



Assessor's Guidelines for the SVQ 1 in Hairdressing and Barbering at SCQF Level 4, SVQ 2 in Hairdressing at SCQF Level 5 and SVQ 2 in Barbering at SCQF Level 5

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 1 in Hairdressing and Barbering at SCQF level 4, SVQ 2 in Hairdressing at SCQF level 5 and SVQ 2 in Barbering at SCQF level 5**. 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

SVQ 1 (SCQF level 4)	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.
SVQ 2 (SCQF level 5)	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.
SVQ 3 (either SCQF level 6 or 7)	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.
SVQ 4 (either SCQF level 8 or 9)	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.
SVQ 5 (SCQF level 11)	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.

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.

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 1 in Hairdressing and Barbering at SCQF level 4, SVQ 2 in Hairdressing at SCQF level 5 and SVQ 2 in Barbering at SCQF level 5

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 1 in Hairdressing and Barbering at SCQF Level 4 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Hairdressing Assistant. There are no formal entry requirements for this qualification. However learners must be a minimum of 16 years of age to access this qualification.

The purpose of the SVQ 2 in Hairdressing at SCQF Level 5 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Junior 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.

The purpose of the SVQ 2 in Barbering at SCQF Level 5 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Junior 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 hairdressing juniors in a salon or undertaking training in hairdressing and/or barbering. They will, dependant on programme, develop skills and knowledge in shampooing and conditioning, setting and dressing, blow drying, cutting, colouring and lightening, perming and neutralising, relaxing, plaiting and twisting hair, hair extension services, reception duties, communication and customer care skills, an understanding of relevant health and safety issues, good working practice, organisational, interpersonal and teamwork skills, cutting hair using basic barbering techniques, cutting facial hair, shaving services, dry and finish men's hair and create basic outlines and detailing in hair.

The 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 1 in Hairdressing and Barbering at SCQF Level 4, SVQ 2 in Hairdressing at SCQF Level 5 and SVQ 2 in Barbering at SCQF Level 5.

SVQ 1 in Hairdressing and Barbering at SCQF level 4 (GK73 21)

To be awarded the SVQ 1 in Hairdressing and Barbering at SCQF level 4 qualification, the learner must achieve a minimum of 6 units; 4 Units from Group A and a minimum of 2 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
H9AX 04	3	2	SKACHB1	Prepare for Hair Services and Maintain Work Areas
H9AY 04	4	3	SKACHB2	Contribute to the Development of Effective Working Relationships
H9C0 04	4	5	SKACHB5	Blow Dry Hair
H9C1 04	4	4	SKACHB10	Shampoo and Condition Hair

Optional Units – Group B: A minimum of 2 Units must be achieved from this group.

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9C2 04	4	5	SKAAH1	Assist with Relaxing Services
H9C3 04	3	4	SKACHB3	Assist with Salon Reception Duties
H9C4 04	4	5	SKACHB4	Assist with Hair Colouring and Lightening Services
H9C5 04	4	5	SKACHB6	Plait and Twist Hair using Basic Techniques
H9C6 04	4	4	SKACHB7	Assist with Perming Hair Services
H9C7 04	5	5	SKACHB8	Remove Hair Extensions
H9C8 04	4	5	SKACB1	Assist with Shaving Services

SVQ 2 in Hairdressing at SCQF level 5 (GK74 22)

To be awarded the SVQ 2 in Hairdressing at SCQF level 5 qualification, the learner must achieve a minimum of 8 units; 7 Units from Group A and a minimum of 1 Unit from Group B.

Mandatory Units – Group A: 7 Units must be achieved from this group

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9C9 04	5	6	SKACH1	Style and Finish Hair
H9CA 04	5	7	SKACH2	Set and Dress Hair
H9CC 04	5	13	SKACH3	Cut Hair using Basic Techniques
H9CD 04	5	14	SKACH4	Colour and Lighten Hair
H9CE 04	6	8	SKACHB9	Advise and Consult with Clients
H9CF 04	5	5	SKACHB11	Shampoo, Condition and Treat the Hair and Scalp
H9CG 04	5	3	SKACHB12	Develop and Maintain Effectiveness at Work

Optional Units – Group B: A minimum of 1 Unit must be achieved from this group

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9CH 04	5	8	SKAAH2	Relax Hair
H9CJ 04	6	9	SKACH5	Perm and Neutralise Hair
H9CK 04	5	5	SKACH6	Plait and Twist Hair
H9CL 04	5	3	SKACH7	Temporarily Attach Hair to Enhance a Style
H9C7 04	5	5	SKACHB8	Remove Hair Extensions
H9CM 04	5	5	SKACHB13	Fulfil Salon Reception Duties

SVQ 2 in Barbering at SCQF level 5 (GK75 22)

To be awarded the SVQ 2 in Barbering at SCQF level 5 qualification, the learner must achieve a minimum of 8 units; 7 Units from Group A and a minimum of 1 Unit from Group B.

Mandatory Units – Group A: 7 Units must be achieved from this group.

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9D1 04	5	13	SKACB2	Cut Hair using Basic Barbering Techniques
H9D2 04	5	7	SKACB3	Cut Facial Hair to Shape using Basic Techniques
H9D3 04	5	5	SKACB4	Dry and Finish Men's Hair
H9D4 04	5	6	SKACB5	Create Basic Outlines and Detailing in Hair
H9CE 04	6	8	SKACHB9	Advise and Consult with Clients
H9CF 04	5	5	SKACHB11	Shampoo, Condition and Treat the Hair and Scalp
H9CG04	5	3	SKACHB12	Develop and Maintain your Effectiveness at Work

Optional Units – Group B: A minimum of 1 Unit must be achieved from this group.

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9C8 04	4	5	SKACB1	Assist with Shaving Services
H9D5 04	6	12	SKACB6	Colour and Lighten Men's Hair
H9CJ 04	6	9	SKACH5	Perm and Neutralise Hair
H9CK 04	5	5	SKACH6	Plait and Twist Hair
H9CL 04	5	3	SKACH7	Temporarily Attach Hair to Enhance a Style
H9CM 04	5	5	SKACHB13	Fulfil Salon Reception Duties

An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), the standards-setting body HABIA 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), 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

Nagwa has left school and has started work in a salon as a trainee hairdresser and is about to commence her SVQ 2 in Hairdressing at SCQF level 5. She is working well in the salon, has a training plan to reflect the type of duties she will be carrying out and how these will enable her to develop the skills and knowledge needed to make her assessment ready for the SVQ she has selected.

Nagwa's training will take place mainly in the salon but she will also attend college on a day-release basis. While in college, Nagwa will have access to structured input covering knowledge and understanding and undertake practical work which will enable her to practise and develop a variety of technical skills.

Nagwa's assessor is fully aware of her training and assessment needs and will ensure she has access to the required training and assessment opportunities. The assessor will meet with Nagwa to compile an assessment plan. It is important that both salon and college are involved in this process.

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. This 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) SKACH4 Colour and Lighten Hair.

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	SKACH4 Colour and lighten hair				
Elements	Performance Criteria 1, 2, 3				
Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
<p>Protect clients clothing and prepare for them for the service; carry out relevant tests; consult with client to determine client requirements; consider all influencing factors; correctly select and apply products using appropriate colouring and lightening techniques to meet client requirements; effectively develop and remove products; give advice and recommendations to clients on how to maintain their colour, the time interval between services and present and future products and services.</p>	P1 – P37	<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.	SKACHB9 P1 – P17

Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review	K1, 2, 3, 6, 8, 9, 11, 12, 13, 14, 16, 17, 19	Generic on-line assessment	00/00/00		Knowledge and Understanding SKAGH10, SKAGH11, SKAGH12, SKAGH8,
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Assessor's signature	<u>Chardonay Stamp</u>	1st review due	<u>00/00/00</u>
Candidate's signature	<u>Nagwa Khan</u>	2nd review due	<u>00/00/00</u>
Date of agreement	<u>00/00/00</u>	Date of completion	<u>00/00/00</u>

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

You might agree with a learner working in a hair salon, who has to demonstrate how to deal with new and regular clients, that this will be carried out by observation as and when such situations arise. If you are an Assessor who is working alongside the candidate you should be well placed to observe the candidate's performance,

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 practical task, e.g. use of massage techniques when shampooing and conditioning hair, could be supplemented by questions regarding adaptations required for different hair lengths.

Observation of candidate performance dealing with clients, taking appointments, answering the telephone and taking cash payments. The assessor could ask what the candidate would do if the client said they had been short-changed.

Observation of candidate performance removing perm rods, during the neutralising process of a perm. The assessor could ask why the candidate needed to take care when removing the rods.

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 questions.

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.

Example

- Q** What is needed to help build a rapport with clients?
- A** Effective communication and trust.
- Q** If you find yourself in a situation which you feel you can't deal with yourself, what should you do?
- A** Ask the client to take a seat and find someone who can help you.
- Q** How do you give clients information about products or services offered in your salon?
- A** Talking to clients, sending out e mails/text messages, posters showing promotional offers displayed in the salon.

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.

	Strongest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the L and D Units, A/V Units or 'D-Units'.
		Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
		Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
		Someone who may be a colleague of the candidate, but with no knowledge of the standards.
	Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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.

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) SKACH4 Colour and Lighten Hair

Candidate Nagwa Khan

Evidence index number CH4 /P1

Date of observation 00/00/00

Skills/activities observed	Performance Criteria covered
Protect clients clothing and prepare for them for the service; carry out relevant tests; consult with client to determine client requirements; consider all influencing factors; correctly select and apply products using appropriate colouring and lightening techniques to meet client requirements; effectively develop and remove products; give advice and recommendations to clients on how to maintain their colour, the time interval between services and present and future products and services. Client consultation record accurately completed.	P1 – P37

Knowledge and Understanding apparent from this observation

K1, 4, 5, 10, 12, 18, 19, 20, 21, 42, 43, 48, 49, 50, 61, 62, 66

Other Units/Elements to which this evidence may contribute

SKACHB9 Performance 1 - 17

Assessor's comments and feedback to candidate

You prepared the client correctly, effectively communicated to find out what the client

required and carried out all tests. You selected appropriate products to meet your client's needs and prepared and applied and timed the development of them following manufacturer's instructions. You checked development by taking a strand test and removed products effectively. The client was happy with the result and I heard to giving her relevant advice and recommendations about how to maintain the colour products for use at home.

Well done on passing your first assessment.

I can confirm the candidate's performance was satisfactory.

Assessor's signature	<i>Chardonay</i> <i>Stamp</i>	Date	<i>00/00/00</i>
Candidate's signature	<i>Nagwa Khan</i>	Date	<i>00/00/00</i>

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

Unit	SKACH4
Element(s)	P16
Evidence index number	CH4/OQ1
Circumstances of assessment	
Observation of practical performance in the workplace. Oral question to confirm learners understanding of P16 – “seek assistance from the relevant person when contra-indications and/or reactions to tests cause doubts as to the suitability of the service for your client”.	
List of questions and candidate's responses	
Q	When would you ask for help from your supervisor?
A	If the client had a positive reaction to a skin test or a contra-indication to the service being carried out.
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature Chardonay **Date** 00/00/00
Stamp

Candidate's signature Nagwa Khan **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	CHB9/PS1	<p>I collected my client Veronica from the reception area of the salon and took her to my workstation. When I had gowned her following salon procedures I then carried out a consultation. I checked that the skin test result was negative. I then asked my client questions on how she wanted her hair to look, so that I could discuss with her the best colour products to use on her hair. I also asked open questions to find out how much time Veronica has to spend on her hair I carried out a hair and scalp analysis checking hair density, texture, elasticity, porosity, condition, hair growth patterns as well as any contra-indications. When I had considered all the clients hair characteristics and hair classification I was then able to make recommendations and agree the service, techniques and products that would be used today to colour my client's hair. At this time I advised the client on cost and how long</p>		SKACHB9: P1-6, P12, P14, P15, P16

		the colour service would take.		
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Candidate's signature Nagwa Khan

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 (e.g. supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Witness testimony

SVQ title and level	SVQ 2 in Hairdressing at SCQF Level 5
Candidate's name	Nagwa Khan
Evidence index no	CHB9/WT1
Index no of other evidence which this testimony relates to (if any)	CHB9/PS1
Element(s)	SKACHB9: P1-6, P12, P14, P15, P16
Date of evidence	00/00/00
Name of witness	Liam Hunter
Designation/relationship to candidate	Senior Stylist / Supervisor
Details of testimony	
<p>Nagwa communicated effectively with her client by asking open and closed questions to get information which would identify the client's requirements; she also encouraged the client to ask questions at appropriate points.</p> <p>During the consultation Nagwa examined the hair, skin and scalp identifying factors that may limit or affect services and choice of products. She made recommendations based on the client's hair characteristics and classification.</p> <p>Recommendations were clearly conveyed to the client. The client agreed the service and products would meet their needs. Nagwa then advised the client of the time it would take to carry out the service and the cost of the service.</p> <p>Throughout Nagwa communicated with the client in a manner that maintained goodwill, trust, confidentiality and privacy. 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 Liam Hunter **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 submits a personal statement giving details of how they carried out a full head application of permanent colour. There were 'before, during and after' photographs, in which the candidate can be seen applying the colour. There is a record of the client's satisfaction and a witness testimony. The assessor must decide if the evidence can be used to enable the candidate to achieve the Range item full head application of permanent colour.

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 2 in Hairdressing at SCQF Level 5

Candidate Nagwa Khan

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

Unit checklist

Mandatory	SKA CH1	SKA CH2	SKA CH3	SKA CH4	SKA CHB9	SKA CHB11	SKA CHB12
Optional	SKA AH2	SKA CH5	SKA CH6	SKA CH7	SKA CHB8	SKA CHB13	

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
SKACH1	Style and Finish Hair	<i>Chardonay Stamp</i>	00/00/00
SKACH2	Set and Dress Hair	<i>Chardonay Stamp</i>	00/00/00
SKACH3	Cut Hair using Basic Techniques		
SKACH4	Colour and Lighten Hair		
SKACHB9	Advise and Consult with Clients		
SKACHB11	Shampoo, Condition and Treat the Hair and Scalp	<i>Chardonay Stamp</i>	00/00/00
SKACHB12	Develop and Maintain Effectiveness at Work		

Optional Units achieved

Unit number	Title	Assessor's signature	Date
SKACH7	Attach Hair to Enhance a Style	<i>Chardonay Stamp</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 (e.g. 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, e.g. 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.

Index of evidence

SVQ title and level	SVQ 2 in Hairdressing at SCQF Level 5
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Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
CH4/P1	Observation Record: Observation of practical performance supported by accurately completed client consultation record. SKACH4 P1-P37 and K1, 4, 5, 10, 12, 18, 19, 20, 21, 42, 43, 48, 49, 50, 61, 62, 66	Yes	IAS 00/00/00
CH4/OQ1	Record of oral questioning relating to SKACH4: P16	Yes	
CHB9/PS1	Personal statement relating to SKACHB9: P1-6, P12, P14, P15, P16	Yes	
CHB9WT1	Witness testimony relating to SKACHB9: P1-6, P12, P14, P15, P16	Yes	IAS 00/00/00

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 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

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

Mandatory							
Optional							

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 _____

Skills/activities observed	Performance Criteria covered

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** _____

Witness testimony

SVQ title and level	
Candidate's name	
Evidence index no	
Index no of other evidence which this testimony relates to (if any)	
Element(s)	
Date of evidence	
Name of witness	
Designation/relationship to candidate	
Details of testimony	

I can confirm the candidate's performance was satisfactory.

Witness signature _____ **Date** _____

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

Record of questions and candidate's answers

Unit	
Element(s)	
Evidence index number	
Circumstances of assessment	
List of questions and candidate's responses	
Q	
A	
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____