



**National Qualifications 2013  
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 Intermediate 1

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 Intermediate 2

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

## General comments

Different providers are delivering the Awards:

- ◆ 65% of delivery is through college–school partnerships. College staff carry out the teaching, assessment and internal verification in-house, in the college’s commercial salon.
- ◆ 25% of delivery is through a partnership between the school and private providers. The private provider provides teaching, assessment and internal verification in the school environment within a realistic working environment — simulated salon.
- ◆ 10% is through school as the approved centre. Qualified assessors carry out the teaching and college personnel carry out internal verification in a realistic working environment — simulated salon.

Delivering centres have a clear understanding of the requirements for both Intermediate 1 and 2.

All centres are using the National Assessment Bank (NAB) materials and all lecturers/assessors are implementing these appropriately.

Certain areas required clarification. These were highlighted in the External Verifier reports and were resolved with support from the External Verifier during their visit.

All centres are aware of, and are adhering to, the SQA information pertaining to the EU directive relating to applying colour to hair on learners who are under 16 years old.

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

All centres delivering Skills for Work: Hairdressing Intermediate 1 and 2 had copies of the Arrangement documents. As previously stated, all centres are using the NABs for assessment purposes. All assessors interviewed had a good knowledge and understanding of the Unit specifications, instruments of assessments and exemplification materials.

Centres are using Colleges Scotland's support packs for assessors/lecturers and for learners. These include information sheets and activities and are being used to generate evidence for assessment.

However, not many centres appear to be aware of, or are using, the support materials from SQA, ie the DVD Hairdressing: Creativity at Intermediate 1. Where centres have developed extended materials to augment the support packs, they have provided more depth and breadth underpinning knowledge and understanding within the Course.

All assessors stated that the assessment materials for the qualifications were relevant. The materials allowed centres to have a good understanding of the qualifications and the requirements for assessments.

Assessors were positive and enthusiastic about the award and felt it was well designed, relevant and prepared the learner for further study/industry.

### **Evidence Requirements**

It appears that, in the main, the Evidence Requirements are being delivered to the standard required; however, this has not been the case across all centres. One EV report indicated that assessment decisions on written work were not reliable. Inaccurate and/or insufficient depth of learner responses did not meet the requirements of the assessment instruments.

However, the centres are using the Colleges Scotland support packs and the information for the lecturer/assessor contained within the packs provides the evidence requirements for both theory and practical areas. Instruments of assessment include assessor observation checklists, consultation sheets/records, story/mood boards, written question papers, reviews, tuition heads, photographic evidence, and design plans.

The assessment materials are presented as a learner portfolio 'bringing the materials to life'.

### **Administration of assessments**

Assessors are assessing to the appropriate level and evidence indicated that integration of assessments was taking place. Assessors are referencing evidence to the four capacities for Curriculum for Excellence.

In the main, internal verification policies and procedures were implemented. This was recorded in the EV reports. When an internal verification event was carried out, prompt feedback was provided to assessors. This was received in a constructive and positive manner and was felt to be supportive.

All centres are using internal verification recording sheets to provide feedback to their assessors.

Assessors and internal verifiers interviewed were positive about the Course, including the NABs and tutor/student support packs.

### **Areas of good practice**

Centres are using innovative methods of good practice and these included:

- ◆ Evidence stored electronically on a memory stick
- ◆ Work placement
- ◆ Parent's evenings and involvement with community and charity events
- ◆ Robust internal verification providing prompt assessor feedback
- ◆ Duty rotas for working in the salon
- ◆ End of year awards
- ◆ Good partnerships between schools and salons/colleges
- ◆ Consultation records showing key skills
- ◆ Themed group work
- ◆ Referencing to the four capacities of Curriculum for Excellence
- ◆ Current learners presenting to a local school
- ◆ Learners encouraged to learn about retail within the hairdressing sector
- ◆ Learners undertaking the Course in their own time
- ◆ Integration with mainstream students

### **Specific areas for improvement**

Areas that have been highlighted as areas for improvement:

- ◆ More texture used when creating mood boards
- ◆ Develop internal verification schedule and ensure this is carried out at regular points to avoid end-loading
- ◆ All NABs to be completed in pen not pencil
- ◆ More written feedback, to learner, to enable reflection throughout the Course
- ◆ Presentation of mood boards using larger paper size
- ◆ Lecturer to sign and provide feedback on design plans before learner completes the chosen style

The EV team was very positive about the ways in which assessment had been carried out in centres. However, there have been instances where it was thought that the mood board (Creativity) and knowledge at Intermediate 2 were lacking in depth. Information could be more descriptive/visual. Disappointingly, this had not been always highlighted through internal verification.