



**Assessor's guidelines for the:
SVQ 3 in Beauty Therapy at SCQF
level 6
SVQ 3 in Beauty Therapy: Make-
up at SCQF level 6
SVQ 3 in Beauty Therapy:
Massage at SCQF level 6
SVQ 3 in Spa Therapy at SCQF
level 6**

Publication date: June 2013
Publication code: DB5639/2

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ
Lowden, 24 Wester Shawfair, Dalkeith, Midlothian, EH22 1FD

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 3 in Beauty Therapy, Beauty Therapy: Massage, Beauty Therapy: Make-up and Spa Therapy 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 SVQs in Beauty Therapy

The SVQs in Beauty Therapy have been developed by HABIA and are intended for people in the Beauty Therapy 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.

These people may be working as beauty therapists in a salon, spa or clinic; a masseuse/masseur in a salon, clinic, health club, or spa; or as a make-up artist in a salon or photographic studio or be freelance therapists or make-up artists. They will 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 (depending on the 'route' they choose to follow), and that they are able to provide the client with a quality treatment/therapy, 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 salon/clinic and FE college partnerships, day spa, health spa, FE college or private training centre.

Structure of the SVQs

This section lists the Units which form the SVQs in Beauty Therapy at level 3.

SVQ 3 in Beauty Therapy at SCQF level 6 (G9XV 23)

Mandatory Units (all Units must be achieved)

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F472 04	-	-	G22	Monitor Procedures to Safely Control Work Operations (ENTO Unit HSS3)
F7AT 04	6	5	H32	Contribute to the Planning and Implementation of Promotional Activities
F9LA 04	6	12	B13	Provide Body Electrical Treatments
F9LF 04	6	12	B14	Provide Facial Electrical Treatments
F9LC 04	6	10	B20	Provide Body Massage Treatments
F9LE 04	6	12	B29	Provide Electrical Epilation Treatments

Optional Units (two Units required)

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F7AR 04	6	4	G11	Contribute to the Financial Effectiveness of the Business
F9L6 04	6	8	B12	Plan and Provide Airbrush Make-up
F9LT 04	5	5	B15	Provide Single Eyelash Extension Treatments
F9M0 04	5	5	B21	Provide UV Tanning Services
F9LJ 04	6	7	B23	Provide Indian Head Massage
F9KK 04	6	8	B24	Carry Out Massage Using Pre-blended Aromatherapy Oils
F9LP 04	6	3	B25	Provide Self Tanning Services
F9LH 04	6	5	B26	Provide Female Intimate Waxing Services
F9LL 04	6	5	B27	Provide Male Intimate Waxing Services
F9LX 04	6	10	B28	Provide Stone Therapy Treatments
D9WX 04	-	-	G25	Undertake Freelance Work (SFEDI Unit B12)
F9KN 04	-	-	G23	Check the Likely Success of a Business Idea (SFEDI BD1)
F9L9 04	-	-	B16	Prepare to Change the Performer's Appearance (Skillset HM1)
F9KG 04	-	-	B17	Assist with the Continuity of the Performer's Appearance (Skillset HM19)
F9K9 04	-	-	B18	Apply Make-up to Change the Performer's Appearance (Skillset HM6)
F9KA 04	-	-	B19	Apply Special Effects (Skillset HM7)

SVQ 3 in Beauty Therapy: Massage at SCQF level 6 (G9XR 23)**Mandatory Units (all Units must be achieved)**

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F472 04	-	-	G22	Monitor Procedures to Safely Control Work Operations(ENTO Unit HSS3)
F7AT 04	6	5	H32	Contribute to the Planning and Implementation of Promotional Activities
F9LC 04	6	10	B20	Provide Body Massage Treatments
F9LJ 04	6	7	B23	Provide Indian Head Massage
F9KK 04	6	8	B24	Carry Out Massage Using Pre-blended Aromatherapy Oils
F9LX 04	6	10	B28	Provide Stone Therapy Treatments

Optional Units (two Units required)

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F7AR 04	6	4	G11	Contribute to the Financial Effectiveness of the Business
F9L6 04	6	8	B12	Plan and Provide Airbrush Make-up
F9LA 04	6	12	B13	Provide Body Electrical Treatments
F9LF 04	6	12	B14	Provide Facial Electrical Treatments
F9LT 04	5	5	B15	Provide Single Eyelash Extension Treatments
F9M0 04	5	2	B21	Provide UV Tanning Services
F9LP 04	6	3	B25	Provide Self Tanning Services
F9LH 04	6	5	B26	Provide Female Intimate Waxing Services
F9LL 04	6	5	B27	Provide Male Intimate Waxing Services
D9WX 04	-	-	G25	Undertake Freelance Work (SFEDI Unit B12)
F9KN 04	-	-	G23	Check the Likely Success of a Business Idea(SFEDI BD1)
F9L9 04	-	-	B16	Prepare to Change the Performer's Appearance (Skillset HM1)
F9KG 04	-	-	B17	Assist with the Continuity of the Performer's Appearance (Skillset HM19)
F9K9 04	-	-	B18	Apply Make-up to Change the Performer's Appearance (Skillset HM6)
F9KA 04	-	-	B19	Apply Special Effects (Skillset HM7)

SVQ 3 in Beauty Therapy: Make-up at SCQF level 6 (G9XT 23)**Mandatory Units (all Units must be achieved)**

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F472 04	-	-	G22	Monitor Procedures to Safely Control Work Operations(ENTO Unit HSS3)
F7AT 04	6	5	H32	Contribute to the Planning and Implementation of Promotional Activities
F9KP 04	6	8	B11	Design and Create Fashion and Photographic Make-up
F9LV 04	5	8	B22	Provide Specialist Skin Camouflage Services

Optional Units (four Units required)

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F7AR 04	6	4	G11	Contribute to the Financial Effectiveness of the Business
F9L6 04	6	8	B12	Plan and Provide Airbrush Make-up
F9LA 04	6	12	B13	Provide Body Electrical Treatments
F9LF 04	6	12	B14	Provide Facial Electrical Treatments
F9LT 04	5	5	B15	Provide Single Eyelash Extension Treatments
F9M0 04	5	2	B21	Provide UV Tanning Services
F9LP 04	6	3	B25	Provide Self Tanning Services
F9LH 04	6	5	B26	Provide Female Intimate Waxing Services
F9LL 04	6	5	B27	Provide Male Intimate Waxing Services
F9LJ 04	6	7	B23	Provide Indian Head Massage
F9KK 04	6	8	B24	Carry out Massage Using Pre-blended Aromatherapy Oils
F9LX 04	6	10	B28	Provide Stone Therapy Treatments
D9WX 04	-	-	G25	Undertake Freelance Work (SFEDI Unit B12)
F9KN 04	-	-	G23	Check the Likely Success of a Business Idea(SFEDI BD1)
F9L9 04	-	-	B16	Prepare to Change the Performer's Appearance (Skillset HM1)
F9KG 04	-	-	B17	Assist with the Continuity of the Performer's Appearance (Skillset HM19)
F9K9 04	-	-	B18	Apply Make-up to Change the Performer's Appearance (Skillset HM6)
F9KA 04	-	-	B19	Apply Special Effects (Skillset HM7)

SVQ 3 in Spa Therapy at SCQF level 6 (G9XP 23)

Mandatory Units (all Units must be achieved)

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F472 04	-	-	G22	Monitor Procedures to Safely Control Work Operations (ENTO Unit HSS3)
F7EY 04	6	6	G18	Promote Additional Services or Products to Clients (ICS Unit 10)
F9LC 04	6	10	B20	Provide Body Massage Treatments
F9LX 04	6	10	B28	Provide Stone Therapy Treatments
F9L3 04	6	7	S2	Monitor Clients and the Operation of Sauna, Steam and Hydrotherapy Treatments
F9LD 04	6	7	S3	Provide Body Wrapping and Flotation Treatments

Optional Units (two Units required)

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F7AR 04	6	4	G11	Contribute to the Financial Effectiveness of the Business
F9LA 04	6	12	B13	Provide Body Electrical Treatments
F9LF 04	6	12	B14	Provide Facial Electrical Treatments
F9LJ 04	6	7	B23	Provide Indian Head Treatments
F9KK 04	6	8	B24	Carry Out Massage Using Pre-blended Aromatherapy Oils
F7AT 04	6	5	H32	Contribute to the Planning and Implementation of Promotional Activities

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

Margaret had worked as a beauty therapist in a salon for four years. She had no formal qualifications but recognised the benefit of achieving a qualification which would give her national recognition of the skills which she already had. She had gained experience in carrying out skin care treatments (including electrotherapy), waxing, manicure, pedicure and body massage. As she had considerable experience in both consulting and advising her clients and performing the treatments, the salons training and development manager advised her to consider a level 3 SVQ in Beauty Therapy.

When the T&D manager matched Margaret's job remit and existing skills and experience with the SVQ, it emerged that Margaret should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Provide Body Massage Treatments
- ◆ Provide Female Intimate Waxing Services

The T&D Manager arranged for an assessor within the company to provide Margaret with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Margaret also had some experience in relation to three further Units; however, some planning is required in order to provide her with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ Provide Facial Electrical Treatments
- ◆ Provide Body Electrical Treatments
- ◆ Provide Indian Head Massage

The T&D Manager in the salon arranged for the assessor to accompany Margaret during a treatment to observe and assess her for the first two Units and plans were made to assess the third Unit through a combination of observation, questioning and assessment of case studies.

Margaret had no experience of the areas in Units, which were:

- ◆ Provide Electrical Epilation Treatments
- ◆ Carry Out Massage Using Pre-blended Aromatherapy Oils

Since Margaret's job remit would not cover these areas of the SVQ, the T&D Manager in the salon arranged for her to attend a local FE college and take part in the Units being delivered by a member of staff for observation and practice.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for Margaret.

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 Unit B20, Provide Body Massage Treatments.

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

Unit B20 Provide Body Massage Treatments					
Activities	Performance Criteria	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
<p>Provide body massage treatment for a client to include the following:</p> <p>Client consultation.</p> <p>Plan and agree treatment strategy.</p> <p>Prepare the treatment area, self and client.</p> <p>Carry out body massage.</p> <p>Complete treatment within the commercially viable time, check client satisfaction, and provide aftercare, homecare and ongoing treatment advice, record treatment. Tidy work area appropriately.</p>	<p>B20 PC 2 a, e, f, g, h</p> <p>B20 PC2 i, l, m, p</p> <p>B20 PC 1 a, b, c, e, f, h, l</p> <p>B20 PC3 a, b, c, d, f, g PC1 f, i, k, l</p> <p>B20 PC 1 n PC3 g PC5 a, b PC1 p</p>	<p>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 choice of massage medium, choice of massage strokes.</p> <p>Sources of evidence: Finished product (client), treatment record card signed and dated, observation checklists, client feedback form, treatment area.</p>	24/11/2013	<p>Successful completion of externally set mandatory e-assessments for the above unit including Anatomy and Physiology assessment, providing most of the evidence of Knowledge and Understanding requirements for the unit. Date achieved 20/10/2010. Body massage using infra-red carried out on previous client record cards and observation checklist.</p>	B24 APH covered Q 44–56

Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	Therapist responsibilities under relevant health and safety legislation, though ongoing observation of preparation and tidying up the treatment area at the end of the treatment will confirm maintenance of requirements.
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Assessor's signature	<i>Ann Brown</i>	1st review due	26 November 2012
Candidate's signature	<i>Margaret Jones</i>	2nd review due	2 January 2013
Date of agreement	4 January 2013	Date of completion	25 January 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:

- ◆ realistic atmosphere
- ◆ candidate can complete learning at their 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 the manager of a busy salon in the centre of town that offers a wide range of treatments to clients. Candidates learning to use electrical equipment on clients will, in the first instance, observe the senior therapist setting up and using the equipment. Over a period of time, a candidate could prepare the equipment for use as the therapist works on preparing the client. Gradually the candidate could assume more of the role of the therapist, with the therapist/assessor taking on the role of observing candidate competence.

It may also be that the proximity of work areas will mean that you will be able to confirm your candidate's competence for a variety of different tasks by observing their normal activity on a day-to-day basis.

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 assessment methods, such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. You may, for instance, wish to ask the candidate why they took the action they did or why they responded to the client in a particular way. This could confirm the candidate's knowledge and understanding of the how they should conduct themselves to deal with the variety of 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. Where necessary, you should use valid and comprehensive methods of recording observations, 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 are required to complete all of the externally-set mandatory e-assessment questions for each Unit that they undertake at level 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 paper for each of the anatomy and physiology requirements.

Candidates are not expected to repeat questions on knowledge common to several Units, therefore to prevent repetition, there is a separate assessment to cover the anatomy and physiology across all of the Units in each of the levels. Each Unit can be assessed as a whole, or taken with the anatomy and physiology questions omitted. This is to ensure candidates taking individual units as opposed to full qualifications are not discriminated against.

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 a facial electrical treatment on a client. You might ask the candidate to explain why they have selected a particular piece of electrical equipment 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

A therapist is performing a body massage and a leg wax on a client. In which order would you perform these and why? Explain the importance of understanding the reasons for this.

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 ↑ ↓ Weakest	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.

This is not a usual or applicable method of assessing the beauty therapy 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.

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.

All range statements must be assessed through observation. Therefore, it is probable that candidates will require to be assessed on their practical skills and activities on several occasions in order to cover all of the range statements.

Observation record

Unit/Element B24 Carry Out Massage Using Pre-blended Aromatherapy Oils

Candidate Joyce Irvine

Date of observation 22 November 2012

Evidence index number 23

Skills/activities observed	PCs covered	Range covered
Consultation, carrying out body massage using pre-blended oils, giving after care advice and recommendations.	B24 PC1 a–o, PC2 a–f, PC3 a–g, PC4 a–b B20 PC3 b, d	B24 PC1 a–d, PC2 a–g, PC3 a, b, c, PC5 a, b, d, PC6 c, d f, g, h, PC7 a, d, e B20 PC3 a, b, c

Knowledge and understanding apparent from this observation

1, 4, 7, 8, 9, 12, 13, 15, 18, 24, 26, 27, 29, 42, 63, 64, 65, 78, 80

Other Units/Elements to which this evidence may contribute

B20 PC3 b, d

Assessor's comments and feedback to candidate

This was an excellent treatment. Client consultation treatment planning and choice of oils met the client requirements, that together with the questions asked, and after care advice given, all records completed after treatment, generated all the above evidence to a satisfactory standard for a pass across the range demonstrated. Well done!

I can confirm the candidate's performance was satisfactory.

Assessor's signature *Margaret Green*

Date 22 November 2012

Candidate's signature *Joyce Irvine*

Date 22 November 2012

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 B20 Provide Body Massage Treatments	Element(s) 10, 13, 28 EKU
Evidence index number 20	
Circumstances of assessment Questioning on areas in EKU not yet covered by practical performance.	
List of questions and candidate's responses	
<p>Q10: How would you complete client records, the reasons and importance of these, and why you should get client signature?</p> <p>A: To ensure you have correct information the records must be completed to record what has been carried out and ensure any changes to further treatments are recorded. Clients should sign these to show they have agreed to treatments and are happy with the result.</p> <p>Q13: What are the organisation's requirements for client preparation?</p> <p>A: This answer would differ in different organisations, but a general answer may be, client consultation should be carried out with tact, all clients must be made to feel comfortable within their time in salon, client must be given time to get prepared to undress for treatment, and therapist should ensure that client at no time feels vulnerable, and modesty is maintained.</p> <p>Q28: Why is it important to question clients before treatment to establish that they have no known contra-indication to head/body massage treatments?</p> <p>A: To ensure that you do not cause any further problems which could cause discomfort or injury to client.</p>	
Assessor's signature <i>Ann Brown</i>	Date 15 October 2012
Candidate's signature <i>Margaret Jones</i>	Date 15 October 2012

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 for G11 Productivity and development targets	Links to other evidence (enter numbers)	Unit, Outcomes, PCs covered
14/09/12	19	<p>Productivity and development targets are an essential part of any business to ensure it is successful. Correctly set and met these will mean ongoing profits for the business and ongoing employment for my colleagues and myself.</p> <p>For this reason it is very important to ensure I meet my 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 all staff were given new targets to meet. I realised that to meet these new targets I had to capitalise on every opportunity to retail homecare products to my clients. So, from the moment I start the treatment I talk to my client about their skin, what I am using and why, explain how they should use the products at home to get the best out of their treatments and continue to improve their skin at home. When their treatment is completed I take them through to the reception area and show them the products, discuss sizes and prices and finally do my best to close the sale. I also make a point of trying to interest all my clients in other treatments that are on offer in the salon and that would be suitable for them to have. Last week I was able to exceed both my retail and treatment sales targets by ensuring that I made a real effort to do this with all my</p>		<p>G11 Contribute to the Financial Effectiveness of the Business. PC2 b, d, e and EKU 23</p>

		<p>clients. It wasn't easy at first, but once I got my first sale I felt more confident, and although I wasn't able to sell something to all the clients I was very surprised at how many did buy at least one product. I have also made a note on the record cards of clients' purchases so that I can follow them up on their next salon visit. Making a real effort to do this means more commission for me 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 skin condition on an ongoing basis.</p> <p>Also, next week myself and another colleague are running an information and taster evening at one of the large offices located near to the salon. We 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. My 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.</p>		
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Candidate's signature *Margaret Jones*

Date 14 September 2012

Witness testimony

Remember when you 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 Spa Therapy at SCQF level 6
Candidate's name	Jennifer Wild
Evidence index no	16
Index no of other evidence which this testimony relates to (if any)	G11 and G18
Unit, Outcomes, PCs	B28 Provide Stone Therapy Treatment PC1 a, b, g, k, j, m, p, q, u, PC2 a, e, f, h, l, j, n, o, p, q, PC3 a, b, e, f, g, h, l, j, k, o, p, PC4 a, b
Date of evidence	12 March 2013
Name of witness	Rita Bell
Designation/relationship to candidate	Work colleague
Details of testimony	
<p>I testify that my colleague Jennifer Wild carried out stone therapy treatments on a new client, who had been given this treatment as a birthday present. Jennifer carried out a very thorough discussion and consultation explaining what the treatment entailed giving the client time to ask questions, Jennifer has a very good manner and this made the client relaxed about the treatment. She then carried out client consultation covering all areas on the record card. Ensuring client had no contra-indications to this treatment Jennifer then took client through to treatment room where she had prepared all equipment to be used. She gave client time to disrobe and made sure she was comfortable before starting, Jennifer carried out a skin test to determine client response to hot and cold temperature. Jennifer carried out the stone therapy treatment making sure the correct stones were used ensuring she correctly placed stones and then adapted the treatment techniques to meet the client's physical characteristics and treatment objectives. She checked client's well being throughout the treatment. The treatment was carried out in a professional manner and Jennifer discussed the result with client to make sure she was satisfied with how she felt after treatment; she then gave good aftercare recommendations and advice. The client made another appointment for further stone therapy treatments. The treatment was carried out ensuring all health and safety requirements were maintained throughout. Jennifer completed client record card, and stored it in a locked filing cabinet.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Witness signature <i>Rita Bell</i>	Date 14 March 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 & 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, or 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 for a candidate from a witness who you are not familiar with, eg 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.

It is also important that any written assignment that a candidate offers as evidence of knowledge and understanding is an original piece of work, and not someone else's work copied from a book or downloaded from the internet. Often it is extremely difficult to authenticate this type of evidence, so it may be appropriate that part of the assignment is prepared under assessment conditions or monitored by the assessor on a regular basis during compilation.

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.

There are no HABIA approved nationally devised standard forms for recording achievement. There *are* standard forms devised by SQA for recording achievement. Copies of these forms can be found in Appendix 1. Should you choose to use your own recording material, this has to be approved by us or by the awarding partner (where this is a requirement).

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 which may cover more than one Unit.

Evidence code	Type of evidence
H	<p>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.</p> <p>The scope of these questions when used should be noted in the assessor's comments box at the end of each Element.</p>
I	<p>Written mandatory questions (e-assessment) Questions that require a written answer from the candidate (undertaken in a closed-book scenario).</p>
J	<p>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.</p>
K	<p>Photographs May be used to support product evidence.</p>
L	<p>Written non mandatory questions Questions that require a written answer from the candidate (undertaken in an open-book scenario).</p>

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

Unit progress record

Qualification and level SVQ 3 in Beauty Therapy: Make-up at SCQF level 6

Candidate's name Camille Todd

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

Unit Checklist

Mandatory	G22	H32	B11	B22						
Optional	G11	B12	B18	G25						

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
G22	Monitor Procedures to Safely Control Work Operations		
H32	Contribute to the Planning and Implementation of Promotional Activities		
B11	Design and Create Fashion and Photographic Make-up	<i>Isabel Low</i>	19/11/12
B22	Provide Specialist Skin Camouflage Services		

Optional Units achieved

G11	Contribute to the Financial Effectiveness of the Business		
B12	Plan and Provide Airbrush Make-up	<i>Isabel Low</i>	22/11/12
B18	Apply Make-up to Change the Performers Appearance		
G25	Undertake Freelance Work		

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 3 in Beauty Therapy 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)
19	Personal statement for unit G11	Yes	MD 01/09/12
24	Oral questions	No Filing cabinet in office	
25	Assessment plan and observation	No Candidate file kept in office	
22	Mandatory e-assessment complete including APH	No Results kept in cabinet in office	MD 30/10/12

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 B20 Provide Body Massage Treatments

Evidence Index No	Description of Evidence	What you must do (Performance Criteria)						What you must know								Range										
		1	2	3	4	5												1	2	3	4	5	6	7	8	9
19	Personal statement		b , d , e					2 3											a							
25	Record of questions and answers							1 7	1 9	3 1	4 2	6 1	6 3	6 5	7 2	7 6										
22	Assessment plan and assessment date Observation	a - c, e - h l, n , p	a - e , i l- p	a - g		a												b	a , d		b					

Unit B20 Provide Body Massage Treatments

Notes/Comments

Unit evidence not yet complete.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate's signature

Date

Assessor's signature

Date

Internal verifier's signature

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's signature

Date

Assessor's signature

Date

Internal verifier's signature

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

Candidate's signature

Date

Observation record

Unit/Element(s)

Candidate's name

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.	
Witness signature	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