



**Higher National and Vocational Qualifications
Internal Assessment Report 2013
Hairdressing**

The purpose of this report is to provide feedback to centres on verification in Higher National and Scottish Vocational Qualifications in this subject.

Higher National Units

General comments

Units subject to external verification visits were:

DN5Y 33 Hairdressing: Long Hair Design

DN5V 34 Hairdressing: Colouring, Colour Correction and Innovative Design

DN5W 34 Hairdressing: Creative Design in Haircutting

All centres visited had a good understanding of the Units being verified and the assessment evidence required. Unit evidence was of a good standard and approaches to assessment and assessment evidence were innovative and met the Unit requirements.

Centres, in the main, are integrating Units DN5W 34 and DN5V 34. Where this was not being carried out, advice was given from External Verifiers on how to show evidence to meet the criteria for these Units.

The nature of the Units verified gives candidates the opportunity to show their creativity and evidence available confirmed this. Centres are presenting performance evidence in a number of formats, eg folios and digital presentations.

Assessment evidence was of a good standard and met the SCQF level requirements.

Although not a requirement, centres presented staff with continuing professional development (CPD) folders; these show that all staff delivering and assessing these Units are keeping up to date with their specialist skills.

Visits to centres were carried out using both the old and new SQA report documentation.

Unit specifications, instruments of assessment and exemplification materials

At all centres subject to external verification visits, the delivering staff were familiar with the Unit specifications and assessment requirements. Instruments of assessment used and assessment decisions made showed a clear understanding of the assessment needs and Evidence Requirements. Centres were using SQA assessment exemplars. Where alternative assessments were being used, these had all been subject to prior verification.

Exemplification materials used to support Evidence Requirements were of a good standard and met the needs of the SCQF levels of Units being delivered and assessed.

Evidence Requirements

Centres subject to external verification had a clear understanding of the Evidence Requirements of the Units assessed. Evidence of this was shown through standardisation meetings (both formal and informal), yearly reviews, and meetings with and feedback from, Internal Verifiers.

Evidence was shown through written questions, projects, assignments, folios, photographs, completed client consultation records and assessor observation checklists, giving robust assessment evidence.

Administration of assessments

All assessment evidence presented met with the SCQF level of the Units being delivered. Assessments were delivered in a logical sequence. Units: DN5W 34 and DN5V 34, where integrated, were delivered and assessed in a meaningful manner, ensuring that candidates were not overburdened by assessment and could show logical evidence for both Units.

Assessment decisions were recorded and standardisation minutes show that all assessors were using a standard approach to assessment.

Internal verification was robust and records of this showed that all assessment decisions across all assessors were consistent. Feedback from Internal Verifiers to assessors was supportive.

General feedback

From information taken from external verification reports, it is clear that feedback to candidates was supportive. Recorded evidence of candidate feedback for all Units was available; this was informative and showed support and encouragement to all candidates.

Candidates interviewed were motivated and enthusiastic about the HNC award; they all felt that their assessors supported them throughout. Candidates were enjoying showcasing their skills through the presentation of their folio evidence. All candidates interviewed felt that the skills they were learning were giving them confidence in the practical elements of the course, and also that the research they were carrying out was giving them a better understanding of hairdressing industry requirements.

In all centres, access to assessments was clearly following equal access for all. Support systems in place are excellent and ensure that all candidates have the help they need to complete their course.

Areas of good practice

- ◆ Integration of vocational with non-vocational Units, eg selling skills and communications
- ◆ Candidate participation in extra-curricular activities, eg artistic team, competitions, charity events

- ◆ Good photographic evidence
- ◆ Innovative folios of evidence
- ◆ Digital portfolios
- ◆ Visiting stylists from an international salon giving candidates more knowledge of current industry needs and employability advice
- ◆ Colour technicians carrying out workshops with candidates giving training on new trends within the industry
- ◆ Good guidance systems within centres ensuring all candidates have fair access to assessment and additional support where required

Specific areas for improvement

- ◆ Review and amend assessment relating to Outcome 1, DN5Y 33 Hairdressing: Long Hair Design, making it less prescriptive.
- ◆ Consider an integrated folio of candidate evidence relating to Units DN5W 34 Hairdressing: Creative Design in Haircutting and DN5V 34 Hairdressing: Colouring, Colour Correction and Innovative Design.
- ◆ Initial and date oral questions/clarifications.
- ◆ Provide portfolio evidence for the colouring element to ensure that all candidates clearly show innovation.
- ◆ Formalise weekly meetings between assessor and Internal Verifier. In some cases these take place on an ad hoc basis but there is a need to record this.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

FD5M 34 Hairdressing: Graded Unit

General comments

All centres visited had a good understanding of the Graded Unit being verified and the assessment evidence required. Centres are using the SQA-developed assessment exemplar and the marking scheme included. Unit evidence is of a good standard and approaches to assessment and assessment evidence were innovative and met the Unit requirements.

The nature of this Graded Unit means candidates have the opportunity to showcase their creativity, and evidence available confirmed this. Candidates showed a good understanding of the Graded Unit requirements and good research underpinning the creation of their chosen portfolio. Candidate evidence showed an innovative choice of companies within the portfolios presented for external verification. Centres are presenting performance evidence in a number of formats — paper-based portfolios and digital presentations.

Assessment evidence was of a good standard and met the SCQF level requirements.

Although not a requirement, centres presented staff with CPD folders which show that all staff delivering and assessing these Units are keeping up to date in their specialist skills.

Visits to centres were carried out using both the old and new SQA report documentation.

Unit specifications, instruments of assessment and exemplification materials

At all centres subject to external verification visits, the delivering staff were familiar with the Unit specification and assessment requirements.

Instruments of assessment used and assessment decisions made showed a clear understanding of the assessment needs and Evidence Requirements. Centres were using SQA assessment exemplars and suggested marking schemes ensuring a consistent approach is being carried out to ensure a standard is in place across the sector.

Exemplification materials used to support Evidence Requirements were of a good standard and met the needs of the SCQF levels of Units being delivered and assessed.

As the Graded Unit is marked at planning and development stages and evidence of feedback to candidates was recorded on review forms, this showed a good understanding of the assessment needs and good support to candidates from assessors.

Evidence Requirements

Centres subject to external verification had a clear understanding of the Evidence Requirements of the Graded Unit being delivered and assessed. Evidence of this was shown through standardisation meetings and both formal and informal feedback from Internal Verifiers.

Evidence was shown through candidate portfolios; these were in both standard and digital formats. All portfolios contained evidence of planning, development and evaluation. Assessor feedback was ongoing throughout and showed support was in place to guide candidates.

All centres are using the SQA-developed assessment exemplar and marking guides to evidence the requirements for this Graded Unit. Most centre staff delivering and assessing this Unit have attended standardisation network meetings at SQA and are all very clear as to the assessment needs of this Unit.

Administration of assessments

All assessment evidence presented met with the SCQF level of the Graded Unit being delivered. Assessments Outcomes were delivered in a logical sequence. Assessment decisions were recorded and standardisation minutes showed that all assessors were using a standard approach to assessment.

Internal verification was robust and records of this showed that all assessment decisions across all assessors were consistent and feedback from Internal Verifiers to assessors was supportive.

All centres double mark this Unit to ensure a robust grading decision is in place and to ensure grades given meet the requirements of the marking guidelines. All centres use the SQA-developed assessment exemplar and marking guide for the Graded Unit ensuring consistency of assessors' decisions over the sector.

Outcomes are assessed at both planning and development stages of this Unit and candidates cannot progress unless these meet the requirements of each Outcome. Interviews are carried out by assessors and feedback is given to candidates.

General feedback

From information taken from external verification reports, it is clear that feedback to candidates was supportive. Recorded evidence of assessors' feedback to candidates was available; this was informative and showed support and encouragement to all candidates.

Candidates interviewed were motivated and enthusiastic and all enjoyed the challenge the Graded Unit offered; they all felt that their assessors supported them throughout. Candidates were enjoying showcasing their skills through the presentation of their portfolio evidence; the portfolios showed innovation in the evidence presented. All candidates interviewed felt that the skills they were learning were giving them confidence in the practical elements of the Course, also that the research they were carrying out was giving them a better understanding of Hairdressing industry requirements. All candidates felt that the portfolio evidence within their Graded Unit could be used to support progression to employment.

In all centres, access to assessments was clearly following equal access for all. Support systems in place are excellent and ensure that all candidates have the help they need to complete their course successfully.

Areas of good practice

- ◆ Candidate participation in extra-curricular activities, eg artistic team, competitions, charity events
- ◆ Good photographic evidence
- ◆ Innovative folios of evidence
- ◆ Digital portfolios
- ◆ Visiting stylists from an international salon giving candidates more knowledge of current industry needs and employability advice
- ◆ Colour technicians carrying out workshops with candidates and giving training on new trends within the industry
- ◆ Good guidance systems within centres ensuring all candidates have a fair access to assessment
- ◆ Professional photographer available on assessment dates and at other times to support candidates in the production of high-quality photographic/digital evidence
- ◆ Good support enabling candidates to produce either a paper or electronic portfolio of evidence
- ◆ Well-documented portfolio information
- ◆ Mentoring in place to support candidates
- ◆ Well-documented portfolios with the information throughout clear and informative in all stages of planning, development and evaluation
- ◆ Excellent planning of mentored delivery to support candidates in presenting individual project evidence, and with clear and concise candidate feedback.

Specific areas for improvement

- ◆ Encourage candidates to be more evaluative in the evaluation stage of the Graded Unit. This is apparent in most centres but should be reviewed to ensure it is carried out across all centres.
- ◆ Ensure all stages of the portfolio evidence are detailed to show clearly planning, development and evaluation.

- ◆ Action planning could be more detailed in evidencing how the Graded Unit will be planned by candidates from start to finish. Diary evidence would then support the progress of the plan and provide information for the evaluation stage.
- ◆ Candidates should be encouraged to present more detail of the underpinning processes used to produce the looks created; this would afford candidates the opportunity to obtain the highest grade possible.

SVQ awards

General comments

The following awards were subject to external verification in over 26 centres:

G9EC 21: Hairdressing and Barbering level 1

G9EY 22: Hairdressing level 2

G9EG 22: Barbering level 2

G9EF 23: Hairdressing level 3

SVQs are being delivered and assessed within colleges, training centres and private providers. All centres visited had a good understanding of the SVQs being delivered. All centres were delivering and assessing to the requirements of the assessment strategy and national standards. Each centre had a copy of the assessment strategies.

Centres visited were using either the paper-based mandatory written questions and marking guidelines, or SOLAR online mandatory questions (marked online), to generate evidence for the mandatory elements of all Units in the awards as required by guidelines set by HABIA. Some centres are now using the non-mandatory electronic online documents to generate evidence for the non-mandatory elements of the awards being delivered and assessed. Where centres have not yet used the online assessments (mandatory elements), External Verifiers gave advice on how this could be accessed. All centres visited that had not yet used the SOLAR online materials were planning to introduce this next session. Development visits have taken place to assist centres in accessing and using the SOLAR questions.

Candidates showed a good understanding of the requirements. Centres are presenting performance evidence in a number of formats — paper-based portfolios and digital presentations.

All staff have CPD folders. These showed that all staff delivering and assessing these Units are up to date in their specialist skills and take part in both in-house and external CPD development events. All staff delivering and assessing the SVQs held either D32 33 and 34 or A and D Units as required by the assessment strategies

Visits to centres were carried out on both the old and new SQA report documentation.

Unit specifications, instruments of assessment and exemplification materials

From evidence provided in external verification reports it is clear that all assessors are familiar with the requirements of the awards being delivered and assessed. Evidence from all centres subject to external verification visits shows that staff delivering and assessing SVQs are familiar with the needs of each Unit

within all the awards verified, and their assessment requirements. Instruments of assessment used and assessment decisions made showed a clear understanding of the assessment needs and Evidence Requirements. Materials used to underpin knowledge and understanding were of a good standard and supported candidate learning

Evidence Requirements

All staff delivering and assessing the SVQ Units and the awards in Hairdressing are familiar with all Evidence Requirements needed to meet the national standards.

All centres have a copy of the assessment guidelines and assessment strategies required for each award being delivered, and assessors had access to all materials required for the Units and awards they were delivering and assessing.

Staff in almost all centres were well informed through team, internal verification and standardisation meetings. Feedback to assessors was informative and support systems were in place for new assessors in the form of meetings, induction packs, shadowing and mentoring.

Administration of assessments

Evidence from all visits showed that centre staff have a good understanding of the awards they are delivering. All centre staff felt that the new awards are clear and Evidence Requirements meet the needs of the Hairdressing industry. All centres visited were very clear on the types of evidence needed to comply with assessment needs and assessment strategies.

One Unit is still causing a slight challenge and this has been identified through most reports: Unit G22 F42 04 Monitor Procedures to Safely Control Work Operations. Advice has been given by External Verifiers on ways to generate evidence for this.

Centre-devised material used to supplement evidence was appropriate and fit for purpose. Assessment instruments used included practical performance, written closed book mandatory questions, project consultation records, oral questions, assignments, personal statements, witness testimonies and photographic evidence to show competence for the Units and awards being delivered.

Evidence presented for external verification included pre-delivery verification; records of internal verification including any actions to be carried out; internal verification systems and schedules; records of assessment; feedback to assessors; standardisation meetings and yearly reviews of learning and teaching; CPD and staff qualification documentation (paper-based and electronic); and centre policies on equal access, equality and diversity

Internal verification processes in almost all centres was robust. Where assessment evidence did not fully meet requirements, internal verification had identified this and recorded and put actions in place to ensure this was rectified

within a given timescale — this documentation was then signed by both assessor and Internal Verifier.

Internal verification systems differ across centres, but overall these were clear to follow and showed robust evidence of procedures in place to ensure quality across all assessors and assessment decisions for the awards being delivered.

All centres have assessment planning schedules in place and it would appear from feedback that all candidates have a clear understanding of assessments and timing of assessments within their award. Candidates interviewed and observed felt they were well supported throughout their course of study.

Most centres were integrating Units within the award where evidence presented covered more than one Unit. This was shown on recording documents and demonstrated good practice in ensuring candidates did not have an overburden of assessment and showed a good understanding of the requirements of the national standards of the award.

All centres verified were using the marking schemes provided within the mandatory questions or SOLAR online questions as a guide to assessment decisions.

General feedback

Feedback to candidates was, in almost all centres, very good in terms of giving supportive comments and advice. Feedback was shown through comments in portfolios, consultation records, and candidate reviews which take place on an ongoing basis throughout the course.

In some centres, candidate representatives were involved in standardisation meetings where they fed back on any problems with any aspect of their course, ensuring centre staff were aware of this and any problems addressed.

Candidates interviewed and observed were enthusiastic and felt they were well supported by assessors. Discussion was with a number of candidates across all types of delivery (full time and part time), and across colleges, training centres and private providers. All feedback was positive and candidates were aware of the needs and timings of assessments. Most had assessment schedules.

In most centres, candidates took part in charity events, inhouse competitions, and some regional and national competitions, showcasing skills learned. In a number of centres, candidates took part in training events delivered by outside industry companies and this enhanced the candidate experience.

Access to assessment was well planned and further support was available when required. No barriers to assessment were identified. All centres have policies in place to ensure that all candidates have equal access to assessment.

Areas of good practice

- ◆ Demonstrations by guest lecturers and vocational workshops throughout the year
- ◆ Experiences in industry exemplified by previous candidates to current candidates
- ◆ Activities for candidates which consolidate learning, eg charity events, themed days, competition work
- ◆ Use of trade magazines to exemplify and enhance practical skills development
- ◆ Integration of assessment across Units
- ◆ Strong links with local employers
- ◆ Use of individual assessment plans to support learning
- ◆ Regular trainee progress reviews undertaken by assessor/Internal Verifier to support assessment and training
- ◆ Commercial salons run to provide realistic working environments and work experience for all candidates
- ◆ Most centres working with local community partners and so providing work experience opportunities for candidates as well as enhancing their creative and softer skills
- ◆ Feedback to candidates provided which is supportive, positive and relevant to the progress of the candidate's performance
- ◆ Photographic evidence produced for most technical areas, with before and after shots — this provides a reflective review for individual candidates and demonstrates progression
- ◆ Inhouse hairdressing and barbering — employer judges are used to reflect industry standards and enable candidates to showcase skills and creativity
- ◆ College to employer placement for Modern Apprenticeships
- ◆ Candidates attending college
- ◆ Embracing diversity — peer learning/demonstrations and video
- ◆ Sessions with candidates from a wide range of ethnic origins
- ◆ Recruitment, pre induction sessions, candidate feedback activities, skills tests, peer assessment, and many other activities to support improved retention, achievement and attainment
- ◆ Colour-coded worksheets in portfolios, individual learning plans, review sheets and feedback to enable employers to monitor and support candidate progress and attendance
- ◆ Open salon barbering (no appointment system) to reflect industry standards

Specific areas for improvement

- ◆ Ensure aftercare is specific and relevant to Units.
- ◆ For F472 04 (G22) — augment existing assessment evidence to clearly demonstrate supervisory role of Unit.
- ◆ Record evidence type by use of one standardised evidence key.

- ◆ Ensure performance evidence is recorded by assessors in a timely manner in candidate portfolio.
- ◆ Ensure that when oral questions are asked that these and the corresponding candidate response are recorded.
- ◆ In some centres, level 3 consultation sheets could be redeveloped to evidence and cross reference practical assessments.
- ◆ Level 3 Creative Cutting Unit — recording of re-style should be more comprehensive by describing clients' hair before service to ensure evidence reflects restyle fully.
- ◆ Level 3 Colouring Unit — clarity is required for range, ie block colouring (fashion technique of block colour) and lightening (full head of colour).
- ◆ Cross reference range where possible to reflect naturally occurring evidence and reduce assessment burden for candidates.
- ◆ In Level 2, ensure all timings are entered in client analysis sheet.
- ◆ In Level 2 Advise and Consult Unit, ensure this is completed when candidate skills are appropriate and over three technical Units.
- ◆ Ensure products not used and not required to be observed (shown in range) are evidenced in all candidate portfolios as per assessment requirements.