Higher National and Vocational Qualifications Internal Assessment Report 2015
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

Units subject to external verification were:

DN5W 34 Hairdressing: Creative Designs in Haircutting
DN5V 34: Hairdressing: Colouring, Colour Correction and Innovative Design
DN5Y 33: Hairdressing: Long Hair Design
DN60 35: Hairdressing: Specialised Treatments of Hair and Scalp
DN5X 34: Hairdressing: History of Hairdressing
DN63 34: Hairdressing: Style Hair with the use of Postiche and Padding

Five centres were visited this session.

General comments

The delivery and assessment of Units were of a good standard within centres subject to external verification. The candidate understanding of Units was good, and the resulting assessment evidence met the requirements of Units. Centres are using SQA developed ASPs where these were available. Centre developed material had been through prior verification, either by SQA or centres' internal verification processes. Centres were integrating Units in Cutting and Colouring, and elements within colouring were also being integrated with elements in the Unit Communication Practical skills. This use of holistic assessment methods was logical and made good use of assessment opportunities and evidence.

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

Although not a requirement, most centres visited presented CPD folders which showed that staff have current qualifications in the specialist skills that are required for delivering and assessing these Units.

Unit specifications, instruments of assessment and exemplification materials

At all centres subject to external verification visits, delivering staff were familiar with the Unit specifications and assessment requirements. The instruments of assessment used and the assessment decisions made, showed a clear understanding of the assessment needs and evidence requirements.

Centres were using SQA assessment exemplars and where alternative assessments were being used these all had 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. This was evidenced through standardisation meetings, formal and informal, yearly reviews, meetings and feedback from internal verifiers.

Robust assessment evidence was provided through written questions, projects, assignments, portfolios, photographs, completed client consultation records, and assessor observation checklists.

Evidence seen was in both paper and digital format. Where digital evidence was presented, a member of staff was available to help navigate the centre's systems.

Administration of assessments

External verification reports showed that feedback to candidates was supportive. Recorded evidence of candidate feedback was available in all Unit documentation; this was informative and shown to support and encourage all candidates.

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

In all centres, access to assessments clearly allowed equal access for all. Support systems in place were excellent and ensured that all candidates had the help they needed to complete their course.

Areas of good practice

♦ Integration of vocational with non-vocational Units, eg Communications
♦ Candidate participation in extra-curricular activities, eg artistic team competitions, charity events
♦ Good photographic evidence
♦ Innovative folios of evidence
♦ Integration of Units showing logical assessment opportunities and holistic evidence over a number of Units
♦ Evidence in digital format for a number of Unit projects
♦ Good guidance systems within centres ensuring all candidates have fair access to assessment and additional support where required
♦ Technicians carrying out workshops with candidates on new products and techniques, giving training on new trends within the industry

Specific areas for improvement

♦ Ensure that client consultation records are completed to show clearly what service has been carried out

♦ Complete client consultation records to show after-care has been given

♦ Selection of appropriate models to show creative skills required for each Unit

♦ Where photographic evidence is presented, ensure photographs are clear

Higher National Graded Units

HN Graded Units verified: G805 15 Hairdressing

Five centres were visited this session.

General comments

The delivery and assessment of this Graded Unit were of a good standard within centres subject to external verification. The candidate understanding of the Graded Unit was good, and the resulting assessment portfolio evidence was innovative.

Centres are using the SQA-developed assessment exemplar and marking scheme. Most centres are using the Training and Assessment Pack (TAP) developed by SQA. Where this has been used, centres felt it had been a benefit to candidates, giving a better understanding of evidence required for the grades given for each part of the Graded Unit: planning, development and evaluation. Discussion with centres that are not yet using this TAP highlighted that they were not aware of expanded grading information. These centres indicated that they would use the TAP from next session.

The evidence folio of the Graded Unit gives candidates the opportunity to showcase their skills learned within the year; evidence available confirmed this. Most candidate portfolio evidence presented showed good research of their chosen company at the planning stage and development stage, and resulting photographic evidence was of a good standard throughout centres. The evaluation stage in centres has improved — this is an area that can give candidates challenges as evaluative writing is not an area they are familiar with. In some centres, candidates had presentations of evaluative writing; this had helped and was shown as good practice. Centres were presenting performance evidence in a number of formats, both paper-based portfolios and digital portfolios. Assessment evidence was of a good standard and met the SCQF level requirements.

Although not a requirement, most centres visited presented CPD folders which showed that staff have current qualifications in the specialist skills that are required for delivering and assessing the Graded Unit.

Unit specifications, instruments of assessment and exemplification materials

The centres verified showed that staff has a good understanding of the Unit specification and assessment requirements. In the main, assessment decisions made showed a clear understanding of the assessment needs and evidence requirements.

Centres are using SQA assessment exemplars and suggested marking guides. This ensured a consistent approach is being carried out and a consistent standard of assessment decisions was shown to be in place across the centres.

Exemplification materials: in the evidence seen, the candidate portfolio evidence to support the Graded Unit specification was of a good standard and met the needs of the SCQF levels of the Graded Unit being delivered and assessed.

The Graded Unit it is marked at the planning and development stages as part of the requirements. Evidence of feedback to candidates on review records shows good support in place for candidates from assessors.

Evidence Requirements

The centres that were externally verified showed a clear understanding of the Evidence Requirements of the Graded Unit. Grading of candidate evidence was being carried out using the suggested marking guidelines developed for the exemplar; all centres were using these guidelines and marking grades in line with this information.

Evidence of this was shown through standardisation meeting records, formal and informal team meetings, and supportive feedback from internal verifiers. This was evidenced through candidate portfolios that were presented in either paper or digital format. All portfolios contained evidence of planning, development and evaluation. Assessor feedback was ongoing throughout and showed support was in place to guide candidates.

Centres are using the SQA-developed assessment exemplar and marking guides to show Evidence Requirements for this Graded Unit.

Discussion took place in most of the centres around the grading percentage for awarding A, B or C grades.

Administration of assessments

All assessment evidence presented met with the SCQF level of the Graded Unit being delivered. The Graded Unit is introduced at different times in centres; however, as this Unit is supported by skills learned throughout the session, evidence is generated later in the delivery of the award.

Assessments outcomes were delivered in a logical sequence.

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

Internal verification was robust in the centres visited and records showed that assessment decisions over all assessors were consistent. Feedback from internal verifiers to assessors was recorded and supportive. All centres carry out double-marking of portfolio evidence to ensure a fair and robust grading decision is in

place. This ensures grades given meet the requirements of the suggested marking guidelines.

Centres were using the SQA-developed assessment exemplar and suggested marking guidelines for the Graded Unit; this should ensure a consistency of assessors' decisions over the sector. In centres where the Unit is being delivered, advice was given on final grades given, and where required these were reviewed and adjusted to ensure the grades given were robust.

Within the Graded Unit guidelines, Outcomes are assessed at both the planning and development stages of the Graded Unit, then evaluation is assessed at final submission. Candidates cannot progress unless each stage of planning and development is assessed and meets the requirements of each Outcome. Interviews are carried out at each stage by assessors and recorded. Feedback is given to candidates.

Standardisation meetings are taking place with delivering staff across centre campuses to ensure a standard approach is being carried out.

Internal verification is being rationalised in centres. This is ongoing and new systems are being implemented. It has been challenging, but when completed will ensure a robust standard and consistent approach to the assessment decisions for the Graded Unit.

General feedback

External verification reports show that feedback to candidates was supportive. Recorded evidence of assessors' reviews and feedback to candidates was available. This was informative and showed support and encouragement, ensuring fair access to all candidates. A number of candidates were interviewed for whom English was their second language. They fed back that support put in place ensured they understood all aspects of the award.

Candidates who were interviewed were motivated and enthusiastic and all enjoyed the challenge the Graded Unit offered. They all felt that their assessors supported them throughout. Candidates enjoyed showcasing their skills through the presentation of their portfolio evidence. The portfolios that were seen showed innovation in the evidence presented. Candidates felt that the skills they had developed during the course had given them confidence in the practical skills and a better understanding when creating their portfolio for the Graded Unit. All candidates felt that the folio evidence created for their Graded Unit could be used to support progression to employment.

Centre systems for assessment were clearly following equal access for all. Within all centres visited support systems in place were excellent and ensure that all candidates have access to support and individual help if needed to complete their course successfully.

The evidence seen showed that the Graded Unit is being carried out to a good standard. Digital portfolios of evidence are being introduced in most centres.

Where this format was being used centre staff ensured that External Verifiers had access to all the technology needed to view this.

Areas of good practice

♦ Candidate participation in extra-curricular activities, eg regional and national competitions, charity events, sharing skills learned with candidates on SCQF level 5 and 6 courses
♦ Good photographic evidence
♦ Digital folios
♦ Innovative presentation within folios of evidence
♦ Technicians from industry carrying out workshops with candidates giving training and certification on new products and techniques
♦ Good guidance and support systems within centres ensuring all candidates have a fair access to assessment
♦ Good IT support enabling candidates to produce electronic folios of evidence
♦ Well documented folios, information throughout clear and informative in all stages: planning, development and evaluation
♦ Opportunities for international exchanges
♦ Delivery of lessons on evaluative writing
♦ Diary/log book kept of all information on planning and development which could be used when completing evaluation stage of the Unit

Specific areas for improvement

♦ Encourage all candidates to use evaluative writing for the evaluation stage of the Graded Unit — this is apparent in some centres but should be reviewed to ensure this is carried out for all candidates
♦ Ensure all stages of the portfolio evidence is detailed to show clearly planning and development
♦ Planning and development stages could be more detailed evidencing how the Graded Unit will be planned by candidates from start to finish
♦ Candidates should be encouraged to present more detail of the underpinning processes undertaken to produce the looks created — this would afford the candidates more opportunity to obtain the highest grade possible
♦ Consider the suitability of models for specific looks when selecting them
♦ Review grades given to ensure they reflect the evidence presented

SVQ awards

G9EC 21: Hairdressing and Barbering Level 1
G9EY 22: Hairdressing level 2
G9EG 22: Barbering level 2
G9EF 23: Hairdressing level 3
G9EK 23 Barbering level 3

External verification was over 24 centres

General comments

External verification visits took place at colleges, training centres and private providers. All centres visited had a good understanding of the SVQs being delivered. Most centres were delivering and assessing to the requirements of the assessment strategy and national standards. Each centre had a copy of the assessment strategy.

Centres visited were in the main using SOLAR online mandatory questions, (marked online) to generate evidence for the mandatory elements of all Units in the awards, as required by award assessment guidelines and the Assessment Strategy.

One centre is now using the non-mandatory electronic online documents to generate evidence for the non-mandatory elements of the awards being delivered and assessed. Centre staff fed back that they thought this was helpful, and candidates were enjoying this format for assessment.

Where centres have developed their own non-mandatory assessment evidence material this was shown to meet the evidence requirements.

Some centres have developed the non-mandatory assessment in electronic format — these all met the required evidence and showed good practise.

Where centres have not yet used the SOLAR online assessments (mandatory elements) EVs gave advice on how this could be accessed. Centres that have not yet accessed the SOLAR online assessments have said they will be using this in the future. Development visits have taken place to assist centres to access and use the SOLAR questions.

Candidates who were seen showed a good understanding of the requirements. Most have personal development plans and assessment schedules. Centres are presenting performance evidence in paper-based portfolios and as digital presentations.

Most centres are delivering theory notes online. This is proving to be beneficial to candidates who can access them.

All staff had CPD folders. These showed that all staff delivering and assessing these Units have specialist skills that are current and that they take part in both in house and external CPD development events. Most staff delivering and assessing the SVQs held either D32, 33 and 34 or A and D or new LD Units as required by the assessment strategies. Where these are not yet in place the assessors who are undertaking these Units are mentored and assessments are cross-signed by an experienced assessor. Centre staff records show in the main that CPD is taking place and that it is meeting the requirements of the assessment strategy. Where this was not completed, the EV provided advice and actions to ensure it was completed.

Unit specifications, instruments of assessment and exemplification materials

EV reports show that all assessors delivering and assessing the awards are familiar with the requirements of the awards. Evidence from all centres subject to external verification visits show that staff delivering and assessing SVQs are familiar with the needs of each Unit within all the awards delivered. Instruments of assessment used and assessment decisions made showed a clear understanding of the assessment needs and evidence requirements. Centre-developed materials used to underpin knowledge and understanding was of a good standard and supported candidate learning.

Evidence Requirements

All staff delivering and assessing the SVQ Units and the awards in Hairdressing and Barbering are familiar with all evidence requirements 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.

Evidence seen consisted of mandatory questions; non-mandatory evidence was shown through written questions, projects, assignments, client consultation records, personal statements, photographs of completed work and completed portfolios of observed assessments signed by assessors. Digital evidence was presented in a number of centres. Where this was used as evidence, a member of staff was available to assist the EV in navigating individual systems.

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. This was evidenced in the form of meetings, induction packs, team teaching and mentoring.

Administration of assessments

Evidence from all visits shows that centre staff have a good understanding of the awards they are delivering. All centre staff felt that the awards are clear and evidence requirements seen met 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.

EV reports have identified that Unit G22 F42 04 (Monitor procedures to safely control work operations) is still causing a slight challenge. EVs have again advised on ways to generate evidence for this. This Unit will not be a part of the new award structure available from 2015–16, but will be integrated through all Units in award.

Advice was given for the required evidence for GH16 Creatively cut hair using a combination of techniques. In some centres the types of cut carried out are not clearly showing evidence requirements. More robust client consultation records could ensure clarity in this Unit.

Similarly for GH17 Colour hair using a variety of techniques, more robust client consultation record cards would ensure that clarity was given to the assessment requirements. Candidates are carrying out the required techniques but centre staff should ensure client consultation records or assessor comments clarify these assessment evidence requirements. Advice was given by EVs on how to achieve this.

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

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.

In almost all centres internal verification processes were robust. Where assessment evidence did not fully did not meet requirements, internal verification had identified this, recorded it, and put actions in place. Where this had not been identified through IV records, EVs had given advice and put actions in place to ensure all assessment evidence met the assessment requirements and strategies.

Internal verification systems differ between centres but overall these were clear to follow and showed robust evidence of procedures in place to ensure quality over all assessors and assessment decisions for the awards being delivered. Across college campuses internal verification systems are being revised to ensure a robust and standardised process is in place.

Most internal verifiers hold required qualifications. Where these had still to be completed those registered were identified and time set for completion in line with

the assessment strategy requirements. This was recorded in EV reports and actions put in place accordingly.

All centres have assessment planning schedules in place and it would appear from feedback that all candidates have a clear understanding of assessments and the timing of assessments within their award. Candidates who were interviewed and observed felt they were well supported throughout their course of study. This was shown in candidate induction and candidate assessment planners, candidate reviews and assessor feedback.

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

Centres verified were in the main using SOLAR online as knowledge evidence. SOLAR online assessment is marked online and staff using this felt it was a great advantage ensuring consistency over all assessment decisions.

Where centres had not yet used the SOLAR online mandatory assessments, this was discussed at feedback and centre staff said they were putting this in place for the future.

General feedback

Feedback to candidates in all centres was very good, giving supportive comments and advice from assessors. Feedback was shown through comments in portfolios, consultation records, written projects 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. This ensured that centre staff were aware of any problem and that it was addressed and revisited in reviews of learning and teaching for following sessions.

Candidates who were interviewed and observed were enthusiastic and felt they were well supported by assessors. Interviews were carried out with a number of candidates over all types of delivery: full-time and part-time, and across colleges, training centres and private providers. Feedback was positive and they all seemed to be aware of the needs of all assessments and the timing of these. Most had assessment schedules and individual candidate planners. Where the online SOLAR mandatory assessments were being used, candidates felt this was better than the paper-based assessments. They also felt the SOLAR assessments were less time consuming, allowing more time for practical work.

In most centres candidates showcased the skills they had learned in charity events, in house competitions, and in some regional and national competitions. In a number of centres, candidates took part in training events delivered by outside companies, which enhanced their candidate experience. Most colleges have a

commercial salon where a realistic workplace environment is in place, giving candidates a real experience of industry needs. All candidates interviewed felt they were well supported, whether they were from colleges, training providers or private trainers.

Access to assessment was well planned and where further support was required this was implemented to suit individual candidate needs. No barriers to assessment were identified. All centres have policies in place to ensure that all candidates had equal access to assessment.

Barbering Level 2 and/or 3 is now being delivered within four centres, which is an increase in delivery this year. The available evidence shows that in most centres this is being delivered and assessed to meet the award requirements. Where any challenges were identified actions were put in place to ensure that all assessment requirements are in place, to meet both the evidence requirements and the assessment strategies.

Areas of good practice

- ♦ Demonstrations from companies and visiting stylists carrying out workshops throughout the year, giving candidates current product information and emerging trends in techniques
- ♦ Experiences in industry exemplified by previous students to current students
- ♦ Activities for candidates which consolidate learning, eg charity events, themed days, competition work
- ♦ Integration of assessment across Units — ensures candidates show evidence requirements clearly in an efficient manner
- ♦ Candidates working together and showing skills to those at different levels
- ♦ Strong links with local employers
- ♦ Use of individual assessment plans to support learning
- ♦ Regular trainee progress reviews undertaken by assessor/IV to support assessment and training
- ♦ Commercial salons in colleges run to provide realistic working environments and work experience for candidates
- ♦ Most centres work with local community partners which provides candidates with opportunities for work experience and for enhancing their creative skills and soft skills
- ♦ Feedback to candidates that is supportive, positive and relevant to the progress of a candidate's performance
- ♦ Photographic evidence showing clear evidence of practical assessment evidence requirements
- ♦ In-house and national competitions that enable learners to showcase skills and creativity
- ♦ Pre-induction sessions, learner feedback activities, skill tests, peer assessment and other support activities help improve retention, achievement and attainment

- Colour-coded worksheets in portfolios, individual learning plans, review sheets and feedback to support candidate progress and attendance
- Using personal statements at Level 3 shows evidence of a candidate's practical work and knowledge base. This expanded information on the individual services shows clear evidence for assessment requirements

Specific areas for improvement

- Ensure aftercare is given and shown on client records to meet evidence requirements
- Ensure all staff have or are undertaking the required assessor and/or verifier awards as required by the assessment strategy
- Augment existing assessment evidence for F472 04 (G22) to clearly demonstrate supervisory/monitoring role — advice has been given by EVs where required
- Record evidence type by use of correct evidence key
- Ensure performance evidence is recorded timeously by assessors in candidate portfolio
- Oral questions where top-up is required as asked for in mandatory evidence — ensure that questions and candidate responses are recorded and signed by the assessor (for both paper copy and SOLAR evidence)
- In some centres, Level 3 consultation sheets could be redeveloped to show where evidence could show cross-referencing of practical assessments
- Level 3 Creative Cutting using a combination of techniques F7AG 04 G16 — recording of a restyle should be more comprehensive and show where a combination of techniques has been used, ensuring evidence fully reflects the restyle that was carried out
- Level 3 — Colour hair using a variety of techniques F7AH 04 G12 clarity required to show range has been covered
- In Level 2, ensure all timings are entered in the client analysis sheet
- In Level 2 Advise and Consult Unit, ensure this is completed when candidate skills are appropriate and over three technical Units (technical Units evidence may be generated through Cutting, Colouring, Perming or Shampooing)
- Ensure products (shown in range) are evidenced as per assessment requirements