Assessor's guidelines for the:
SVQ 1 in Beauty Therapy at SCQF level 4
SVQ 2 in Beauty Therapy at SCQF level 5
SVQ 2 in Beauty Therapy: Make-up at SCQF level 5

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 1 in Beauty Therapy at SCQF level 4, SVQ 2 in Beauty Therapy at SCQF level 5 and SVQ 2 in Beauty Therapy: Make-up 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, 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 Beauty Therapy

The SVQs in Beauty Therapy have been developed by HABIA and are intended for trainees and students wishing to seek career opportunities within the beauty therapy and spa industries sector. Delivery must comply with the current Assessment Strategy for Beauty NVQs and SVQs, current EU legislation and HABIA directives relating to pre-16s. These are available on both SQA and HABIA websites.

Examples of the settings or centres in which the SVQs are likely to be delivered include: beauty salons, partnerships between salon employers and further education (FE) colleges, day spas, health spas, nail bars, FE colleges and private training centres.

Level 1 (SCQF level 4) candidates

At level 1, candidates will require skills and knowledge in how to communicate in an articulate and appropriate way with clients and colleagues and the importance and maintenance of a high standard of personal presentation and hygiene, including issues relating to health and safety in a salon environment. As the role of candidates at this level is mainly one of assisting the therapist, it is important that they work under supervision and learn through observation and example. They must be able to carry out preparation and tidying of the work area appropriately for the treatment being undertaken.

Candidates should be able to demonstrate that they can prepare clients for facial treatments by cleansing, toning and carrying out a simple analysis of the skin, and should be able to complete the treatments by applying and removing masks, applying moisturiser and supporting the therapist by discussing aftercare and retailing homecare products to the client.

Candidates should be able to assist with and carry out a basic make-up treatment under direction. They should be able to prepare client, perform skin analysis, demonstrate consultation techniques and advise on aftercare

Candidates must be able to demonstrate a simple but professional nail care treatment on the hands and feet to a level at which they are able to discuss the client's requirements through consultation, and then file, buff and/or polish the nails and moisturise the hands and feet.

Candidates must be able to provide evidence of their ability to maintain the salon reception area, deal with clients and enquiries both face-to-face and on the telephone, and make salon treatment appointments.

To achieve level 1, candidates will also have to provide evidence of their knowledge of appropriate health and safety legislation, industry codes of practice, and the basic structure and function of the skin, and be able to recognise simple skin types and skin care products appropriate to those used and retailed in the salon environment. A basic knowledge of the anatomy of the nail, differing nail shapes, and the nail care products available is also required.

Level 2 (SCQF level 5) candidates

At level 2, candidates have to demonstrate skills and knowledge that build on those gained at level 1, although it is not mandatory that a candidate achieve level 1 before working towards a level 2 Group Award. The development of communication skills, especially with clients, is important as candidates should be able to work unsupervised carrying out more complex tasks. The role of candidates at this level is mainly one of a junior therapist.

Candidates should be able to demonstrate that they can prepare work areas, themselves and clients for a range of manual treatments. They should be able to carry out more in-depth consultations and prepare treatment plans. They must be able to implement treatment plans safely, hygienically and effectively, completing treatments and providing aftercare and homecare advice to clients within the standard service times specified by HABIA in the National Occupational Standards (NOS).

Candidates may choose to work towards an SVQ 2 in Beauty Therapy or Beauty Therapy: Make-up at SCQF level 5. All the SVQs require candidates to achieve the same three core mandatory Units relating to health and safety, development of business practices and personal professional development.

Depending on the route chosen, the candidate must complete the relevant mandatory Units plus one optional Unit from the list.

For Beauty Therapy candidates must provide evidence that they can carry out facial treatments on a range of skin types using a variety of techniques, including manual massage, eyelash and eyebrow treatments, hair removal treatments using wax, manicure and pedicure treatments. In addition to salon reception duties, candidates can also choose ear piercing, application of make-up, skin camouflage or assist with spa operations from the optional Units.

For Beauty Therapy: Make-up candidates must provide evidence that they can carry out facial treatments on a range of skin types using a variety of techniques, including manual massage, eyelash and eyebrow treatments, and make-up. Candidates will also be required to plan and promote make-up services to a range of clients. In addition to salon reception duties, candidates can also choose ear piercing, skin camouflage or assist with spa operations from the optional Units.

To achieve all levels, candidates will also be required to provide evidence of their knowledge of health and safety procedures, and the anatomy and physiology specific to each of the technical Units. This knowledge evidence will be partially generated by the candidate successfully completing the mandatory e-assessments set by the SQA.

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:

♦ workplaces

♦ colleges

♦ private providers

♦ colleges may work in partnership with workplace candidates

Structure of the SVQs

To achieve the SVQ 1 in Beauty Therapy at SCQF level 4, SVQ 2 in Beauty Therapy at SCQF level 5 or SVQ 2 in Beauty Therapy: Make-up at SCQF level 5, candidates have to achieve all Units listed below, within the standard service times specified by HABIA in the National Occupational Standards (NOS).

This section lists the Units which form the SVQ 1 in Beauty Therapy at SCQF level 4, SVQ 2 in Beauty Therapy at SCQF level 5 and SVQ 2 in Beauty Therapy: Make-up at SCQF level 5.

SVQ 1 in Beauty Therapy at SCQF level 4 (G9WN 21)

Mandatory Units (all Units must be achieved)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F470 04	–	–	G20	Make Sure Your Own Actions Reduce Risks to Health and Safety (ENTO Unit HSS1)
F7B6 04	4	4	G3	Contribute to the Development of Effective Working Relationships
F9L8 04	4	4	B1	Prepare and Maintain Salon Treatment Work Areas

Optional Units (two Units required)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F7BA 04	4	4	G2	Assist with Salon Reception Duties
F9KD 04	4	4	B2	Assist with Facial Skin Care Treatments
F9KC 04	3	4	B3	Assist with Day Make-up
F9KE 04	4	4	N1	Assist with Nail Services

SVQ 2 in Beauty Therapy at SCQF level 5 (G9XX 22)

Mandatory Units (all Units must be achieved)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F470 04	–	–	G20	Make Sure Your Own Actions Reduce Risks to Health and Safety (ENTO Unit HSS1)
F7EY 04	6	6	G18	Promote Additional Services or Products to Clients (ICS Unit 10)
F7BP 04	5	3	G8	Develop and Maintain Your Effectiveness at Work
F9LG 04	5	8	B4	Provide Facial Skin Care Treatment
F9L1 04	5	5	B5	Enhance the Appearance of Eyebrows and Eyelashes
F9KM 04	5	7	B6	Carry out Waxing Services
F9LM 04	5	6	N2	Provide Manicure Services
F9LN 04	5	6	N3	Provide Pedicure Services

Optional Units (one Unit required)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F7BN 04	5	3	G4	Fulfill Salon Reception Duties
F9KJ 04	5	2	B7	Carry Out Ear Piercing
F9LK 04	5	6	B8	Provide Make-up Services
F9L0 04	6	6	B10	Enhance Appearance using Skin Camouflage
F9KF 04	5	4	S1	Assist with Spa Operations
F9LY 04	5	4	B34	Provide Threading Services

SVQ 2 in Beauty Therapy: Make-up at SCQF level 5 (G9XW 22)

Mandatory Units (all Units must be achieved)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F470 04	–	–	G20	Make Sure Your Own Actions Reduce Risks to Health and Safety (ENTO Unit HSS1)
F7EY 04	6	6	G18	Promote Additional Services or Products to Clients (ICS Unit 10)
F7BP 04	5	3	G8	Develop and Maintain Your Effectiveness at Work
F9LG 04	5	8	B4	Provide Facial Skin Care Treatment
F9L1 04	5	5	B5	Enhance the Appearance of Eyebrows and Eyelashes
F9LK 04	5	6	B8	Provide Make-up Services
F9L2 04	5	7	B9	Instruct Clients in the Use and Application of Skin Care Products and Make-up

Optional Units (one Unit required)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F7BN 04	5	3	G4	Fulfil Salon Reception Duties
F9KJ 04	5	2	B7	Carry Out Ear Piercing
F9L0 04	6	6	B10	Enhance Appearance using Skin Camouflage
F9KF 04	5	4	S1	Assist with Spa Operations
F9LY 04	5	4	B34	Provide Threading Services

Note: Where Units are achieved as mandatory Units in either of the two routes, these do not count as optional Units as well.

An assessment strategy for the SVQ

As part of their review of the SVQs, 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

Elaine was very interested in beauty therapy and had a Saturday job helping out in a busy salon for six months. She was due to leave school in the summer and had decided that she would like to make beauty therapy her career. When she enquired about courses at her local FE college, she found that she needed to have at least three standard grades to be considered for a full-time place at college studying level 2. She was very disappointed, as she had not achieved biology at the level required for the course.

Elaine discussed this with the salon owner and she suggested that they find out if the college would be prepared to consider Elaine for a place if she had achieved level 1. The college agreed that this route into a full-time course would be possible for Elaine. She has already covered all the practical requirements for level 1, as she has been:

♦ assisting with clients and treatments in the salon

♦ setting up and clearing away in the treatment areas before and after treatments

♦ making sure the full-time therapists had all the resources they needed for their treatments

♦ cleaning and sterilising equipment when necessary

♦ helping to make appointments for clients

The salon owner agreed to provide the opportunity for Elaine to be assessed in her job role while she was in the salon on a Saturday.

When the salon owner and Elaine reviewed the Units needed to achieve level 1, it was clear that Elaine was already carrying out the tasks stated in the performance criteria of the Units. What was required was that Elaine sit the mandatory assessments relating to the level 1 Units and that they organise the formal practical assessment. Together, Elaine and the salon owner prepared an assessment plan and discussed how Elaine would compile her portfolio of the evidence.

One of the senior therapists agreed to act as mentor, and showed Elaine her own portfolio of evidence that she had compiled over her period of training at level 1, so that Elaine would have a good idea of what was required to build a suitable portfolio. She also helped Elaine with the theory work in preparation for her written assessments, and supervised her during practical sessions.

As the salon owner was a qualified assessor, she was able to assess Elaine both in the practical and the written elements of the course.

Elaine achieved all her written assessments, made sure all the necessary checklists were complete for her practical observations, and collected the rest of the evidence she needed to complete her portfolio.

Elaine took her portfolio to her interview at the college to show the interviewer what she had achieved so far and to support her application for a place on the course. She was successful in gaining a place on the full-time course, and when not at college she worked in the salon. Her employer was able to help her with her practical work and she gained valuable experience working with clients at a more responsible level. Her employer had also observed her carrying out waxing treatments, manicures and facials on clients, and so was able to provide Elaine with witness testimonies for some of the practical assessment for level 2.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing you 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 L&D 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 Units B4 Provide Facial Skin Care Treatment and B5 Enhance the Appearance of Eyebrows and Eyelashes.

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.

You could use the Evidence Codes (listed later in these guidelines) to record the ways in which you intend to assess the candidate.

Assessment plan

SVQ 2 in Beauty Therapy at SCQF level 5
Units: B4 Provide Facial Skin Care Treatment and B5 Enhance the Appearance of Eyebrows and Eyelashes

Activities	Performance Criteria	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Provide a facial treatment for a client to include the following: ♦ Client consultation ♦ Prepare the treatment area, self and client ♦ Remove make-up and conduct skin analysis ♦ Plan and agree treatment strategy ♦ Deep cleanse and exfoliate the skin — Shape eyebrows — Tint brows and lashes ♦ Perform facial massage — Select, apply and remove mask — Moisturise skin ♦ Complete treatment, check client satisfaction, provides aftercare, homecare and ongoing treatment advice, record treatment and clean work area appropriately	B4.2a–h and B5.2a–g B4.1a–i, B4.2i–j, B5.1a–g and B5.2h B4.2k–n B4.2o–q and B5.2a–m B4.3a–d, B5.3a–f and B5.4a–j B4.3a–l B4.3l, B4.1j–m, B4.4a–b and B5.6a–b	Methods of assessment will be: Observation of candidate's performance across the PCs listed. Questioning candidate where appropriate to clarify points and confirm knowledge re pre-treatment skin sensitivity test. Sources of evidence: finished product (client), treatment record card signed and dated, observation checklists, client feedback form, treatment area	24/03/2013	Successful completion of externally set mandatory e-assessments for both the above Units including Anatomy and Physiology assessment, providing most of the evidence of Knowledge and Understanding requirements for the Units.	This assessment could provide evidence of candidate competence for most of the PCs in the two Units listed above, apart from PC 6 of Unit B5. Not all range statements will be covered by this one performance. The candidate could also generate evidence for Units: G20.2 g, related to personal presentation and safe working practices. And also Unit G18 PC 2 a, c, d in relation to promoting additional services, eg artificial eyelashes.

Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	Therapist responsibilities under relevant health & safety legislation (evidence should be generated from assessment of Unit G20). Correct strategies for carrying out skin diagnosis and how to relate this and information from client to the preparation of an appropriate treatment plan. Recognition of skin conditions, skin characteristics and skin types of differing client groups as listed in the NOS.

Assessor's signature: *Denise Law*

Candidate's signature: *Elaine Smith*

Date of agreement: 1 January 2013

1st review due: 17 March 2013

2nd review due: 18 May 2013

Date of completion: 25 May 2013

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:

♦ large client base providing range of skin types and conditions

♦ potential to gain wide range of practical experience

♦ good availability of clients for assessment opportunities

♦ activities to generate evidence

♦ assessment can progress at candidates own pace of learning

The challenges might be:

♦ familiarity between candidate and assessor

♦ availability of assessor when assessment opportunity arises

♦ meeting the needs of clients

♦ time available to invigilate mandatory e-assessments

♦ appropriate environment for completion of mandatory e-assessments

Example

You are the manager of a busy salon that offers a wide range of treatments to clients. One of your candidates is spending a one week shift on the reception desk. You are able to observe the candidate interacting with the clients both face-to-face and on the telephone on a daily basis. Between you, you can identify the range of people that the candidate has attended to in the course of their reception duties. By the end of the week, the candidate has gathered sufficient evidence in the form of observation checklists signed by you to satisfy the evidence requirements for this component of the Unit.

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.

In the example given above, you might wish to ask the candidate why they took a particular action or why they responded to the client in a particular way, this could confirm the candidate's knowledge and understanding of a variety of differing client requirements.

As beauty therapy is a very practical subject, observation of the candidate carrying out specified tasks, both naturally-occurring and as an organised event, is one of the most valuable forms of assessment. It should be used whenever possible to generate evidence of the candidate's ability. If preferred, centres may use alternative methods of recording observed practical assessment and should ensure these are valid and comprehensive, eg observation checklists or records, that are completed by the assessor, or Treatment Record Forms that are completed by the candidate and endorsed by the assessor on completion of the assessment.

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:

♦ photographs of work on clients

♦ video of candidate carrying out tasks

♦ Treatment Record Forms or Client Treatment Record Cards

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.

Example

An example of when oral questioning can be valuable to making the correct decisions about the candidate's knowledge competence at level 1 or 2, would be where you are observing a candidate carrying out a facial treatment on a client. You might ask the candidate to describe the client's skin type to you, to indicate the skin conditions visible and the resulting treatment plan. Using this mode of assessment would provide evidence that the candidate can:

♦ recognise skin types

♦ recognise skin conditions (level 2)

♦ prepare a treatment plan that relates to the needs of the client

♦ select the correct products for use on the client's skin type

The response to this type of question will be more detailed from the level 2 candidate.

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. There is a mandatory e-assessment bank (SOLAR). Candidates who achieve 70% success (or more) on the first assessment must be re-assessed on any 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 a second attempt mandatory e-assessment. Level 1 assessments are designed so that candidates can complete them either in e-assessment or oral format. This decision is at the discretion of the assessor.

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. One hundred per cent achievement is required for the entire Knowledge and Understanding specification for each Unit, though this may be generated by means other than by questioning the candidate.

Oral questions will be appropriate for level 1, candidates and could be asked in conjunction with an observed practical assessment session. Oral questions, one word, short answer or multiple-choice written questions may be used to cover many of these areas in level 2.

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.

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.

Example

Candidate dealt with an enquiry from a client while candidate was on reception duties in the salon. The other receptionist was on her lunch hour and candidate was covering the reception desk alone. The statement would give details of what happened, and how it happened.

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 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 could be used if the candidate is on work experience within workplace, and is carrying out services or assisting in the workplace. This would be carried out by a senior therapist who would be observing the candidate.

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 of these might include:

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

♦ client/customer relationships

♦ contra-indications contra-actions

♦ dealing with fire and other emergencies

Simulated activities may be used for the following, if naturally occurring evidence is not available:

♦ Unit G4 — Fulfil Salon Reception Duties (Outcome 4 — Handle Payment from Clients)

— methods of payment

— variables: cash equivalent, cheque and payment card, methods of payment and payment discrepancies

A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.

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):   B4 Provide Facial Skin Care Treatments
                             B5 Enhance the Appearance of Eyebrows and Eyelashes

Candidate: Elaine Smith   **Date of observation:**   16 March 2013

Evidence index number: 22

Skills/activities observed:	PCs covered:	Range covered:
Manual facial treatment, including eyelash and brow tinting.	B4.1a–m B4.2a–l , o–q B4.3a–l B4.4a–b B5.4a–f, h–j	B4.1a–c, 2a–d, 4a, 6a–f, 7a, 8a–b, 10a–d B5.1a–d, 4a, 7a–c

Knowledge and understanding apparent from this observation:
B4: 7, 11, 12, 13, 18, 19, 21, 22, 23, 24, 25, 35, 36, 38, 39, 47, 52, 53, part recognition of dehydration, sensitivity, broken capillaries
B5: 11, 14, 20, 21, 22, 23, 25, 43, 51, 52, 54, 70, 71

Other Units/Elements to which this evidence may contribute:
G18
G18. Promote Additional Services and Products to Clients 1c–d, Elaine discussed artificial lashes with client.

Assessor's comments and feedback to candidate:
This was an excellent treatment that, together with the oral questions, generated all the above evidence to a satisfactory standard for a pass across the range demonstrated. Nice to see you discuss service about artificial lashes with client for the future. Please ensure you fill in the appropriate areas in your evidence portfolio and pass to me for signing. Well done!

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Denise Law*   Date: 16 March 2013

Candidate's signature: *Elaine Smith*   Date: 16 March 2013

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: B4 Provide Facial Skin Care Treatments	Element(s):
Evidence index number: 23	

Circumstances of assessment:
Date: 16/03/13
Oral questioning of candidate following observation of candidate carrying out a facial on a client. Questions asked to confirm correct range and some knowledge and understanding not covered by externally set mandatory written assessment paper.

List of questions and candidate's responses:

Q: (PC 2.h) What was your conclusion about your client's skin type and condition?

A: The client has a mature skin type.

Q: How were you able to identify this?

A: Client is a female in her early 60s. The skin has a crepey appearance due to dehydration, there is a loss of elasticity and the muscle tone is poor causing loss of jaw contours and lines in the skin. There are broken capillaries on the upper cheeks and around the nose. There was a slight erythema evident in this area after cleansing, showing sensitivity in these areas. Knowledge and Understanding Requirements 55 and 63.

Q: Why is it important to give the client homecare and future treatment advice?

A: So that she will get the best from her treatment and that she will have the correct products to use at home to complement and improve her skin type and the effects of the treatment. Knowledge and Understanding Requirements 70, 71 and 73.

Q: What specific treatment advice did you give your client?

A: I suggested to the client that she should not apply any foundation to her skin for 24 hours, she should avoid touching her skin with her fingers and use the appropriate cleanser, toner and moisturiser morning and night on a daily basis. I showed her these products and she decided to purchase the moisturiser. I also suggested she return to the salon to have a facial at least once a month. Range 10a–d, Unit G18 PC 1c–d and 2a–d.

Assessor's signature: *Denise Law*	Date: 16 March 2013
Candidate's signature: *Elaine Smith*	Date: 16 March 2013

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, PCs, Performance statements, scope covered
07/04/13	24	This is a record of how I dealt with an enquiry from a client while I was on reception duties in the salon. The other receptionist was on her lunch hour and I was covering the reception desk alone. A new client came into the salon and asked for a price list and details of the treatments that we offer in the salon. I asked the client if there was any particular treatment that she was interested in. She said she had heard about a treatment for lines and wrinkles that used a machine, and would be interested in this treatment. I pointed out the non-surgical facial treatment on the salon price list and one other light therapy treatment that we offer in the salon, and explained a little about the treatments to the client, telling her that she would have to attend the salon for a course of treatments to obtain the best results. As I have not actually covered these treatments yet in my job role, I felt that a senior member of staff would be able to discuss the treatments fully with the client and assess their suitability. This is important to ensure	25	G4 Fulfil Salon Reception Duties PC 1a, 2a–b, 3a–b K&U: 2 (part-attending to people and enquiries), 4, 8, 9, 12, 15 G18 Promote Additional Services or Products to Clients PC 1b–c, 2a–b, 3e

| | | the client gets the best possible service and the most appropriate treatment for their needs. It also helps to ensure client satisfaction and return business for the salon. I asked her to have a seat while I contacted the member of staff to come and assist the client.

After a short discussion between the client and the senior therapist, I was able to book the client in for a course of treatments. The client appeared to be very happy with the arrangements we had made and is due to start her treatment next week.

I also have a witness testimony from the senior therapist to provide further evidence of my handling of this situation. | | |
|---|---|---|---|---|

Signed (candidate): *Elaine Smith*

Date: 7 April 2013

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 2 in Beauty Therapy at SCQF level 5
Candidate's name:	Elaine Smith
Evidence index no:	25
Index no of other evidence which this testimony relates to (if any):	
Element(s):	G4 Fulfill Salon Reception Duties PC 2a–b, 3a–b Range 1a–2a, 3a, 4c K&U 2 (part-attending to people and enquiries) 4, 8, 9, 12, 15
Date of evidence:	7 April 2013
Name of witness:	Karen Steele
Designation/relationship to candidate:	Senior therapist/work colleague

Details of testimony:

I testify that the candidate contacted me on the above date and asked me to come to the reception area to give a client advice about treatments that they had enquired about.

I attended to the client and was able to witness the candidate's handling of the client and making the appointments for the client in a professional manner appropriate to the requirements of the HABIA National Occupational Standards.

I can confirm the candidate's evidence is authentic and accurate.
Signed by witness: *Karen Steele Senior Therapist*   Date: 7 April 2013

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

☐   Holds A1/A2, D32/D33 or L&D 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

♦ client/customer relationships

♦ contra-indications/contra-actions

You may be able to overcome these by:

♦ questioning the candidate

♦ using personal statements produced by the candidate

♦ witness testimonies

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.

Example

When accepting a witness testimony from a witness who you are not familiar with, eg the salon owner from a work placement, it may be necessary to authenticate the evidence by contacting the individual and asking them to confirm that they provided the witness testimony.

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.

Portfolios for the SVQ's in Beauty Therapy at levels 1 and 2 are available and can be downloaded from the SQA website. These publications contain much of the control and recording documentation for use by both the assessor and candidate and collectively they have the potential to form the basis for the production of a well-ordered candidate portfolio of evidence.

Should you choose to use your own recording material, this has to be approved by us.

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 1 in Beauty Therapy at SCQF level 4

Candidate: Elaine Smith

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

Unit Checklist

Mandatory	G20	G3	B1					
Optional	G2	B2	B3	N1				

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G20	Make Sure Your Own Actions Reduce Risks to Health and Safety (ENTO Unit HSS1)	*Denise Law*	19 Nov 2012
G3	Contribute to the Development of Effective Working Relationships	*Denise Law*	20 Dec 2012
B1	Prepare and Maintain Salon Treatment Work Areas	*Denise Law*	23 Nov 2012

Optional Units achieved

G2	Assist with Salon Reception Duties	*Denise Law*	28 Nov 2012
B2	Assist with Facial Skin Care Treatments	*Denise Law*	23 Dec 2012
B3	Assist with Day Make-up		
N1	Assist with Nail Services		

Unit progress record

Qualification and level: SVQ 2 in Beauty Therapy at SCQF level 5

Candidate: Elaine Smith

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

Unit Checklist

Mandatory	G20	G18	G8	B4	B5	B6	N2	N3	
Optional	G4	B7	B8	B10	S1	B34			

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G20	Make Sure Your Own Actions Reduce Risks to Health and Safety(ENTO Unit HSS1)	*Denise Law*	19 Nov 2012 (from level 1)
G18	Promote Additional Services or Products to Clients (ICS Unit 10)		
G8	Develop and Maintain Your Effectiveness at Work		
B4	Provide Facial Skin Care Treatment	*Denise Law*	20 May 2013
B5	Enhance the Appearance of Eyebrows and Eyelashes	*Denise Law*	27 March 2013
B6	Carry out Waxing Services		
N2	Provide Manicure Services		
N3	Provide Pedicure Services		

Optional Units achieved

G4	Fulfill Salon Reception Duties	*Denise Law*	20 April 2013
B7	Carry Out Ear Piercing Services		
B8	Provide Make-up Services		
B10	Enhance Appearance Using Skin Camouflage		
S1	Assist with Spa Operations		
B34	Provide Threading Services		

Unit progress record

Qualification and level: SVQ 2 in Beauty Therapy: Make-up at SCQF level 5

Candidate: Elaine Smith

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

Unit Checklist

Mandatory	G20	G18	G8	B4	B5	B8	B9		
Optional	G4	B7	B10	S1	B34				

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G20	Make Sure Your Own Actions Reduce Risks to Health and Safety (ENTO Unit HSS1)	*Denise Law*	21 March 2013
G18	Promote Additional Services or Products to Clients (ICS Unit 10)		
G8	Develop and Maintain Your Effectiveness at Work		
B4	Provide Facial Skin Care Treatment	*Denise Law*	23 March 2013
B5	Enhance the Appearance of Eyebrows and Eyelashes	*Denise Law*	27 March 2013
B8	Provide Make-up Services	*Denise Law*	15 March 2013
B9	Instruct Clients in the Use and Application of Skin Care Products and Make-up	*Denise Law*	12 May 2013

Optional Units achieved

G4	Fulfill Salon Reception Duties		
B7	Carry Out Ear Piercing		
B10	Enhance Appearance Using Skin Camouflage	*Denise Law*	25 May 2013
S1	Assist with Spa Operations		
B34	Provide Threading Services		

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 Beauty Therapy 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)
22	Observation record Unit: Provide Facial Skin Care Treatment	Yes	*PJ* 20 April 2013
23	Record of questions and candidate's answers Unit: Provide Facial Skin Care Treatment	No Evidence in candidate's file held by assessor	*PJ* 20 April 2013
24	Personal Statement Unit: Fulfil Salon Reception Duties	Yes	
25	Mandatory e-assessment Unit: Provide Facial Skin Care Treatment	No Evidence in candidate's file held by assessor	*PJ* 20 May 2013

Index of evidence

<table>
<tr>
<td colspan="4">SVQ title and level: SVQ 2 in Beauty Therapy: Make-up at SCQF level 5
(Not in evidence achievement record only an example of recording)</td>
</tr>
</table>

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
2	Observation record Unit: Provide Make-up Services	Yes	*PJ* 25 March 2013
23	Record of questions and candidate's answers Unit: Provide Make-up Services	No. Evidence in candidate's file held by assessor	*PJ* 18 March 2013
24	Personal Statement Unit: Fulfill Salon Reception Duties	Yes	
25	Mandatory e- assessment Unit: Provide Make-up Services	No. Evidence in candidate's file held by assessor	*PJ* 21 May 2013

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

Unit: B4   Provide Facial Skin Care Treatment (naturally occurring evidence for the following Units)
      B5   Enhance the Appearance of Eyebrows and Eyelashes
      G4   Fulfil Salon Reception Duties
      G18 Provide Additional Services or Products to Clients

Evidence Index No	Description of Evidence	What you must do (Performance Criteria) 1	2	3	4	What you must know									What you must cover (Range) 1	2	3	4	5	6	7
22 B4	A	✓ a–m	✓ a–l	✓ a–l		✓ 7 11	✓ 12 13	✓ 18 19	✓ 21 22	✓ 23 24	✓ 25 35	✓ 36 38	✓ 39 47	✓ 52 53		a – d					
22 B5	A				✓ a–f, h–j	✓ 11 14	✓ 20 21	✓ 22 23	✓ 25 43	✓ 51 52	✓ 54 70	✓ 71						a			
22 G18	A	✓ c–d													▓	▓	▓	▓	▓	▓	▓
23 B4	H		✓ h		✓ a–d *	✓ 55	✓ 63	✓ 70	✓ 71	✓ 73						d					
23 G18	H	✓ c–d	✓ a–d													a					
24 G4	D	✓ a	✓ a–b	✓ a–b		✓ 2	✓ 4	✓ 8	✓ 9	✓ 12	✓ 15					a	a				
24 G18	D	✓ b–c	✓ a–b	✓ e											▓	▓	▓	▓	▓	▓	▓

Unit: B4   Provide Facial Skin Care Treatment (naturally occurring evidence for the following Units)
B5   Enhance the Appearance of Eyebrows and Eyelashes
G4   Fulfil Salon Reception Duties
G18 Provide Additional Services or Products to Clients

Notes/Comments

All the requirements for the four Units above have not yet been covered. Areas in practical work and knowledge and understanding have yet to be completed. This will be covered throughout the course in B4 and B5 through observation with clients, and completion of mandatory and non mandatory parts of these Units. In the areas in G4 and G18 you will again cover this throughout the course. I would expect you would have this completed by May.

*B4 a–d covers (a) in range number 10
 In Unit G18 has no range identified

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

Candidate: *Elaine Smith*   Date: 12 February 2013

Assessor: *Denise Law*   Date: 14 February 2013

Internal Verifier: *Pat Jones*   Date: 18 February 2013

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 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, 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, D32/D33 or L&D 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:	
Assessor's signature:	**Date:**
Candidate's signature:	**Date:**