



National Qualifications 2007

Skills for Work Courses

Lead Verifier Report

**SfW Course: Hairdressing
 Intermediate 1**

The purpose of this report is to provide feedback to participating centres on external verification which has taken place within phase 2 of the Skills for Work pilot.

SKILLS FOR WORK COURSES

HAIRDRESSING: INTERMEDIATE 1

TITLES/LEVELS OF NATIONAL UNITS EXTERNALLY VERIFIED

DXON 10: HAIRDRESSING: WORKING IN THE SALON

DXOM10: HAIRDRESSING: SALON AWARENESS

DXOP 10: HAIRDRESSING: CREATIVITY

DXOK 10: HAIRDRESSING: EMPLOYABILITY

FEEDBACK TO CENTRES

General comments:

Comments from centres in this pilot year were all positive. A few centres have completed the Award within 1 year; these centres were delivering to candidates more than once a week, or in 6-hour blocks. Most centres are delivering over a 2-year period with a mixture of 2 or 3 units being delivered, but in most cases only two completed this session.

Centres all felt the material produced for the Award was of an excellent standard. The tutors were all enthusiastic about the workshops they had taken part in and felt this made delivery of the Award very clear.

Some of the more outlying centres felt that it might have been of benefit to their candidates if they could liaise with larger centres to give candidates the opportunity to see all aspects of hairdressing. All candidates felt the course had given them more confidence, and were enjoying their time in this environment.

The candidates who had completed this year were all very enthusiastic about the unit on Creativity, and the resulting storyboards and mood boards, were varied, and showed a good understanding of the requirements. Centres were integrating the units well, and reviews showed distance travelled for the candidates. Some school groups had a classroom assistant who stayed with the group; tutors felt this was of help.

Some centres felt it might have been of benefit if they had background knowledge of the candidates, which in some cases would have helped in situations in the centre. All centres were enthusiastic about the content of the Award.

Integration and assessment of employability skills:

Integration of units was in the main well done, reports show that centres were using different methods to do this, from peer group work, to mentoring by students at a higher level. Employability skills were being assessed throughout all units, by working in the salon environment, working with others, through work placements, working with other school groups at open nights. There was some evidence of reviews and feedback from partnership schools.

Internal Verification

Internal verification was being carried out. In some of the sites, internal verification records had to be sent to main campus which made it a slower process for feedback to tutors in these sites. In some centres, the systems in place meant that internal verification only took place once or twice a session making it difficult to summarise this for the candidates on the two-year programme.

All centres had systems in place and evidence was available for material which had been internally verified. This evidence was robust, even when very little had been verified. The centres that were completing the award in one year had verified all material, and this was satisfactory.

Advice on good practice and areas for further development:

There were many areas of good practice - mentoring by more advanced students, open nights for teachers and parents, helping other schools in their open nights, demonstrating skills learned to others, running salon for friends and parents, work placements, visits by salon owners and employees, competitions, visits to salons and suppliers, peer group reviews, candidates researching using I.T., daily log books to reflect on learning, activity sheets, workshops in hairdressing from outside agencies.

Each centre showed diverse ways to motivate and encourage candidates.

From EV reports, it is shown that further development could be made in the following areas,

- Scheduling of units to make best use of time.
- Making sure reviews are started early in the course to show distance travelled from starting to completion.
- Feedback to candidates. In some centres this was done very well, but in some cases it could be expanded to make sure candidates could reflect and address any areas discussed.
- Meetings with staff involved in the delivery in out lying sites when a main centre is managing these sites.
- Centre involvement in selection process to make candidates aware of what is involved in the course.