



**National Qualifications 2015
Internal Assessment Report
Skills for Work: Hairdressing**

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

National Qualifications (NQ) Awards

Skills for Work Hairdressing National 4

DX0K 10 Hairdressing: Employability Skills
DX0M 10 Hairdressing: Salon Awareness
DX0N 10 Hairdressing: Working in the Salon
DX0P 10 Hairdressing: Creativity

Skills for Work Hairdressing National 5

F343 11 Hairdressing: Working in the Salon Environment
F344 11 Hairdressing: Salon Skills
F345 11 Hairdressing: Introduction to Colour
F346 11 Hairdressing: Creative Trends
HOPK 11 Hairdressing: Introduction to Colouring Processes

General comments

External verifiers reported favourably on assessment practices in the centres visited. The work produced by learners was found to be consistent within the expected standards and in some cases was very high. This indicates that, in most cases, delivering centres have a clear and accurate understanding of the national standards.

Internal verification shows continual signs of improvement. In some approved centres internal verification processes were robust and fully evident. Most centres have comprehensive master folders for each Unit which include teaching/learning plans/approaches assessment procedures, internal verification schedules and internal verification feedback sheets.

The feedback in the external verification reports was very positive, and highlighted good practice.

External verification activity for 2014–15 was carried out across 10 centres and the breakdown of delivery was:

| | |
|-----------------------------|-----|
| College provision | 40% |
| College–school partnerships | 40% |
| Private provider | 20% |

Only one Hold on certification was necessary and this was subsequently rectified after a second visit.

The Skills for Work: Hairdressing Courses still provide achievable goals and progression on to a higher level of study that includes NQs at SCQF levels 5 and 6 and SVQ 2 (SCQF level 5) in Hairdressing.

Visits have been well organised and centres have provided all the relevant documentation for the external verification events.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

All centres were able to demonstrate their use of the Arrangements document to assist with the context for delivery. Folders were made available to all External Verifiers which contained all relevant documentation including the most recent Unit specifications, instruments of assessments, exemplification materials, and evidence of internal verification and assessment decisions.

All centres verified this session were making good use of the National Assessment Bank (NAB) material and candidate evidence was found to be consistent across centres. It is clear from the External Verifiers' reports that centres are finding these resources valuable and accessible.

The variety of assessments (which includes assessor observation checklists, consultation sheets/records, story/mood boards, written question papers, reviews, tuition heads, photographic evidence, SQA DVD and design plans) gives the assessors the opportunity to vary the assessment to meet the needs of the individual learner and provides a standardised approach to delivery and marking.

Most assessors who were interviewed stated that the materials available for delivery were relevant and they had a good understanding of the requirements for assessments. In all centres a high level of achievement is expected by assessors with a view to encouraging learners to not only fulfil their potential but to progress on to the next level of study.

Evidence Requirements

It was observed that most learners' folios were thorough and generally well presented. Furthermore, learner folios, in most centres, were comprehensive and clear progression was evident in Unit work.

Assessments appeared to be consistent and fair. Assessor comments in the majority of centres were found to be supportive and clearly outlined strengths as well as areas for improvement.

Administration of the Course and recording of assessment decisions and overall attainment was generally consistent across most centres. The decisions made by assessors were valid, authentic, reliable and sufficient. In most cases there was evidence of internal verification having taken place. All material is signed-off by the assessor to give assurance that it is the learner's own work and is valid for the element being measured, and sufficient to satisfy the Unit specification.

Administration of assessments

All centres are using the NABs and the marking guidelines provided in the NAB have ensured a consistent application of standards as set out in the Unit specifications.

Most learners are monitored as they progress and evidence was available which supported the decision to require some learners to re-sit Unit assessments when appropriate standards had not been met. These re-assessment decisions were found to be reliable and consistent across centres.

A holistic approach to assessment has been adopted by most centres. They have identified where assessments can be integrated as the award progresses — reducing the number of assessments without compromising the standards required to achieve the Award.

Stringent procedures for internal verification were observed during external verification and in certain centres there was clear evidence of pre-, mid- and post-internal verification being used to maintain high standards. One centre's procedures stated that a minimum of 25% of learners' materials should be internally verified — all learners' work had been internally verified and there were no issues arising from internal verification. Similar policies are in place in other centres and where the Course is delivered across more than one site, robust pre-delivery and standardisation meetings were held to ensure consistency of approaches to learning, teaching and assessment.

Areas of good practice

The following examples of good practice were observed by External Verifiers:

- ◆ Class record of achievement for each Unit
- ◆ Learner participation in school prom fashion show and open day
- ◆ Use of training record which demonstrates learner practical activity progress
- ◆ Client consultation record used to support practical performance
- ◆ Integration with higher level groups giving logical assessment evidence making best use of assessment opportunities
- ◆ Creativity Unit — step-by-step record showed clearly the cuts and styling carried out
- ◆ Good constructive feedback from assessors
- ◆ Integration of practical Units
- ◆ Innovative story/mood boards
- ◆ Four week introductory course
- ◆ Use of memory stick for Creativity Unit to record evidence
- ◆ Work experience for learners at National 4
- ◆ Showcase mannequin heads after completion of Creativity Unit

Specific areas for improvement

From the reports of the external verification team, the areas that have been highlighted as areas for improvement are:

- ◆ A more standardised approach when using consultation sheets across campuses
- ◆ Encouraging learner reflection for the Employability Skills Unit
- ◆ In some cases the Creativity and Creative Trends Units had the following areas highlighted:
 - story boards require more detail
 - re-visit NAB and marking guidelines to have a clearer understanding
 - Creativity to include photograph of completed work on mood board
 - Creative Trends — NAB materials to be revisited and information to show clear evidence of skills to be developed
 - assessors to review and ensure that skills developed are recorded by the learner
 - research creative trends and not theme, achieve each Outcome prior to moving on to the next
- ◆ In a few cases, completion of assessor checklists, learner review sheets and Unit assessment could be a bit more timely and rigorous.