



# **Assessor's Guidelines for the SVQ 3 in Hairdressing at SCQF level 6 and SVQ 3 in Barbering at SCQF level 6**

Publication date: June 2015  
Publication code: DB1951/3

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Published by the Scottish Qualifications Authority  
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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 3 in Hairdressing at SCQF level 6** and **SVQ 3 in Barbering at SCQF level 6**. You may 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, you may wish to go to the next section.

## About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. 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 which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, candidates must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

## Explanation of levels

<b>SVQ1 (SCQF level 4)</b>	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
<b>SVQ2 (SCQF level 5)</b>	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
<b>SVQ 3 (either SCQF level 6 or 7)</b>	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
<b>SVQ4 (either SCQF level 8 or 9)</b>	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
<b>SVQ5 (SCQF level 11)</b>	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to [www.scqf.org.uk](http://www.scqf.org.uk).

## 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 quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be 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 may 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 may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that 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 appropriate 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(s) — see SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk).

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Learning and Development Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should achieve 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 SVQ 3 in Hairdressing at SCQF level 6 and SVQ 3 in Barbering at SCQF level 6

The SVQs in Hairdressing and Barbering have been developed by the Hair and Beauty Industry Authority (HABIA) and are intended for people training in the Hairdressing and Barbering Industry. They describe what an individual needs to do, know and understand in order to carry out their job role.

The purpose of the SVQ 3 in Hairdressing at SCQF Level 6 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Senior Stylist. There are no formal entry requirements for this qualification. However learners must be a minimum of 16 years of age to access this qualification.

These people may be working as junior stylists in a salon or undertaking training in hairdressing. They will, dependant on programme, develop skills and knowledge in creatively styling and dressing hair, creatively cutting hair, creatively colouring and lightening hair, provide hairdressing consultation services, colour correction, creative perming, relaxing services, hair extensions, provide specialist hair and scalp treatments, contribute to the planning and implementation of promotional activities, contribute to the financial effectiveness of the business, communication and customer care skills, gain an understanding of relevant health and safety issues, good working practice, organisational, interpersonal and teamwork skills.

The purpose of the SVQ 3 in Barbering at SCQF Level 6 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Senior Barber. There are no formal entry requirements for this qualification. However learners must be a minimum of 16 years of age to access this qualification.

These people may be working as junior barbers in a salon or undertaking training in barbering. They will, dependant on programme, develop skills and knowledge in creatively cutting hair using barbering techniques, designing and creating a range of facial hair shapes, provide shaving services, design and create patterns in hair, colour and lighten men's hair, develop skills and knowledge in provide hairdressing consultation services, colour correction, relaxing services, provide specialist hair and scalp treatments, contribute to the planning and implementation of promotional activities, contribute to the financial effectiveness of the business, communication and customer care skills, gain an understanding of relevant health and safety issues, good working practice, organisational, interpersonal and teamwork skills.

SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include hairdressing salons, training centres, further education colleges, partnerships between hairdressing employer and Further Education College and HM prisons

## Structure of the SVQs

This section lists the Units which form the SVQ in Hairdressing at SCQF level 6 and SVQ in Barbering at SCQF level 6.

### SVQ 3 in Hairdressing at SCQF level 6 (GK76 23)

To be awarded the SVQ 3 in Hairdressing at SCQF level 6 qualification, the learner must achieve a minimum of 7 units; 4 Units from Group A and a minimum of 3 Units from Group B.

**Mandatory Units – Group A: 4 Units must be achieved from this group.**

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9CN 04	6	7	SKACH8	Creatively Style and Dress Hair
H9CP 04	6	13	SKACH9	Creatively Cut Hair using a Combination of Techniques
H9CR 04	7	14	SKACH10	Creatively Colour and Lighten Hair
H9CT 04	5	7	SKACHB14	Provide Client Consultation Services

**Optional Units – Group B: A minimum of 3 Units must be achieved from this group.**

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9CV 04	7	10	SKAAH7	Provide a Variety of Relaxing Services
H9DA 04	7	15	SKACH11	Hair Colour Correction Services
H9CW 04	6	8	SKACH12	Provide Creative Hair Extension Services
H9CX 04	6	10	SKACH13	Provide a Variety of Permed Effects
H9DC 04	6	9	SKACHB15	Develop, Enhance and Evaluate your Creative Hairdressing Skills
H9DD 04	7	15	SKACHB16	Provide Specialist Hair and Scalp Treatments
H9CY 04	6	10	SKACHB17	Contribute to the Planning, Implementation and Evaluation of Promotional Activities
H9D0 04	6	7	SKACHB18	Contribute to the Financial Effectiveness of the Business

## SVQ 3 in Barbering at SCQF level 6 (GK7A 23)

To be awarded the SVQ 3 in Barbering at SCQF level 6 qualification, the learner must achieve a minimum of 7 units; 4 Units from Group A and a minimum of 3 Units from Group B.

Please note – a minimum of 2 Units can be chosen from Option Group 1 or all 3 of the optional Units can be achieved from Options Group 1. However, only 1 Unit can be chosen from Option Group 2

**Mandatory Units – Group A: 4 Units must be achieved from this group.**

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9D6 04	6	13	SKACB7	Creatively Cut Hair using a Combination of Barbering Techniques
H9D7 04	6	7	SKACB8	Design and Create a Range of Facial Hair Shapes
H9D8 04	7	10	SKACB10	Provide Shaving Services
H9CT 04	5	7	SKACHB1	Provide Client Consultation Services

**Optional Units – Group B: 3 Units must be achieved from this group.**

**Option Group 1 - A maximum of 3 Units must be achieved from this group.**

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9CV 04	7	10	SKAAH7	Provide a Variety of Relaxing Services
H9D9 04	7	13	SKACB9	Design and Create Patterns in Hair
H9DA04	7	15	SKACH11	Hair Colour Correction Services
H9DC 04	6	9	SKACHB15	Develop, Enhance and Evaluate your Creative Hairdressing Skills
H9DD 04	7	15	SKACHB16	Provide Specialist Hair and Scalp Treatments
H9CY 04	6	10	SKACHB17	Contribute to the Planning, Implementation and Evaluation of Promotional Activities
H9D004	6	7	SKACHB18	Contribute to the Financial Effectiveness of the Business

**Option Group 2 – A maximum of 1 Unit must be achieved from this group.**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
H9D5 04	6	12	SKACB6	Colour and Lighten Men's Hair
H9CJ 04	6	9	SKACH5	Perm and Neutralise Hair

## **An Assessment Strategy for the SVQ**

As part of their/its review of the SVQ(s), the standards-setting body xx has developed an Assessment Strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The relevant parts of the Assessment Strategy are published on SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)), and both 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 appropriateness 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 as the assessor, who carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

### Example

Robert worked in the same hairdressing salon for two years and had successfully achieved his SVQ in Hairdressing at SCQF level 5. He now wants to continue with his qualifications and after discussion with his employer and assessor regarding his existing skills, it was agreed that Robert would now progress to the SVQ in Hairdressing at SCQF level 6.

The salon has a training programme, carrying out training in all aspects of hairdressing with the staff. A training plan has been devised for Robert, a programme of practical training has been agreed and a senior stylist has been identified who will be his mentor.

The assessor has arranged for Robert to attend the local training centre to gain the knowledge and understanding relating to the practical training being carried out in the salon. Robert met with his employer; the senior stylist (his mentor); the assessor; and the trainer from the college to discuss his training programme. During the meeting Robert's current skill level, the salon clientele, and the needs of the salon were discussed when considering the optional Units which Robert would undertake as part of his SVQ in Hairdressing at SCQF 6 programme. It was agreed that these would be –

- Hair colour correction services
- Develop and enhance your creative hairdressing skills
- Contribute to the planning and implementation of promotional activities

The delivery and assessment of Robert's SVQ will be carried out as a partnership between the salon and the training centre. Assessment of the practical skills will take place in the workplace. Written assessment will take place in the training centre.

All these arrangements were agreed and recorded in Robert's training plan.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

### 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, in what way, and 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 Learning and Development Units (the national standards in assessment and verification) 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(s) SKACH9 Creatively cut hair using a combination of techniques.

You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

## Assessment plan

Units	SKACH9 Creatively Cut Hair using a Combination of Techniques				
Elements	Performance Criteria 1 and 2				
Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
<p>Positioned client appropriately, clothing protected, skin kept free of excess hair cuttings. Own posture conducive to minimise fatigue and injury. Working area clean and tidy throughout; methods of work safe and effective. Personal appearance reflective of organisational requirements. Manufacturer's instructions for safe use of tools and equipment followed. Cut hair disposed of following COSHH.</p> <p>Consultation carried out to determine client requirements. Open and closed questions used effectively. Required look confirmed with the client.</p> <p>Cutting techniques and effects used appropriately to carry out the restyle. Creative finishing techniques used to compliment the cut. Client satisfaction confirmed. Advice and recommendations provided on the maintaining the look. Products which</p>	P1 - 29	<p>Observed practical performance.</p> <p>Observation recorded in candidate portfolio supported by an accurately completed client consultation record.</p> <p>Record of oral questioning as/ when required</p>	00/00/00	Performance recorded in candidate portfolio, supported by accurately completed client consultation records	



## Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards.
- ◆ By *reliable* we mean that the assessment 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 within your centre through its system of internal quality assurance. This system is often 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 with the workplace conditions, products and equipment
- ◆ Readily available resources
- ◆ Practical performance can be observed
- ◆ A holistic approach towards the collection of evidence
- ◆ Assessment generated through naturally occurring evidence, rather than focusing on specific tasks
- ◆ Product evidence can be reviewed and accurate completion confirmed
- ◆ Witness testimony
- ◆ Learners can seek guidance from the relevant person if/when required
- ◆ Learner progression at own pace

The challenges might be:

- ◆ Pressure of work at busy periods
- ◆ Availability of clients to undertake assessment

## **Example**

If your learner is working in a hairdressing salon it would be reasonable to agree that performance evidence could be gathered in the workplace as part of the learner's day to day work. Evidence to cover Performance Criteria and range could be gathered by observation of practical performance, supported by an accurately completed client consultation record and oral questioning as/when required. Knowledge could be covered by on-line assessment, observation, oral questioning, product evidence. Generic knowledge could be cross referenced from SVQ 3 in Hairdressing at SCQF level 5 by the inclusion of a copy of the learners certificate in the Candidate Portfolio.

## Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, 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 types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

### Example

Observation of candidate performance when carrying out a creative cut using a combination of techniques could be supplemented by oral questions on why it is important to protect clients from hair clippings, the safety considerations which must be taken into account when cutting hair, the importance of positioning your tools for ease of use, the correct use and maintenance of cutting tools.

### 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:

- ◆ completed client consultation records
- ◆ personal statements
- ◆ assignments/projects
- ◆ photographic

## Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, Knowledge and Understanding is specified for each Unit. 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 forms, such as oral questions, short answer written questions, and multiple choice.

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.

**Q** When would you select a razor when cutting hair?

**A** To remove bulk, to thin out ends and to create textured looks.

**Q** What is the safe way to hold a razor?

**A** The safety guard must be facing you as you work.

**Q** What is the difference between a contra-indication and an influencing factor?

**A** A contra-indication would prevent the service from being carried out. Influencing factors must be considered in all the decisions you make when carrying out a hairdressing service.

**Q** How should used blades be disposed of safely?

**A** In a clearly labelled sharps box.

**Q** Why manufacturer's instructions always should be followed?

**A** Manufacturers have tried and tested all their products and know how to achieve the best results.

## Other methods of assessment

These methods, like questioning, are often used for authentication. See Section 3 for more about authenticating candidates' evidence.

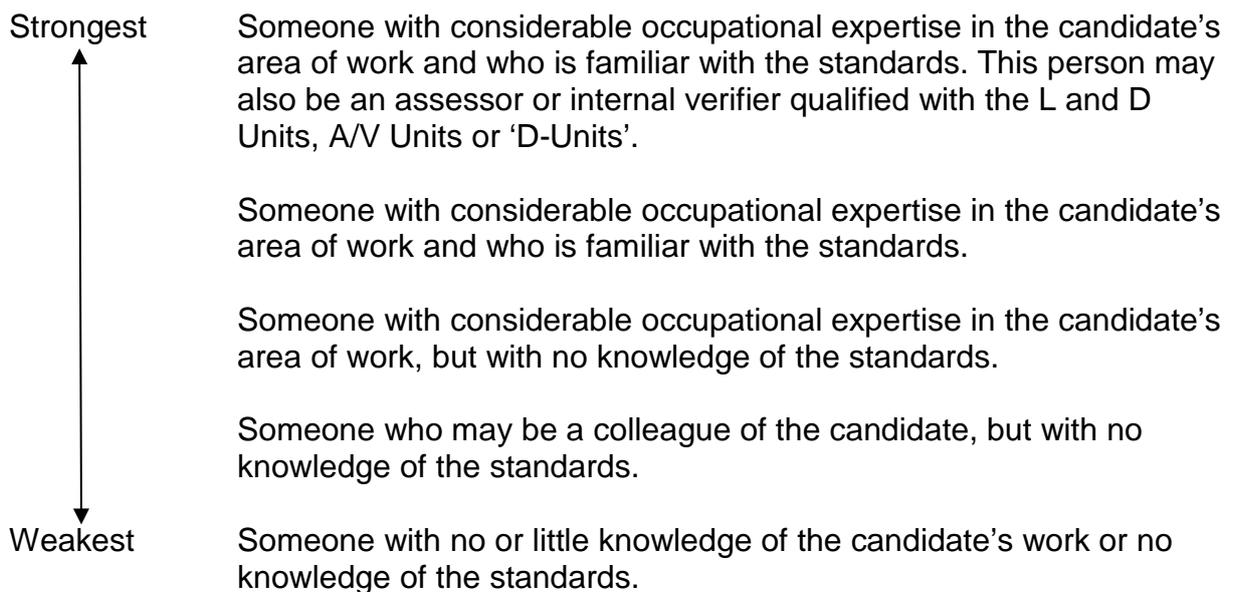
### Personal statements

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 often referred to as a *personal statement*. You should take care to 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.

### Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be 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 person providing the witness testimony. You will have to take these factors into account as you make your judgement.



Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

Witness testimony should only be used as an additional method of assessment when all observations have been carried out by an Assessor.

Where Witnesses are used,

- evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony
- any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided
- they must be fully briefed and clear about the purpose of their testimony. It will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

## **Simulation**

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

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or 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 standards 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 on SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)**.

**Simulation is not accepted for any Units within these qualifications.**

## **Other sources of evidence**

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guide to Assessment* (see section 5) has 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.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, 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)** SKACH9

**Candidate** Robert Carlton

**Evidence index number** CH9 / P1

**Date of observation** 00/00/00

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>
<p>Positioned client appropriately, clothing protected, skin kept free of excess hair cuttings. Own posture conducive to minimise fatigue and injury. Working area clean and tidy throughout; methods of work safe and effective. Personal appearance reflective of organisational requirements. Manufacturer's instructions for safe use of tools and equipment followed. Cut hair disposed of following COSHH.</p> <p>Consultation carried out to determine client requirements. Open and closed questions used effectively. Required look confirmed with the client.</p> <p>Cutting techniques and effects used appropriately to carry out the restyle. Creative finishing techniques used to compliment the cut. Client satisfaction confirmed. Advice and recommendations provided on the maintaining the look. Products which would be beneficial to the client discussed throughout the service.</p>	P1 - 29

### Knowledge and Understanding apparent from this observation

K3, 4, 19, 20, 24, 25, 26, 27, 28, 30, 35, 40, 42

### Other Units/Elements to which this evidence may contribute

### Assessor's comments and feedback to candidate

You carried out a thorough and effective consultation. Prepared your client correctly and ensured that you had all relevant tools. You completed the re-style by using advanced cutting skills; using appropriate tools and techniques in a commercially viable time. The finished look met the client's needs and enhanced your clients overall look. Well done on passing your assessment.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** Jordan Pasqualle **Date** 00/00/00

**Candidate's signature** Robert Carlton **Date** 00/00/00

## **Questions and candidate responses**

This form can be used to record any questions you might 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>	SKACH9
<b>Element(s)</b>	CH9 / OQ1
<b>Evidence index number</b>	K5, K29, K34, K43
<b>Circumstances of assessment</b>	
Observation of practical performance in the workplace. Oral question to confirm learners understanding relating to knowledge K5, 29, 34 and 43.	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	Why is it important to protect the client's clothing from hair clippings?
<b>A</b>	To prevent client discomfort.
<b>Q</b>	Why should you cross check your cut?
<b>A</b>	To make sure that the distribution of weight, balance and shape is accurate.
<b>Q</b>	Why must hair products be removed from the hair before cutting hair?
<b>A</b>	So that the hair is clean which will assist the cutting process.
<b>Q</b>	Why is it important to give the client advice on maintaining the look at home?
<b>A</b>	To make sure the client can look after her hair at home.
<b>Q</b>	
<b>A</b>	

**Assessor's signature** Jordan Pasqualle      **Date** 00/00/00  
**Candidate's signature** Robert Carlton      **Date** 00/00/00

## **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, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to 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, Performance Criteria, Performance statements, scope covered
00/00/00	CH9/PS1	<p>Today a new client was booked in with me for a re-style. I collected her from the reception area and took her to my workstation where I gowned her following salon procedures then carried out a thorough consultation. I asked my client open and closed questions to find out how she would like her hair re-styled. I also asked questions about her job and the type of activity/hobbies she does on a regular basis. I wanted to find out as much background information as I could so that I could give my client options regarding her hair. My aim was to build a picture in my mind of exactly what the client wanted and to make sure that both of us were thinking the same. When I thought I had a clear picture of what the client wanted I used a hair magazine to confirm the look and give recommendations based on hair classification and characteristics. When I was analysing my client's hair I also checked for any scalp infections or</p>		<p>SKACH9: P1, 8, 9, 11, 12, 13, 15, 16, 17, 18, 21, 23, 26, 27, 28, 29</p>

		<p>infestations which would prevent me from continuing with the service.</p> <p>To create the look the client wanted I kept my clients hair wet and used scissors to club cut, giving a blunt look around the perimeter of the cut when removing hair length. I then used a razor to create texture in the interior of the cut. The fringe area was undercut by combing the hair into place and cutting using freehand. This was especially important as the client had a cowlick at the front hairline.</p> <p>Throughout the cut as well as chatting with the client I discussed how colour would enhance the look and regularly confirmed that the client was happy with how the cut was progressing.</p> <p>When I finished the cut I styled the hair, discussed how to maintain the look at home and recommended products.</p> <p>The client was delighted with the cut, bought two of the products I had recommended and made a booking for colour next week.</p>		
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		<p>When I had taken the client back to reception I swept up all the hair from the floor and disposed of both hair and the blade from my razor as per health and safety legislation – hair in a bin with a lid and razor in a sharps box.</p>		
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Candidate's signature Robert Carlton

Date 00/00/00

## **Witness testimony**

Remember when you begin to 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>	SVQ 3 in Hairdressing at SCQF 6
<b>Candidate's name</b>	Robert Carlton
<b>Evidence index no</b>	CH9/WT1
<b>Index no of other evidence which this testimony relates to (if any)</b>	CH9/PS1
<b>Element(s)</b>	P1, 8, 9, 11, 12, 13, 15, 16, 17, 18, 21, 23, 26, 27, 28, 29
<b>Date of evidence</b>	00/00/00
<b>Name of witness</b>	Paige Murray
<b>Designation/relationship to candidate</b>	Senior Stylist
<b>Details of testimony</b>	
<p>Robert protected the clients clothing throughout the service following salon guidelines, followed workplace and suppliers instructions for the safe use of tools, equipment and products and disposed of waste material following current health and safety legislation.</p> <p>He communicated effectively by asking open and closed questions to get information which would identify the client's requirements. When Robert felt he had an understanding of what the client wanted he explored this further by using hair magazines. Recommendations were made based on hair classification, hair characteristics, hair length, head, face and body shape, client requirements and lifestyle, and an agreement was reached.</p> <p>Robert established and followed cutting guidelines on wet hair, beginning at the perimeter using club cutting then razor cutting to give a texturised effect to the interior of the cut. The fringe was cut using freehand. He effectively combined and adapted his cutting techniques and effects to achieve the desired look.</p> <p>Throughout the cutting process I heard Robert discuss how colour would enhance the clients new cut. When styling, he gave advice on how to maintain the style at home and recommended products. The client was extremely happy with her new look, bought two products which Robert had recommended and made a booking with Robert for colour next week. Client records were completed accurately. The service was carried out in a commercially viable timescale.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** 00/00/00

**Witness** (please select the appropriate box):

Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications

Is familiar with the SVQ standards to which the candidate is working

## Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may 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.

Simulation is not acceptable for any Unit within this qualification. Candidates must practically demonstrate in their everyday work that they have met the standard for each individual Unit. The Assessor must observe performance as detailed in the Standardised Assessment Approach. If the range requirement has not been fully covered by the required number of observations you may be able to provide additional observed evidence.

Acceptable methods of supporting evidence are detailed in 4.1 of the Assessment Strategy. Types of acceptable evidence are valid, but not limited to –

- professional discussion
- reflective diary on own practice in an appropriate working environment
- task based controlled assessment
- oral questions

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, 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 sufficient 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 which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

### **Example**

A candidate is presented with a client who would like her bleached hair coloured to its natural depth and tone. The learner intends to use this client to produce evidence relating to Unit SKACH10 Creatively colour and lighten hair, range 7.1 restoring depth and tone.

Photographs taken before, during, and after the task accompanied by a personal statement from the candidate giving details of how they carried out the service 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. The simple way to authenticate the evidence is to have a professional discussion and ask the candidate to 'talk you through' the process. While they are doing this you can ask specific questions and determine whether the evidence is authentic from the candidate's responses. The submitted evidence in itself would not be sufficient, but it could become acceptable if the professional discussion and responses to the questions confirm the candidate has the necessary knowledge and understanding.

## 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, often 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.

SQA will provide a portfolio for use. If you choose to design your own recording materials, these must meet our quality assurance requirements.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates 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) may 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 verifiers and External Verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier 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

These forms are also used in SQA's portfolio.

**Note:** However your candidate evidence is recorded in the portfolio ensure that it can be clearly tracked.

## **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 3 in Hairdressing at SCQF 6

**Candidate** Robert Carlton

To achieve the whole qualification, you must prove competence in four **mandatory** Units and three **optional** Units.

### Unit checklist

<b>Mandatory</b>	SKA CH8	SKA CH9	SKA CH10	SKA CHB14				
<b>Optional</b>	SKA AH7	SKA CH11	SKA CH12	SKA CH13	SKA CHB15	SKA CHB16	SKA CHB17	SKA CHB18

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
SKACH8	Creatively Style and Dress Hair	<i>Jordan Pasqualle</i>	00/00/00
SKACH10	Creatively Colour and Lighten Hair	<i>Jordan Pasqualle</i>	00/00/00
SKACH9	Creatively Cut Hair using a Combination of Techniques	<i>Jordan Pasqualle</i>	00/00/00
SKACHB1	Provide Client Consultation Services	<i>Jordan Pasqualle</i>	00/00/00

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
SKACH11	Hair Colour Correction Services	<i>Jordan Pasqualle</i>	00/00/00
SKACH12	Provide Creative Hair Extension services		
SKACHB15	Develop, Enhance and Evaluate your Creative Hairdressing Skills	<i>Jordan Pasqualle</i>	00/00/00

## 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 place or location where it can be found
- ◆ 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 evidence index 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 verifier or External Verifier might be unable to confirm your assessment decisions.



## 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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*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 progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

To achieve the whole qualification, you must prove competence in xx **mandatory** Units and xx **optional** Units.

### Unit checklist

<b>Mandatory</b>							
<b>Optional</b>							

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date



## Assessment plan

Units					
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature \_\_\_\_\_

1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_

2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_

Date of completion \_\_\_\_\_

**Personal statement**

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

**Observation record**

**Unit/Element(s)** \_\_\_\_\_

**Candidate** \_\_\_\_\_

**Evidence index number** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>

**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** \_\_\_\_\_



**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>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_