![SQA logo]

Assessor's guidelines for the: SVQ 2 in Nail Services at SCQF level 5 SVQ 3 in Nail Services at SCQF level 6

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 2 in Nail Services at SCQF level 5 and SVQ 3 in Nail Services 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, learners 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. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

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. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

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. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

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. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

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. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

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 assessor/verifier 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 get 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 The SVQ in Nail Services

The SVQs in Nail Services have been developed by the Hairdressing and Beauty Industry Authority (HABIA) and are intended for people working in a salon, or a nail technician/artist in any related hairdressing or beauty businesses or a specialised nail bar.

They will require knowledge in anatomy and physiology of the hands, arms, feet, skin, muscles and bones.

They will also require skills and knowledge in how to communicate in an articulate and appropriate way with clients and colleagues. They will also need skills in and knowledge of the importance and maintenance of a high standard of personal presentation and hygiene, including issues relating to health and safety in a salon type environment. Candidates should be able to demonstrate that they can work with or without supervision carrying out a variety of tasks and that they are able to provide the client with a quality treatment, and promote the business in which they are employed by offering additional products and services to clients, in doing so contributing to the financial effectiveness of the business.

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: beauty/hairdressing salon and FE college partnership, beauty/hairdressing salon, nail bar, FE college, private training centre.

Structure of the SVQs

This section lists the Units which form the SVQ 2 in Nail Services at SCQF level 5 and SVQ 3 in Nail Services at SCQF level 6.

SVQ 2 in Nail Services at SCQF level 5 (G9XM 22)

Mandatory Units (candidates will need to achieve all of the eight mandatory Units to complete the award, no optional Units are required)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F7BN 04	5	3	G4	Fulfil Salon Reception Duties
F7BP 04	5	3	G8	Develop and Maintain your Effectiveness at Work
F7EY 04	6	6	G18	Promote Additional Services and Products to Clients
F470 04	–	–	G20	Make Sure your Own Actions Reduce Risks to Health and Safety
F9LM 04	5	6	N2	Provide Manicure Services

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F9LN 04	5	6	N3	Provide Pedicure Services
F9KL 04	5	4	N4	Carry Out Nail Art Services
F9K5 04	5	8	N5	Apply and Maintain Nail Enhancements to Create a Natural Finish

SVQ 3 in Nail Services at SCQF level 6 (G9XL 23)

Mandatory Units (all three Units must be achieved)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F472 04	–	–	G22	Monitor Procedures to Safely Control Work Operations
F9KV 04	6	10	N6	Enhance and Maintain Nails Using UV Gel
F9KY 04	6	10	N7	Enhance and Maintain Nails Using Liquid and Powder

Optional Units (four optional Units must be completed)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F7AR 04	6	4	G11	Contribute to the Financial Effectiveness of the Business
F9L4 04	6	6	N9	Plan and Create Nail Art Designs
F9KT 04	6	5	N10	Develop a Range of Creative Nail Images
F9L5 04	6	5	N11	Plan and Provide Airbrush Designs for Nails
F9L7 04	6	4	N12	Prepare and Finish Nail Overlays Using Electric Files
F7AT04	6	5	H32	Contribute to The Planning and Implementation of Promotional Activities
D9WX 04	–	–	G25	Undertake Freelance Work
F9KN 04	–	–	G23	Check the Likely Success of a Business Idea
F9KX 04	6	8	N8	Enhance and Maintain Nails Using Wraps

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

Jane has worked as a nail technician for four years and has achieved several certificates from practical workshops, and has a wealth of experience in her field but she did not possess any formal qualifications. She wanted to undertake a qualification which would give her national recognition of the skills she already has, and acquire new skills to complete Nail Services at level 3. She has been working as a freelance therapist, but attended a career evening in her local college where she discussed how she could acquire a recognised certificate that would give her the opportunity to further her career ambitions to go into a teacher/assessor post.

When the college matched Jane's existing skills and experience in Nail Services, it emerged that Jane should be able to generate sufficient evidence to meet the requirements of the following SVQ Units at level 2 and a number at level 3:

- *Provide Manicure Services*
- *Provide Pedicure Services*
- *Carry Out Nail Art Services*
- *Apply and Maintain Nail Enhancements to Create a Natural Finish*
- *Enhance and Maintain Nails Using UV gel*
- *Develop and Maintain your Effectiveness at Work*
- *Promote Additional Services or Products to Clients*
- *Undertake Freelance Work*

Jane also has some experience in relation to four further Units; however, some planning was required in order to provide her with the opportunity to demonstrate competence in these areas.

The Units were:

- *Plan and Create Nail Art Designs*
- *Fulfil Salon Reception Duties*
- *Make Sure Your Own Actions Reduce Risks to Health and Safety*

The college arranged an assessor to meet with Jane to discuss options for carrying out assessment of the practical Units through a combination of observation, questioning and assessment of work products.

Jane has no experience in the areas covered by the following Units:

- *Prepare and Finish Nail Overlays Using Electric Files*
- *Enhance and Maintain Nails Using Liquid and Powder*
- *Monitor Procedures to Safely Control Work Operations*

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 A/V 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 three Unit(s):

♦ Unit N2 *Provide Manicure Services*

♦ Unit N3 *Provide Pedicure Services*

♦ Unit G18 *Promote Additional Services or Products to Clients*

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: N2 Provide Manicure Services
N3 Provide Pedicure Services
G18 Promote Additional Services or Products to Clients

Activities	Performance Criteria	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Provide a manicure and pedicure service for a client to include the following: ♦ Client consultation ♦ Carry out manicure treatment ♦ Carry out pedicure treatment Maintain safe and effective methods when providing manicure and pedicure treatment. Provide aftercare advice to clients. Promote additional services or products to clients.	N2, N3 PC 2a, b, f, g, i, j, k, l and n N2 PC 3a, b, c, d, e, f, g, h, I, j, k, l, m and n Range covered 1a, b, 3c, e 4a, 5a, c and d N3 PC3 a, b, c, d, e, f, g, h, I, j, l, m, n Range covered 1 a, b 3 d 4 a 5 a, c N2, N3 PC1 a, b, c, d, e, f, g, h, I, j, k, l and m N2, N3 PC 4a and b G18 PC 2a, b, c and d PC 3b, c and d	Methods of assessment will be observation of candidates performance across the PCs listed. Questioning candidate where appropriate to clarify points and confirm knowledge of client needs. Sources of evidence. Finished product (client). Treatment record cards. Observation checklists, client feedback.	19/11/2010	Successful completion of externally set mandatory e-assessments for both Units. Manicure and pedicure including APH assessment providing most of the evidence of Knowledge and Understanding for the Units.	This assessment evidence could provide evidence of candidate competence for most of the Units N2 and N3. The Range will still have to be covered on further clients. Candidates will also generate evidence for G18 by giving advice and securing sale of products.

Questioning for Knowledge and Understanding not apparent from performance to be identified from second review	Therapist will have to carry out further services to complete Range. Contra-indications and contra-actions will still have to be addressed either in observation or questioning.

Assessor's signature: *Celine Smith*

Candidate's signature: *Jane Barr*

Date of agreement: 01/10/2010

1st review due: 12/11/2010

2nd review due: 14/12/2010

Date of completion: 15/01/2011

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 in 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:

♦ realistic atmosphere

♦ candidate can complete learning at her own pace

♦ assessment can be timed to suit candidate and assessor

♦ all usual implements and products are readily available

♦ no difficulty in finding a Model

♦ when assessor and candidate are acquainted there can be a more relaxed relationship — not the pressure of an unknown assessor/examiner

The challenges might be:

♦ may be difficult to schedule in a busy salon

♦ professional atmosphere may make candidate more nervous

♦ in unsuccessful cases may be more embarrassing because clients may be informed

♦ assessor who is known to candidate may have higher expectations

Example

You are self-employed and you offer a wide range of nail service treatments to clients but have not used electric files, to achieve this you will learn to use electric files on clients and will, in the first instance, observe the lecturer at college set-up and use the equipment. Over a period of time you will prepare the equipment for use on the client. Gradually you will carry out the treatments and will be assessed by the assessor observing practical assessment to ensure competence.

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.

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:

♦ client records

♦ photographs

♦ video

Questioning

Candidates have to show that they can meet the knowledge requirements 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.

Questioning to cover the mandatory knowledge requirements

Candidates are required to complete all of the externally-set mandatory e-assessment questions for each Unit that they undertake at level 2 and 3. There is a mandatory e-assessment bank (SOLAR).

Candidates are required to complete all of the externally-set mandatory e-assessment questions for each Unit and the set mandatory Anatomy and Physiology papers answering the questions pertinent to the Unit being assessed. There is one mandatory e-assessment for each Unit and one mandatory e-assessment for each of the Anatomy and Physiology requirements.

Candidates who achieve 70% success (or more) on the first assessment must be re-assessed on the areas in which they have not shown competence. Candidates who achieve less than 70% success on the first paper must resit the entire assessment using the mandatory e-assessment.

It is also important to remember that arrangements must be made to ensure that candidates are provided with facilities to generate evidence for the knowledge elements in Units that are not covered by the externally-set mandatory questions. The entire Knowledge and Understanding specification for each Unit has to be met, though this may be generated by means other than by questioning the candidate.

Oral questions may be appropriate. They could be asked in conjunction with an observed practical assessment session to confirm candidate knowledge in the correct context. For example, you are observing a candidate carrying out nail art designs on a client. You might ask the candidate to explain why they have selected a particular design and what they discussed at the planning stage and what effects they expect to achieve for that particular client.

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.

Example Personal Statement — see example on page 28.

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. See example on page 30.

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 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.

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**.

Examples:

♦ Dealing with fire and other emergencies

♦ Dealing with health and safety activities outside or peripheral to normal practices

♦ Client/customer relationships

♦ Contra-indications/contra-actions

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):   N9 Plan and Create Nail Art Designs

Candidate: Jane Barr   **Date of observation:**   10/02/2011

Evidence index number: 6

Skills/activities observed:	PCs covered:
Jane prepared the treatment area according to all health and safety requirements. Communication with the client was done in a professional but friendly manner and the plan of the design was discussed and agreed. Jane showed the client different photographs of a number of designs she had created, techniques were discussed to suit the client's requirements, the plan was agreed and recorded with the client. No contra-indications or contra-actions were identified. Jane made sure the client was comfortable throughout the service. Existing varnish was removed, and nails were filed to nail shape desired by the client. All nail products were used effectively and according to manufacturer's instructions. Nail techniques and products were applied in the correct sequence and design sealed leaving the cuticle and sides free from any product. Jane disposed of waste correctly. Client was delighted with the result. Jane advised the client on products for home use and sold these to the client. The client made a further appointment for nail services.	PC 1a, b, d, e, f, h, l, m and n PC 2a, b, e, h, k, l, m, n, o and p PC 3a, b, c, d, e, f and g PC 4a and b

Knowledge and understanding apparent from this observation:

1, 6, 8, 11, 16, 22, 23, 25, 27, 28, 29, 31, 45, 49

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

You carried out a very good consultation with the client ensuring she knew exactly what the service included. Good use of the nail art portfolio you have compiled. You made sure the client was in a comfortable position and made sure your own posture met the needs for your safety and comfort. Very good design, it suited the nail shape and the client's desired choice. Tools and equipment was set out well. Good use of after care and product sale to client. Well done.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Celine Smith*   Date: 10/02/2011

Candidate's signature: *Jane Barr*   Date: 10/02/2011

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: N9 Plan and Create Nail Art Designs	Element(s): PC 2f and i

Evidence index number: 10

Circumstances of assessment:

Questions used after observation of nail art service to ensure candidate could give knowledge of what she would do if contra-indications were present.

Contra-indication medical reference

Why should you ensure tools are disinfected and what would you use for this.

List of questions and candidate's responses:

Q: What would you do if you discovered the client had contra-indications to the treatment to be carried out, give two contra-indications to the service?

A: I would advise the client that the treatment could not be carried out on this occasion and if a modified treatment could be done I would advise this. Fungal infection, treatment would not be carried out. Bacterial infection of skin surrounding nail treatment could not be carried out.

Q: Why would you not give client the name of the medical condition discovered and how would you advise her?

A: I would not give medical name for condition as I have no medical knowledge but would advise client to seek medical advice.

Q: Why should all tools used be disinfected between each client and how would this be done?

A: To ensure no cross infection could be passed to another client, I would use an auto clave to ensure all metal tools were thoroughly clean, in the salon we also use barbicide and although this is effective it must be maintained to ensure it is used correctly.

Q: Why should client records be completed accurately?

A: This makes sure that any problems which may have occurred on previous treatment are apparent and it gives therapist/technician information on what was used on client.

Assessor's signature: *Celine Smith*	Date: 11/02/2011

Candidate's signature: *Jane Barr*	Date: 11/02/2011

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 **Unit N6 Enhance and Maintain Nails Using UV Gel**	Links to other evidence (enter numbers)	Unit, Elements, PCs, Performance statements, scope covered
20/11/10	8	My client was coming into the salon for a nail extension using UV gel, she only wanted tips done, we had discussed this on a previous manicure treatment. My client was going to her prom and wanted nail tips as she had very short nails. When my client came into the salon, I carried out a very thorough discussion and consultation explaining what the treatment entailed giving the client time to ask questions. I set up my treatment area making sure it met all health and safety requirements. Made sure the client was seated comfortably and then examined their nails, we had already discussed that she wanted tips. I started by making sure my hands were disinfected before starting treatment, I then removed any skin debris to leave cuticles neat, then filed the free edge to the required shape, cleaned nails to ensure surface shine to achieve maximum adhesion for tip. I then selected the correct tip size customising it to clients natural nail shape, applied the UV gel and made sure timing of UV curing met		PC 1d, e, g, h and n PC 2a, b, e, f, k, n, o and p PC 4a, b, c, d, e, f, j, k, m, n and o PC 7b

| | | manufacturers instructions, removed surface residue as per manufacturer's instructions, then used filing and buffing techniques to give the required shape.

Then sealed according to manufacturer's instructions, made sure client liked the finished result. My client wanted a pale colour applied. I gave my client after care advice on keeping tips in good condition. I carried this out and recorded my treatment. | | |
|---|---|---|---|---|

Signed (candidate): *Jane Barr*

Date: 20/11/2010

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

SVQ title and level:	SVQ 3 in Nail Services at SCQF level 6 G11 Contribute to the Financial Effectiveness of the Business
Candidate's name:	Jane Barr
Evidence index no:	12
Index no of other evidence which this testimony relates to (if any):	
Element(s):	PC 2a, b, c, e and f Knowledge and Understanding 15, 17, 19 and 24
Date of evidence:	23/03/2011
Name of witness:	Maureen Brown
Designation/relationship to candidate:	Nail Technician in workplace.

Details of testimony:

Productivity and development targets are an essential part of any business to ensure it is successful. Correctly set and met these will mean on-going profits for the business and on-going employment for my colleagues and me.

Jane had discussed this area on financial effectiveness to the staff and gave reasons why this was important, she explained that it is very important to ensure we meet productivity targets in terms of encouraging clients to rebook for treatments they are having and encouraging them to try new and differing treatments that the salon offers. During the staff meeting at the beginning of the month Jane gave all staff new targets to meet. She realised that to meet these new targets we had to capitalise on every opportunity to retail homecare products to our clients. So, from the moment she started client treatments she talked to the client about their hand and nail care, what they were using and why, and explained how they should use the products at home to get the best out of their treatments and continue to improve their hand and nail condition at home. When their treatment is completed she would take them through to the reception area and show them the products, discuss sizes and prices and finally do her best to close the sale.

She also made a point of trying to interest all her clients in other treatments that are on offer in the salon and that would be suitable for them to have.

Last week we were able to exceed both our retail and treatment sales targets by ensuring that she made a real effort to do this with all clients. She did not find it easy at first but once she got her first sale it was evident that she was more confident and although she wasn't able to sell something to all the clients she was very surprised at how many did buy at least one product. She also made a note on the record cards of clients' purchases so that we can follow them up on their next salon visit. Making a real effort to do this means more commission for her and more profit for the business. It will ensure client satisfaction as, if the correct products are bought and used, this will improve that client's hand and nail condition on an ongoing basis.

Also, next week Jane and another colleagues are running an information and taster evening at one of the large offices located near to the salon and hope to encourage more awareness of what the salon has to offer clients, especially our treatments that are tailored specifically to meet the needs of male clients, in an attempt to build new business from this sector of the population. The salon owner has agreed to a promotion special that offers a discount for all new clients making appointments as a result of attending the evening. Jane achieved what was discussed in our initial meeting.

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: *Maureen Brown*　　　　　　Date: 23/03/2011

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

☒　Holds 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.

In this SVQ, such gaps are likely to occur in generating evidence for

♦ Dealing with fire and other emergencies

♦ Dealing with health and safety activities outside or peripheral to normal practices

You may be able to overcome these by:

♦ Setting up a situation where the candidate has to deal with emergencies, but HABIA has indicated in the assessment strategy where this is acceptable, refer to the assessment strategy

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, 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 enough 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.

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.

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

♦ Completing the Element Achievement Record

These forms are also used in SQA's portfolio.

Evidence key

When recording evidence it may be useful to use the following codes to signify the method of assessment/type of evidence used:

Evidence code	Type of evidence
A	**Observation of workplace activity** This means that you observe the candidate carrying out the tasks defined in the Performance Criteria.
B	**Product evidence** This is evidence produced by candidate. This allows you to assess the quality of the product, rather than the process of using it, eg consultation/analysis sheets, record cards, checklists, appointment schedules, stock sheets, etc.
C	**Witness testimony** A statement made by another person to support the candidate's claim to competence. All statements must be authenticated by stating the contact name and address for the witness.
D	**Personal statement** A statement made by the candidate on how, why, when and where a specific task was undertaken.
E	**Simulated activities** A situation created in order to provide evidence for a specific task which seeks to reproduce real life situations (only to be used where indicated in the NOS).
F	**Accreditation of prior learning** A process that enables the candidate to receive formal certification of prior learning, training and experience.
G	**Projects/case studies/assignments/practical exercises** Other ways of assessing the candidate — these may cover more than one Unit.
H	**Oral questions** Oral questions are useful in assessment when a candidate has been observed carrying out a task completely but not all Knowledge and Understanding associated with the task has been apparent from the candidate's performance. Oral questions ensure that the candidate knows and understands why the activity carried out or the product produced for a specific purpose. The scope of these questions when used should be noted in the assessor's comments box at the end of each Element.
I	**Written mandatory questions (e-assessment)** Questions that require a written answer from the candidate (undertaken in a closed-book scenario).
J	**Video recording** May be used to record a practical or simulated performance, eg role play. It can also be used to record a demonstration of show.
K	**Photographs** May be used to support product evidence.
L	**Written non-mandatory questions** Questions that require a written answer from the candidate (undertaken in an open-book scenario).

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 Nail Services at SCQF level 5

Candidate: Jane Barr

To achieve the whole qualification, you must prove competence in eight **mandatory** Units.

Unit Checklist

Mandatory	G4	G8	G18	G20	N2	N3	N4	N5		
Optional										

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G4	Fulfil Salon Reception Duties		
G8	Develop and Maintain your Effectiveness at Work	*Celine Smith*	10/08/2010
G18	Promote Additional Services or Products to Clients	*Celine Smith*	15/09/2010
G20	Make Sure your Own Actions Reduce Risks to Health and Safety		
N2	Provide Manicure Services	*Celine Smith*	08/08/2010
N3	Provide Pedicure Services	*Celine Smith*	15/08/2010
N4	Carry Out Nail Art Services	*Celine Smith*	23/10/2010
N5	Apply and Maintain Nail Enhancements to Create a Natural Finish	*Celine Smith*	20/09/2010

Unit progress record

Qualification and level: SVQ 3 in Nail Services at SCQF level 6

Candidate: Jane Barr

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

Unit Checklist

Mandatory	G22	N6	N7						
Optional	G11	G23	G25	N8	N9	N10	N11	N12	H32

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G22	Monitor Procedures to Safely Control Work Operations		
N6	Enhance and Maintain Nails Using UV Gel	*Celine Smith*	02/02/2011
N7	Enhance and Maintain Nails Using Liquid and Powder		

Optional Units achieved

G11	Contribute to the Financial Effectiveness of the Business		
G23	Check the Likely Success of a Business Idea		
G25	Undertake Freelance Work		
N8	Enhance and Maintain Nails Using Wraps		
N9	Plan and Create Nail Art Designs	*Celine Smith*	
N10	Develop a Range of Creative Nail Images	*Celine Smith*	
N11	Plan and Provide Airbrush Designs for Nails		
N12	Prepare and Finish Nail Overlays Using Electric Files		
H32	Contribute to the Planning and Implementation of Promotional Activities	*Celine Smith*	12/03/2011

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.

Index of evidence

SVQ title and level: SVQ 2 in Nail Services at SCQF level 5

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
6	Observation N2 N3 G18 Included in assessment plan	Yes	*CS* 18/02/2011
	Mandatory questions	No — in locked file in office.	*CS* 18/02/2011

Index of evidence

SVQ title and level: SVQ 3 in Nail Services at SCQF level 6

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
10	Record of a number of questions for N9	Yes	CS 13/02/2011
8	Personal statement N6	Yes	CS 23/11/2010
12	Witness testimony G11	Yes	CS 25/03/2011

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

♦ entering the evidence index number in the first column

♦ giving a brief description of the evidence in the second

♦ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)

♦ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Units: N9 Plan and Create Nail Art Designs
N6 Enhance and Maintain Nails Using UV Gel
G11 Contribute to the Financial Effectiveness of the Business

Evidence Index No	Description of Evidence	What you must do (Performance Criteria)					What you must know													
		1	2	3	4	7														
6	Observation N9	a, b-f l-m	a, b e h-p	a-g	a,b		1	6	8	11	16	22	23	25	27	28	29	31	45	49
8	Personal statement N6	d, e, g-n	a, b, e, f, k, n, o, p		a-j k, m-o	b														
12	Witness testimony G11		a, b, c, e, f				15	17	19	24										
10	Record of questions and candidate answers N9		f, i				17	29	35											

Units: N9 Plan and Create Nail Art Designs
          N6 Enhance and Maintain Nails Using UV Gel
          G11 Contribute to the Financial Effectiveness of the Business

Notes/Comments
All Units recorded not yet complete but all have been subject to Internal verification and evidence completed meets the requirements of each Unit at this stage.

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: Date:

Assessor: Date:

Internal Verifier: Date:

5 Further information

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 ____ **mandatory** Units and ____ **optional** Units.

Unit Checklist

Mandatory									
Optional									

Mandatory Units achieved

Unit	Assessor's Signature	Date

Optional Units achieved

Index of evidence

SVQ title and level:

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Element achievement record

Unit:

Element:

Evidence Index No	Description of Evidence	PCs						Range														

Unit:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: **Date:**

Assessor: **Date:**

Internal Verifier: **Date:**

Assessment plan

Units: Elements:					
Activities	**PCs**	**Method of assessment/Sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PCs and range)**
Questioning for knowledge and understanding not apparent from performance to be identified from second 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, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of
observation:

Evidence index number:

Skills/activities observed:	PCs 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 evidence is authentic and accurate.

Signed by witness: **Date:**

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

☐   Holds A1/A2 Units or D32/D33 Award

☐   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:	
Assessor's signature:	**Date:**
Candidate's signature:	**Date:**