouring products at end of service.</p> <p>Jackie explained the importance of the use of suitable products for maintaining colour and condition. Mrs Hardwick was pleased with the results. Jackie completed the client record card recording all details.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: <i>Laura Renwick</i> <span style="float: right;">Date: <i>1/5/09</i></span>	

**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 contra-indications/contra-actions to hairdressing services.

You should be able to overcome some of these by the use of photographs or video clips of certain conditions which can't be readily observed through direct client appointments. A personal statement and a witness testimony could be used as well as simulation.

## **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 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 is presented with a client who would like her bleached hair coloured to its natural depth and tone. The service is not often requested, so the candidate takes the opportunity to generate evidence for Unit GH17, range 8, '*Restoring depth and tone*'.

Photographs taken before, during, and after the task accompanied by a personal statement from the candidate can be used as evidence. The client's signature on a statement of satisfaction can also be used. When assessing the evidence you must be convinced that the candidate carried out the task and is capable of doing so again. You should ask the candidate questions relating to the task which, along with the evidence produced, will authenticate the work.

## 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.

Recording documents do not need to be paper-based — you can 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 can be 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 candidate's evidence is incomplete, cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal 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 3

Candidate: Jackie Black

To achieve the whole qualification, you must prove competence in **four** mandatory Units and **five** optional Units, only one of which may be chosen from Group 2. (All five optional Units can be chosen from Group 1 if desired).

## Unit Checklist

<b>Mandatory</b>	G22	G18	<b>G21</b>	<b>GH16</b>			
<b>Optional 1</b>	<b>GH17</b>	GH18	<b>GH19</b>	GH20	GH21	<b>GH22</b>	GH23
<b>Optional 2</b>	G11	G19	H32				

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G21	Provide Hairdressing Consultation Services	<i>Mike Scott</i>	3/2/08
GH16	Creatively Cut Hair Using a Combination of Techniques	<i>Mike Scott</i>	13/5/09

## Optional Units achieved

GH19	Creatively Style and Dress Hair	<i>Mike Scott</i>	1/11/08
GH22	Create a Variety of Permed Effects	<i>Mike Scott</i>	1/6/09
GH17	Colour Hair Using a Variety of Techniques	<i>Mike Scott</i>	5/4/09

## 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 index of evidence 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 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
GH17.1.1	Observation checklist for PCs 1 to 3	Yes	<i>T McPherson</i> 1/4/09
GH17.1.3	Personal statement for PCs 1 to 3	Yes	<i>T McPherson</i> 1/4/09
GH17.1.4	Written assignment for K/U Colouring science 32 to 46	Yes	<i>T McPherson</i> 1/4/09
GH17.1.2	Oral questions for 2 (e)	Yes	<i>T McPherson</i> 3/3/09
GH17.1.5	Client record card PCs 1 (n) and 2 (d)	No (Reception desk)	<i>T McPherson</i> 3/3/09

## 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.



**Unit:** H30 Colour Hair Using a Variety of Techniques

**Element:** GH17.1, GH17.2, GH17.3

**Notes/Comments**

Evidence consisted of direct observation, witness testimony and photographic evidence. Where direct observation evidence was not available, Jackie displayed competence by accurately answering specific questions relating to the photographic evidence and personal statement or witness testimony. Knowledge and understanding was supplemented by a written assignment.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

<b>Candidate</b>	<i>Jackie Black</i>	<b>Date:</b> <i>5/4/09</i>
<b>Assessor:</b>	<i>Mike Scott</i>	<b>Date:</b> <i>5/4/09</i>
<b>Internal Verifier:</b>	<i>Tony McPherson</i>	<b>Date:</b> <i>10/4/09</i>

## 5 Further information

### What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at: [www.sqa.org.uk](http://www.sqa.org.uk) on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please 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>