



**Higher National Qualifications and Scottish Vocational  
Qualifications**

**Qualification Verification Summary Report 2017**

**Hairdressing**

## **Introduction**

### **HNC in Hairdressing**

Two centres were subject to external verification. In one centre the units were being delivered as part of the HNC in Hairdressing; the other centre was teaching one unit as part of the SCQF level 6 programme.

The following units were verified:

DN5Y 33      Hairdressing: long hair design  
DN63 34      Hairdressing: style hair with the use of postiche and padding

The candidate evidence for Hairdressing: long hair design was very detailed; it was available both electronically and in hard copy, and fully met evidence requirements. Similarly, candidate evidence for Hairdressing: style hair with the use of postiche and padding was available electronically and in hard copy, and met evidence requirements. Discussions for this latter unit focused on photographs taken at appropriate points in the styling process in order to demonstrate skills. Verifiers reported both centres as having significant strengths.

The following graded unit was verified:

F5DM 34      Hairdressing: Graded Unit 1

Two centres were subject to external verification. Graded unit evidence was well presented in both centres. It was clear that all candidates had understood the assessment criteria. Candidates had selected appropriate potential employer organisations and had clearly identified why they would choose to work for them. The selection of models to portray individual organisations was excellent. Assessors had given clear, concise and accurate feedback, and marking matched the grade awarded to each candidate. The assessors in both centres had delivered all aspects of the graded unit to a very high standard, reflecting the requirements of both the unit and SQA in concept, delivery support, marking and feedback to candidates. Verifiers reported both centres as having significant strengths.

### **SVQ in Hairdressing**

Fourteen centres were subject to external verification. One centre was delivering Barbering at SCQF levels 5 and 6.

The following units were verified:

GK73 21      Hairdressing and Barbering (SCQF level 4)  
GK74 22      Hairdressing (SCQF level 5)  
GK76 23      Hairdressing (SCQF level 6)  
GK75 22      Barbering (SCQF level 5)  
GK7A 23      Barbering (SCQF level 6)

In all centres where an SCQF level 4 unit was offered, candidates studying at this level assisted in classes in which units at SCQF levels 5 and 6 were being taught, giving them good opportunities to carry out assessments in a realistic context.

Almost all centres showed significant strengths. In those centres where areas for improvement had been identified and time bound, all have been addressed and completed.

**GK73 21 SVQ in Hairdressing and Barbering (SCQF level 4)**

- H9AX 04 Prepare for hair services and maintain work areas
- H9AY 04 Contribute to the development of effective working relationships
- H9C1 04 Shampoo and condition hair
- H9C4 04 Assist with hair colouring and lightening services
- H9C7 04 Remove hair extensions
- H9C5 04 Plait and twist hair using basic techniques
- H9C6 04 Assist with perming hair services

**GK74 22 SVQ in Hairdressing (SCQF level 5):**

- H9CF 04 Shampoo, condition and treat the hair and scalp (in both Barbering and Hairdressing)
- H9CC 04 Cut hair using basic techniques
- H9CA 04 Set and dress hair
- H9C9 04 Style and finish hair
- H9CD 04 Colour and lighten hair
- H9CM 04 Fulfil salon reception duties (in both Barbering and Hairdressing at SCQF level 5)

**GK76 23: SVQ in Hairdressing (SCQF level 6)**

- H9CN 04 Creatively style and dress hair
- H9CT 04 Provide client consultation services (in both Barbering and Hairdressing at SCQF level 6)
- H9CR 04 Creatively colour and lighten hair
- H9CP 04 Creatively cut hair using a combination of techniques
- H9CW 04 Provide creative hair extension services
- H9DC 04 Develop, enhance and evaluate your creative hairdressing skills
- H9DD 04 Provide specialist hair and scalp treatments
- H9DA 04 Hair colour correction services
- H9CY 04 Contribute to the planning, implementation and evaluation of promotional activities

**GK75 22 SVQ in Barbering (SCQF level 5)**

- H9D3 04 Dry and finish men's hair
- H9D1 04 Cut hair using basic barbering techniques
- H9D2 04 Cut facial hair to shape using barbering techniques

## **GK7A 23 SVQ in Barbering (SCQF level 6)**

H9D7 04 Design and create a range of facial hair shapes

H9D9 04 Design and create patterns in hair

H9D8 04 Provide shaving services

## **Category 2: Resources**

### **Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.**

(This criterion should be completed for regulated qualifications only.)

Although it is not a requirement for the Higher National (HN) units verified, almost all the centres visited provided qualification and continuing professional development (CPD) folders, which contained evidence that the required CPD was being carried out, and indicated that staff training for the specialist subject area was up to date.

In those centres delivering SVQs, there was evidence that all staff were qualified in line with the assessment strategy. CPD and qualification folders were available in all centres verified. Almost all centres had dedicated folders for staff delivering the SVQ. In more than a few centres, verifiers advised staff to include more details in the folders, and to record CPD hours claimed in order to meet the assessment strategy fully.

According to continuing professional development records (CPDR) provided to verifiers, almost all centre staff participate in a range of activities which support the assessment strategy requirements. In very few centres, verifiers advised staff to standardise their CPDR across all centre sites to ensure that all relevant staff not only record their activities but also demonstrate how they will use this knowledge in their subject area.

Overall, in those centres delivering qualifications for which CPD is required to comply with assessment strategies, this CPD is being carried out effectively and — in most centres — recorded appropriately.

### **Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.**

In those centres where HN units and graded units are taught, there was evidence that reviews are carried out, and that these meet the requirements of criterion 2.4. Almost all the centres offering HN qualifications and SVQs, which were externally verified this session, review their qualifications annually. Most centres use self-evaluation and implement any changes required, as demonstrated in review documentation. In almost all centres, areas for concern or improvement are reviewed during standardisation/internal verification meetings. Some centres also use candidate questionnaires to gain feedback on aspects of the curriculum.

In some centres candidate course meetings are held three times per academic session, during which candidates comment on the teaching environment and resources. These comments are discussed at course team meetings, and then used at yearly reviews to enhance provision. Within most centres staff teams meet regularly to discuss individual unit and course delivery, but this is dependent on what courses are taught and the number of campuses where the SVQ is offered.

All centres carry out reviews and these were shown to be effective in ensuring that all aspects of qualification delivery are updated as required.

All centres update resources on an ongoing basis, ensuring that all qualifications are taught in a realistic environment in which candidates enjoy an excellent learning experience and have the opportunity to progress either to further education or employment.

### **Category 3: Candidate support**

#### **Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.**

All centres have procedures in place to ensure that all candidates have access to support. Almost all centres aim to identify particular support needs at the induction stage. Most centres have candidate support teams who record identified needs and ensure that individual candidate requirements are met. Candidates in almost all centres have personal development plans, in which identified needs are recorded and updated throughout the course.

In most centres candidates who wish to disclose support needs can self-refer at any time during their course, and be assured that support will be put in place.

#### **Prior achievement**

In some centres, SVQ candidates' prior achievement is recognised; for example, with those candidates who had completed the SVQ 2 Hairdressing qualification and were continuing on to complete the SVQ 3. Ongoing support and reviews indicated that any development needs would be identified as the candidates worked towards completion of their qualification.

#### **Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.**

In all centres sampled evidence confirmed that candidates have regular contact with their assessors. HNC candidates have a weekly opportunity to discuss their overall progress with their assessor.

In all centres, as part of the graded unit requirement, learners meet with their mentors following submission of each stage of the graded unit. Evidence of weekly meetings between candidates and assessors was available in all centres, and showed that good support is in place for all candidates.

Ways of delivering support to SVQ candidates vary, but there was evidence that all have regular contact with each candidate, and that effective communication is in place.

In both colleges and private-training centres candidates working in industry/salons (modern apprenticeships) enjoy pre-arranged visits from their assessor at regular intervals, which can range for three to six weeks, depending on their progress.

In most centres delivering SVQs to employed candidates ongoing contact is maintained by e-mail and telephone, and verifiers identified evidence of review and support activities within centres' modern apprenticeship documentation. They also noted centres' recording of formal feedback to candidates and to employers, along with feedback from assessors when further support and development is identified.

Further support and development activities include meetings, workshops, practical activities and weekly modern apprenticeship salon visits. In some centres candidates have access to the centre's online system, which allows them to contact their assessor at any time during the delivery of the portfolio/qualification.

## **Category 4: Internal assessment and verification**

### **Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.**

In almost all centres a robust assessment and internal verification policy and procedure is in place and is fully implemented, and pre-delivery and ongoing standardisation meetings are carried out. In all centres, all documentation was made available to verifiers and fully met SQA requirements.

Most centres have an ongoing verification policy, which includes internal verifier's sampling, meetings and an internal verifier's review and planning document. Further supporting evidence included the appropriate assessment strategy and records of standardisation. In most centres evidence provided was of a consistent standard and confirmed that the centres are meeting this criterion.

In most centres internal verification documentation is stored electronically, and all staff have access to this, thereby ensuring any suggestions or actions are responded to quickly.

### **Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.**

In all centres, evidence showed that the HNC in Hairdressing units and graded unit were being delivered effectively. Centres use SQA-developed assessment support packs for the units seen and also for the graded unit, and assessment evidence indicated that these are used effectively.

For the graded unit some candidates had produced evidence in an electronic format, and some as a hard copy portfolio; both formats were of a good standard. In almost all centres the standards used in marking guidelines for the graded unit of the portfolios to determine A, B and C grades were being used effectively.

The graded unit has an SQA-developed marking guide which helps assessors to give excellent feedback and justification for grades given. Reliable marking guidelines showing assessed

evidence was consistent throughout, with all evidence seen marked to unit requirements. Moreover, all evidence seen was valid, compliant, and assessed to the required standard.

In almost all centres the planning and development areas of the unit demonstrated learners' good understanding of unit requirements. In all centres, learners receive constructive feedback to ensure clear understanding of unit requirements. These findings were further supported by internal verifiers.

All learners have regular meetings with assessors, and evidence of reviews and feedback indicated that all learners are treated in a fair manner.

The instrument of assessment for the graded unit is a practical assignment, as identified in the graded unit specification. In one centre the mark allocation for the planning and developing stages had been reviewed and updated but centre staff were not informed. This had led to incorrect mark percentages being applied for these stages. The external verifier confirmed the current percentages which should be applied: Planning 30%, Developing 50%, Evaluation 20%.

In one centre learners had been guided to produce three images: photographic, fashion, and day/evening. The consequent constraint this placed on learners was discussed.

### **Candidates completing SVQs**

In almost all centres SQA-developed instruments of assessment are used; these are fit for purpose and meet qualification and assessment strategy requirements. These instruments of assessment comprise: online e-assessment (in the form of SOLAR questions to meet the requirements of knowledge evidence), consultation sheets, and task assignments (which are recorded on SQA portfolios). Knowledge questions are marked online to ensure a consistent approach over all centres. SQA consultation records provide evidence of performance and knowledge.

These instruments of assessment were being used correctly in almost all centres. External verifiers provided additional guidance to staff as necessary. In most centres candidates had produced practical work to a good standard and fully understood the unit requirements.

In some centres verifiers advised that client consultation records at SCQF level 3 should include more technical language, to reflect the creative aspect of individual units, and that expanded client aftercare be recorded to fully meet the unit requirements.

Where a very few centres have devised their own material, which does not fully meet SVQ requirements, verifiers offered advice and recommendations. In one centre external verifiers offered guidance and discussed the impact of the use of a centre-devised consultation record, which had led to insufficient evidence being produced, repetitive recording for learners, and ineffective time management for both learners and assessors.

Evidence of assessment decisions and records of internal verification was seen to be effective in almost all centres. In almost all centres this information is stored electronically. All external verifiers were given access to this and staff helped them to navigate each centre's system.

Assessment evidence available in almost all centres shows that the qualifications are being delivered and assessed in line with requirements, and that assessments are valid, reliable, equitable, fair and practicable.

**Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.**

In almost all centres candidates sign to confirm that all submissions are their own work, in line with the centre's policy on plagiarism. Authenticity of candidate work is further assured through discussions between assessors and candidates about coursework and assessments.

In all centres samples of work from candidates' portfolios and individual centres' files confirmed that the evidence and work was that of the candidates concerned. The evidence sampled included: candidate disclaimers, assessment matrices, e-portfolios, SOLAR results, consultation records and assessors' feedback.

**Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.**

Evidence of accuracy and consistency was sampled across all qualifications. In all centres the assessing staff record details of assessment decisions; evidence of this was available and showed accurate decisions. In centres where there were new assessors, verifiers sampled evidence of cross checking by a senior assessor.

In almost all centres assessment and internal verification records showed that accurate and consistent decisions were being made. In those situations in which internal verifiers had identified discrepancies in the assessment process, this was highlighted and fed back to staff. Where inconsistencies had been identified in a very few centres, actions were put in place to rectify this and agreed by centre staff.

**Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.**

Almost all centres retain assessment evidence for a longer period than required from SQA, as per centre policies and procedures. Within private training centres evidence must be retained for a longer period for Skills Development Scotland (SDS) purposes. In compliance with external verification visit plans, centres made samples of evidence freely available on request. All centres keep the SQA retention policy within their master folders.

**Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.**

All centres have processes in place to ensure that, after qualification verification reports are received, all information from these reports is disseminated at staff meetings. Similarly, where recommendations are identified in external verification reports, information within them is communicated to all staff concerned. Any recommendations or actions are discussed, and

evidence available from most centres suggests that recommendations are implemented before the subsequent academic session.

In almost all centres reports are also stored on the shared drive to which all staff have access. In a few centres, the centre SQA co-ordinator will provide feedback to the senior management and vocational teams following an external verification visit. Once received, the external verification report is disseminated to the vocational team and uploaded onto the staff intranet.

At multi-site colleges staff have access to the report in an electronic format. Actions are implemented, and good practice and development points are considered, where applicable

In a few centres verifiers gave direct feedback to all relevant staff at the end of the qualification verification visit, and centre staff agreed with all the conclusions. Staff unable to attend those meetings receive this information during internal verification meetings and the entire report is made available to all relevant staff.

## **Areas of good practice report by qualification verifiers**

The following examples of good practice was reported during session 2016–17:

- ◆ Clear and concise internal verification planning to ensure standardisation across campuses and teams
- ◆ Monthly cross-campus meetings to ensure standardisation of delivery and assessments, which are a priority to candidates
- ◆ Implementation of a dedicated learning support section to ensure that any needs are identified and relevant help put in place
- ◆ Establishment of links within the hairdressing industry to give learners good opportunities to broaden their experience within industry, and improve their employability
- ◆ Opportunities to benefit from training from industry partners to ensure candidates' product knowledge is up to date
- ◆ Introduction of question and answer sessions at the beginning of units to ensure that all learners have a clear understanding of the graded unit requirements
- ◆ Evidence of a very high standard of recording process, detailed assessment schedules and delivery planning, and an extensive e-folio template for candidate referencing
- ◆ Demonstration of an excellent electronic internal verification system which highlights all units for verification, ensures 100% activity for new delivery and new assessors, highlights actions, and captures all activity across the centre
- ◆ Provision of an in-depth narrative to exemplify/justify considerations relating to additional mark allocation above the minimum for each stage of the graded unit
- ◆ Excellent design of a Learning and Teaching Summary Form to show Core Skills and how they were implemented in practical classes
- ◆ Effective use of a blog to encourage learners' engagement with lecturing staff, and candidate participation in extracurricular activities which enhance their programme of study

- ◆ Provision of Wella courses in creative hairdressing, which provided a good opportunity to learn new techniques
- ◆ Centre's booking of a professional photographer for graded unit assessment to support the high-quality digital images presented
- ◆ Inclusion of modern apprenticeship candidates in professional training opportunities (Wella workshop)
- ◆ Integration of Core Skills within the Hairdressing units
- ◆ Use of Instagram to encourage engagement between candidates and assessors
- ◆ Learner participation in extra-curricular activities which enhance their programme of study
- ◆ Participation in a closed-group Facebook page to maintain group communication, providing a platform to share information on assessment dates, talks and targets
- ◆ Use of 365 OneDrive to ensure access for candidates and assessors and real-time information

## **Specific areas for development**

The following areas for development were reported during session 2016–17. Discussions specifically highlighted the need to:

- ◆ ensure that all learners understand the need for an overall evaluation of the whole unit, not just a running order of the day of the photo shoot for Hairdressing models
- ◆ carry out internal verification sampling at different submission stages
- ◆ carry out pre-delivery internal verification to ensure the currency of percentage mark allocation for each stage of the graded unit
- ◆ maintain ongoing internal verification as per centre policy for vocational courses
- ◆ review unit specification to ensure learners have clear guidance on graded unit requirements
- ◆ acknowledge SQA on 'house-styled' documentation for copyright purposes
- ◆ consider depth of content against minimum criteria and broad-level related descriptions for a project when adding and justifying additional marks for the graded unit
- ◆ follow the unit specification if a discrepancy is identified in an SQA assessment exemplar. Thereafter the discrepancy should be noted in internal verification documentation and clarification sought from SQA as required
- ◆ remove mark allocation from the interpretation of the brief in the PowerPoint presentation used to induct learners to the unit
- ◆ record individual activities and hours on all CPD records to show compliance with the current assessment strategy
- ◆ use the SQA-devised consultation record for both formative and summative practical assessment
- ◆ record satisfactory performance in the candidate portfolio as and when achieved

- ◆ include comments within the assessor feedback section of the consultation record on client aftercare as a means of encouraging improvement in this area
- ◆ ensure internal verification events take place on completion of units and that any issues are logged and dates set for completion