



**National Qualifications 2013
Internal Assessment Report
Hairdressing**

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

National Qualifications (NQ) Awards

Titles/levels of NQ Awards verified:

G8GX 10 NPA Cosmetology

G95H 11 NC Hairdressing level 5

G9K3 12 NC Hairdressing level 6

General comments

All centres delivering the NPA Cosmetology Award are using the assessment support packs (ASPs) developed by SQA. Centres delivering are schools and colleges. All centres visited were using the assessment material effectively. Evidence collated through external verification reports shows that a number of innovative assessment approaches are being employed.

Where centre-developed material is being used to underpin knowledge and understanding, this is of a good standard. Discussion with centre staff was positive and it was felt that this award made candidates aware of progression within the routes (Hairdressing, Beauty, Barbering and Make-up Artistry).

The NC Hairdressing level 5 and level 6 Awards are being delivered mostly in colleges but also in a few schools. Centres are using SQA-developed ASPs effectively where these are in place. Centres have developed checklists to underpin knowledge and understanding and for assessment purposes; these are of a good standard and meet the requirements of the Unit specifications. Innovative approaches are in place and where there is integration of evidence, this shows a logical sequence for delivery.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

In the main, centres delivering these awards are very clear on their understanding of the Unit specifications. All centres have downloaded the Course Arrangements documents and all have carried out pre-delivery internal verification before delivery of the awards. Where ASPs are available, all centres are using these for delivery and assessment of each Unit. For the few Unit specifications where no ASP is available, centre quality systems ensure that Units are either sent to SQA for prior verification or go through college internal quality documentation, to show clearly that assessment evidence is meeting the needs of the Unit specification.

Exemplification materials used to support Evidence Requirements for assessment were of a good standard and were being used effectively. In most cases, the evidence material had been generated from the SQA-developed

ASPs. Where supplementary documentation had been developed by centre staff, this was of a good standard and supported the Evidence Requirements.

Evidence Requirements

From information collated through external verification reports, it would appear that all centres delivering and assessing the Units verified, clearly understand the Evidence Requirements. Evidence for written papers met the requirements of the SCQF levels of each award. Practical checklists showing performance evidence and the use of client consultation records clearly show candidates are being assessed in a robust manner.

The NQ awards in NPA Cosmetology and NC Hairdressing levels 5 and 6 show strong creative and innovative delivery demonstrated by the use of projects, assignments and photographic evidence.

Good support for candidates was shown through assessor feedback.

All centres had good systems in place to ensure that candidates had personal development plans. Where more specialised support was required, this was implemented giving all candidates equal opportunities for assessment.

Administration of assessments

In most centres, assessments are being administered at the appropriate level. Where this was not shown to be happening, advice and support were given to centre staff by the External Verifier.

Assessment material used is, in the main, provided through SQA-developed ASPs. These are being used correctly and evidence seen was of a good standard.

Standardisation of assessment decisions was ensured through robust internal verification procedures and this had been highlighted through all external verification reports.

Assessments presented were shown through written questions, projects, assignments, client consultation records, assessor observation checklists and photographic evidence. This gave a clear picture and showed that across the sector, a good standard is in place. In a few centres, online assessment evidence was being used; this method met the Evidence Requirements and standards of the Unit specification being delivered. Where online evidence was being used, each centre ensured that a member of staff was available to guide the External Verifier through the system.

Internal verification processes and procedures across all centres showed clear tracking and good feedback to assessors from Internal Verifiers. This then ensured a standard approach was in place for all assessors delivering and assessing the awards.

Areas of good practice

- ◆ A number of Units across levels 5 and 6 are being integrated effectively.
- ◆ There is good evidence of project work, especially at level 5, with current techniques being produced at each level.
- ◆ Online resources within a number of centres are being used. Within one centre, the department is piloting a number of Units over a few classes within the NQ award, with a view to full implementation with all candidates on the programme.
- ◆ Good use of photographic evidence — this demonstrates the competencies and standardisation for the centre but also provides a reflective tool for candidates and encourages progression.
- ◆ Good use of consultation sheets to combine practical subjects — this provides opportunities for holistic assessment across the range of practical areas within the award.
- ◆ Written responses show a breadth and depth of knowledge, clearly demonstrating a good standard of delivery of underpinning knowledge.
- ◆ Staff have good continuing professional development (CPD) records, ensuring they are up to date in all aspects of the awards they are delivering.
- ◆ In a number of centres, good links with local salons and industry partners are in place giving candidates an opportunity to carry out work experience.
- ◆ In one centre, candidates must find work experience within the academic year of their Course, therefore giving them better engagement with industry.
- ◆ In some centres, teaching notes are sent electronically to each candidate.
- ◆ Letters sent out to employers where candidates carry out work experience are usually very clear on requirements from employers and also the monitoring of candidates in their work experience.
- ◆ Candidates assist higher level students by giving them motivation and team-working skills.
- ◆ In-house courses from manufacturers are giving candidates industry certification in the technical and product requirements needed to work in the hairdressing sector.
- ◆ Taking part in regional and national competitions is broadening the experience of candidates.
- ◆ Master classes from hairdressing celebrities give candidates a good understanding of what they could achieve.
- ◆ Trips to London to the SALON show of hairdressing current trends give candidates development opportunities.
- ◆ Open nights allow candidates to showcase skills to friends, family and prospective candidates.
- ◆ Candidates take part in charity events to showcase skills and show citizenship.
- ◆ There is a good range of hairdressing salons within centres which are fully equipped with all relevant resources and materials.

Specific areas for improvement

- ◆ Advice was given on the Applying Practical Skills level 5 Unit that dates should be reflective of the target timeline, eg record start/end dates.
- ◆ The Styling Unit at level 6 would benefit from showing an area on the centre-developed client consultation record where candidates can provide evidence of product recommendation for the client
- ◆ It should be ensured that oral clarification is recorded consistently and includes the question asked and the response received.
- ◆ It should be ensured that one form of consultation sheet is used in all classes where the Units are being delivered to ensure a standard approach is in place.
- ◆ A discussion on the Applying Practical Skills Unit within two centres has resulted in staff agreeing to revise the sequencing and delivery of this Unit to ensure candidates have sufficient skills and are assessment ready.
- ◆ A discussion with one centre on the use of producing workbooks as evidence has shown that this does meet the needs of the Units and so brief assignments would be a more logical way of producing the evidence. This method is also easier to mark and reflects the suggested brief in the ASP.
- ◆ All candidates should sign plagiarism sheets at the front of folders, and although a number of candidates have done this, not all have.
- ◆ One centre developed its own assessor observation checklist which gave a clear indication of the service that had been carried out.
- ◆ In one centre, advice was given to expand the internal verification record to show dates where both actions had been shown and completed.

National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

Units within:

G8GX 10 NPA Cosmetology
F0F7 10: Barbering: Practical Skills
F0F6 10: Product Awareness
F0FD 10: Health and Safety

G95H 11 NC Hairdressing level 5
F4BY 11: Applying Practical Skills
F4C9 11: Shampoo Condition and Scalp Massage
F4BX 11: Blow Drying Techniques
F50F 11: Clipper Cutting Techniques
F4C2 11: Basic Cutting Categories
F4C8 11: Setting and Winding Techniques

G9K3 12 NC Hairdressing level 6
F78S 12: Combination Cutting
F78T 12: Style and Dress and Finish Hair

General comments

Centres delivering NPA Cosmetology Units are using the ASPs developed by SQA. Centres delivering are colleges, schools and the HM Prison Service. All centres visited were using the assessment material effectively. Evidence collated through external verification reports shows that a number of innovative assessment approaches are being employed.

Where centre-developed material is being used to underpin knowledge and understanding, this is of a good standard. Discussions with centre staff were positive and it was felt that this award made candidates aware of progression within the routes (Hairdressing, Beauty, Barbering and Make-up Artistry).

In NQ Hairdressing levels 5 and 6, the Units being delivered are mostly in colleges but also in a few schools. Centres are using SQA-developed ASPs effectively, where these are in place. Centres have developed checklists to underpin knowledge and understanding, and for assessment purposes; these are of a good standard and meet the requirements of the Unit specifications. Innovative approaches are in place, and where integration of evidence is in place this shows a logical sequence for the Units being delivered.

Unit specifications, instruments of assessment and exemplification materials

In the main, centres delivering these Units are very clear on their understanding of the Unit specifications and all have carried out pre-delivery internal verification before delivery of the individual Units. Where ASPs are available, all centres are using these for delivery and assessment of each Unit.

Exemplification materials used to support Evidence Requirements for assessment were of a good standard and being used effectively. In most cases, the evidence material had been generated from the SQA-developed ASPs but where supplementary documentation had been developed by centre staff this was of a good standard and supported the Evidence Requirements.

Evidence Requirements

From information collated through external verification reports, it would appear that all centres delivering and assessing the named Units verified, clearly understand the Evidence Requirements. Evidence for written papers met the requirements of the SCQF levels of each award. Practical checklists showing performance evidence and the use of client consultation records clearly show candidates are being assessed in a robust manner.

The NQ awards in NPA Cosmetology and NC Hairdressing levels 5 and 6 show strong creative and innovative delivery demonstrated by the use of projects, assignments and photographic evidence.

Good support for candidates was shown through assessor feedback.

All centres had good systems in place to ensure that all candidates had Personal Development Plans and where more specialised support was required this was implemented giving all candidates equal opportunities for assessment.

Administration of assessments

In most centres, assessments are being administered at the appropriate level. Where this was not shown to be happening, advice and support were given to centre staff by the External Verifier.

Assessment material used is, in the main, provided through SQA-developed ASPs. These are being used correctly and evidence seen was of a good standard.

Standardisation of assessment decisions was ensured through robust internal verification procedures and this had been highlighted through all external verification reports.

Assessments presented were shown through written questions, projects, assignments, client consultation records, assessor observation checklists and photographic evidence. This gave a clear picture and showed that across the sector, a good standard is in place. In a few centres, online assessment evidence

was being used; this met the Evidence Requirements and standards of the Unit specification being delivered. Where online evidence was being used, each centre ensured that a member of staff was available to guide the External Verifier through the system.

Internal verification processes and procedures across all centres showed clear tracking and good feedback to assessors from Internal Verifiers. This then ensured a standard approach was in place for all assessors delivering and assessing the Units.

Areas of good practice

- ◆ Good evidence of project work, especially at level 5, with current techniques being produced at each level.
- ◆ Online resources within a number of centres are being used. Within one centre, the department is piloting a number of Units over a few classes within the NQ award, with a view to full implementation with all candidates within the programme.
- ◆ Good use of photographic evidence — this demonstrates the competencies and standardisation for the centre but also provides a reflective tool for candidates and encourages progression.
- ◆ Written responses show a breadth and depth of knowledge, clearly demonstrating a good standard of delivery of underpinning knowledge to support the assessment requirements.
- ◆ Staff have good CPD records, showing that they are up to date in all aspects of the subjects they are delivering.
- ◆ In a number of centres, good links with local salons and industry partners are in place giving candidates an opportunity to carry out work experience within a local salon.
- ◆ Teaching notes are sent electronically to each candidate.
- ◆ Candidates assist higher level students giving them motivation and team working skills.
- ◆ In-house courses from manufacturers are giving candidates industry certification in the technical and product requirements needed to work in the Hairdressing sector.
- ◆ Taking part in regional and national competitions is broadening the experience for candidates.
- ◆ Open nights allow candidates to showcase skills to friends, family and prospective candidates.
- ◆ Candidates take part in charity events to showcase skills and show citizenship
- ◆ There is a good range of hairdressing salons within centres fully equipped with all relevant resources and materials.
- ◆ In the centre delivering the Cosmetology — Barbering: Practical Skills, a purpose-built salon in the centre carries out over 200 haircuts per week and this allows ample opportunity for the candidates to fully achieve the practical skill in this area.

Specific areas for improvement

- ◆ It should be ensured that oral clarification is recorded consistently and includes the question asked and the response received.
- ◆ All candidates should sign plagiarism sheets at the front of folders, however although a number of candidates have done this, not all have.
- ◆ In one centre, advice was given to expand the internal verification record to show dates when both actions had been shown completed.
- ◆ The Cosmetology — Barbering: Practical Skills practical observation checklists should be completed more timeously.
- ◆ A discussion on the Applying Practical Skills Unit within centres has resulted in staff agreeing to revise the sequencing and delivery of this Unit to ensure candidates have sufficient skills and are assessment ready.