



**National Qualifications 2012  
Internal Assessment Report  
Hairdressing**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Qualifications (NQ) Awards

Titles/levels of NQ Awards verified:

Skills for Work: Hairdressing 404 —

Hairdressing Intermediate 1 (C238 10)

Hairdressing Intermediate 2 (C252 11)

Units

DXOM 10: Hairdressing Employability Skills

DXOM 10: Salon Awareness

DXON 10: Working in the Salon

DXOP 10: Creativity

F343 11: Working in a Salon Environment

F344 11: Salon Skills

F345 11: Introduction to Colour

F346 11: Creative Trends

There were 16 centres in the verification sample.

## General comments

The Awards are being delivered within different types of centres

- 1 A schools-college partnership where delivery is by college staff and takes place in either a salon, the school or the college salon.
- 2 Schools where staff are employed by the school, and internal verification is either conducted by the staff, contracted through the college, or through private contracts.
- 3 Three-way partnerships where the school is the approved centre, and qualified staff deliver in a commercial salon environment. The college Internal Verifier is contracted by the school.

Each of these methods works well. All centres involved in the verification sample had a good understanding of the national standards. All were working with the National Assessment Bank (NAB) materials and all staff delivering were using this correctly. All centres delivering had a clear understanding of the requirements of the national standards. This was shown in the external verification reports, where any small clarifications were responded to with advice and support.

SQA sent out information relating to the EU directive on those under 16 applying colour to hair. New assessment material had been developed to address this and

was sent out to centres delivering NQs. This has been implemented where appropriate.

## **Course arrangements, Unit specifications, instruments of assessment and exemplification materials**

All centres delivering NQs had copies of the arrangements documentation. They were all using NAB material for assessment purposes. Staff interviewed all had a good understanding of the Unit specifications, instruments of assessment and exemplification of materials.

Both Awards in the Skills for Work: Hairdressing have excellent support packages for both tutor and candidate developed by SQA and Scotland's colleges. These give information, activities and pre assessment notes. Most centres are using these in the delivery of the Course. Where centres had developed more material to underpin knowledge, this was shown to be of a good standard and met the requirements of the Units and Awards being delivered and assessed.

Assessors interviewed were enthusiastic and all felt that the material for delivery was relevant. However they did not use all the material included due to concerns about overwhelming the candidate group with large amounts of written work. All centres were using the assessment material included in the NAB and this was being used effectively. All assessors had a good understanding of the assessment requirements, both practical and written

## **Evidence Requirements**

All Units assessed were being carried out in line with the Evidence Requirements. The information given in the tutor support packs clearly shows the Evidence Requirements for the Units, both practical and written. Assessor observation checklists ensure that all Evidence Requirements are clearly covered. Within the candidates' folios, evidence is retained to show where the assessments have been carried out. Evidence for the Units consists of observational checklists, written questions, client consultation records, reviews, mood boards, storyboards, photographs of work on mannequin heads and actual mannequin heads. All of these were being assessed to the requirements of the Units delivered and met the required standards at each level.

## **Administration of assessments**

Most centres were delivering Intermediate 1, with a few delivering both Intermediate 1 and 2. Assessments were being carried out at an appropriate level for both. Centres were, in the main, integrating assessments in a way that was appropriate for the candidates' learning. The information in the tutor packs gave advice as to the delivery and assessment of the Units. In the main this was being carried out effectively.

In Intermediate 1, the Employability Skills Unit is delivered throughout the Award. In some centres this had been started later in the delivery schedule. Support and advice were given as to why it is better to start this Unit at the beginning of the

Course in order to show development of employability skills and candidate experience of self-development.

Internal verification processes and procedures were in the main good, and showed clearly how this process was being recorded and implemented. Where External Verifiers felt that this could be improved, support was put in place.

Where internal verification was carried out by an Internal Verifier from outside the centre, support and advice were given to ensure a copy of the report was kept within the centre. In most centres, a standardised approach was in place where delivery was over a number of sites, and it was shown that assessors were supported by internal verification. Good examples of the internal verification process were provided, showing clearly the internal verification procedures, feedback and any actions for assessors. This was supportive and the documentation robust.

Centres who are delivering Intermediate 2: Introduction to Colour Unit were given information from SQA on the EU directive relating to candidates aged under 16. There is now assessment material in place for post- and pre-16 candidates. The use of this different assessment material has been implemented in centres and evidence of this was available

## **Areas of good practice**

There were a number of areas of good practice identified. Centres demonstrated innovative ways of ensuring candidate motivation and these included:

- ◆ Salon-school-college partnerships were highlighted in the Times Educational Supplement (TES) publication as good practice
- ◆ Involvement in charity events (citizenship)
- ◆ Open days showcasing skills learned to others
- ◆ Involvement of candidates in hairdressing competitions in-house and at regional level, motivated candidates and broadened their experience
- ◆ Visits to Salon International in London to broaden experience of the hairdressing industry
- ◆ Providing students with a range of clients for realistic, practical skills experience
- ◆ Parents' nights to provide an informative overview and showcase candidates' skills
- ◆ Working with candidates at a higher level to give experience of progression
- ◆ Taking part in commercial training to broaden experience of industry requirements
- ◆ Providing good support to candidates where English is a second language through a buddy system (citizenship skills)
- ◆ Visits to an art exhibition, giving candidates the chance to see the use of textures (needed for mood boards)
- ◆ Providing good photographic evidence of practical work carried out

- ◆ Providing good examples of internal verification records

### **Specific areas for improvement**

- ◆ Ensure assessments are written with pen not pencil.
- ◆ When producing mood boards for the Creativity Unit, make sure texture is used.
- ◆ Ensure signing of candidate worksheets.
- ◆ Early delivery of Employability Skills Unit.
- ◆ Ensure copy of internal verification records are kept in the centre.
- ◆ Standardisation across Unit assessments where there are multiple sites.