



**Higher National and Scottish Vocational Qualifications  
Qualification Verification Summary Report 2018  
Hairdressing**

## Introduction

### HNs

During session 2017–18 Graded Unit F5DM 34 and DN5Y 33 Long Hair were moderated. Evidence for the graded unit was well presented and it was clear that all candidates had understood the assessment criteria. Candidates had selected appropriate potential employer organisations and had clearly identified why they would choose to work for them. The selection of models to portray individual organisations was good. Assessors had given clear and accurate feedback and marking guidelines used gave a clear picture of the grade awarded to each candidate. The assessors in centres had delivered all aspects of the graded unit to a high standard. This met the requirements in terms of delivery support, marking and feedback to candidates. SQA verifiers reported centres as having significant strengths.

The unit DN5Y 33 had been delivered as part of NQ level 6; this unit sits in the NC level 6 and HNC Hairdressing courses.

The candidate evidence for Hairdressing: Long Hair was presented in hard copy portfolio and met the evidence requirements. Discussions for this unit focused on candidates using more current research to ensure there is a better understanding of current trends.

### SVQs

The following SVQs were verified in centres:

- GK73 21 Hairdressing and Barbering (SCQF level 4)
- GK74 22 Hairdressing (SCQF level 5)
- GK76 23 Hairdressing (SCQF level 6)
- GK75 22 Barbering (SCQF level 5)
- GK7A 23 Barbering (SCQF level 6)

Almost all centres showed significant strengths. In those centres where areas for improvement had been identified and time bound, all have been addressed and completed.

#### **GK73 21 SVQ in Hairdressing and Barbering (SCQF level 4)**

- H9AX 04 Prepare for Hair Services and Maintain Work Areas
- H9AY 04 Contribute to the Development of Effective Working Relationships
- H9C1 04 Shampoo and Condition Hair

#### **GK74 22 SVQ in Hairdressing (SCQF level 5)**

- H9CF 04 Shampoo, Condition and Treat the Hair and Scalp  
(in both Barbering and Hairdressing)
- H9CC 04 Cut Hair using Basic Techniques
- H9CA 04 Set and Dress Hair
- H9C9 04 Style and Finish Hair
- H9CD 04 Colour and Lighten Hair
- H9CM 04 Fulfil Salon Reception Duties (in both Barbering and Hairdressing at SCQF level 5)

#### **GK76 23: SVQ in Hairdressing (SCQF level 6)**

- H9CN 04 Creatively Style and Dress Hair

- H9CT 04 Provide Client Consultation Services  
(in both Barbering and Hairdressing at SCQF level 6)
- H9CR 04 Creatively Colour and Lighten Hair
- H9CP 04 Creatively Cut Hair using a Combination of Techniques
- H9CW 04 Provide Creative Hair Extension Services
- H9DC 04 Develop, Enhance and Evaluate your Creative Hairdressing Skills
- H9DD 04 Provide Specialist Hair and Scalp Treatments
- H9DA 04 Hair Colour Correction Services
- H9CY 04 Contribute to the Planning, Implementation and Evaluation of Promotional Activities

**GK75 22 SVQ in Barbering (SCQF level 5)**

- H9D3 04 Dry and Finish Men's Hair
- H9D1 04 Cut Hair using Basic Barbering Techniques
- H9D2 04 Cut Facial Hair to Shape using Basic Techniques

## Category 2: Resources

### **Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.**

Although it is not a requirement for the Higher National (HN) units verified, almost all the centres visited provided qualification and continuing professional development (CPD) folders, which contained evidence that the required CPD was being carried out and indicated that staff training for the specialist subject area was up to date.

In those centres delivering SVQs, there was evidence that all staff were qualified in line with the assessment strategy. CPD and qualification folders were available in all centres verified. Almost all centres had dedicated folders for staff delivering SVQs. In more than a few centres, verifiers advised staff to include more details in the folders, and to record CPD hours claimed in order to meet the assessment strategy fully.

According to continuing professional development records (CPDR) provided to verifiers, almost all centre staff participate in a range of activities which support the assessment strategy requirements. In a very few centres, verifiers advised staff to standardise their CPDR across all centre sites to ensure that all relevant staff not only record their activities but also demonstrate how they will use this knowledge in their subject area.

Overall, in those centres delivering qualifications for which CPD is required to comply with assessment strategies, this CPD is being carried out effectively and, in most centres, recorded appropriately.

### **Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.**

In almost all centres where HN units and graded units are taught, there was evidence that reviews are carried out, and that these meet the requirements of criterion 2.4. Almost all the centres offering HN qualifications and SVQs which were externally verified this session, review their qualifications annually. Most centres use self-evaluation and implement any changes required, as demonstrated in review documentation. In almost all centres, areas for concern or improvement are reviewed during standardisation/internal verification meetings. Some centres also use candidate questionnaires to gain feedback on aspects of the curriculum.

In almost all centres reviews are carried out and these were shown to be effective in ensuring that all aspects of qualification delivery are updated as required.

All centres update resources on an ongoing basis, ensuring that all qualifications are taught in a realistic environment in which candidates enjoy an excellent learning experience and have the opportunity to progress either to further education or employment.

## **Category 3: Candidate support**

### **Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.**

Almost all centres have procedures in place to ensure that all candidates have access to support. Almost all centres aim to identify particular support needs at interview and induction stage. Most centres have candidate support teams who record identified needs and ensure that individual candidate requirements are met. Candidates in almost all centres have personal development plans, in which identified needs are recorded and updated throughout the course. In most centres candidates who wish to disclose support needs can self-refer at any time during their course and be assured that support will be put in place.

#### **Prior achievement**

In all centres, SVQ candidates' prior achievement is recognised; for example, with those candidates who had completed the SVQ 2 Hairdressing qualification and were continuing on to complete the SVQ 3. Ongoing support and reviews indicated that any development needs would be identified as the candidates worked towards completion of their qualification.

### **Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.**

In all centres for HN, sampled evidence confirmed that candidates have regular contact with their assessors. HNC candidates have a weekly opportunity to discuss their overall progress with their assessor.

In all centres, as part of the graded unit requirement, learners meet with their mentors following submission of each stage of the graded unit. Evidence of weekly meetings between candidates and assessors was available in all centres and showed that good support is in place for all candidates.

In centres where SVQs are delivered, methods of support to SVQ candidates vary. Some are seen in the workplace and some in centres, but there was evidence that all have regular contact with each candidate, and that effective communication is in place.

In both colleges and private training centres, candidates working in industry/salons (Modern Apprenticeships) enjoy pre-arranged visits from their assessor at regular intervals, which can range from three to six weeks, depending on their progress.

In most centres delivering SVQs to employed candidates, ongoing contact is maintained by e-mail and telephone, and verifiers identified evidence of review and support activities within centres' Modern Apprenticeship documentation. They also noted centres' recording of formal feedback to candidates and to employers, along with feedback from assessors when further support and development is identified.

Further support and development activities include meetings, workshops, practical activities and weekly modern apprenticeship salon visits. In some centres candidates have access to the centre's online system, which allows them to contact their assessor at any time during the delivery of the portfolio/qualification.

## **Category 4: Internal assessment and verification**

### **Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.**

In almost all centres a robust assessment and internal verification policy and procedure is in place and is fully implemented, and pre-delivery and ongoing standardisation meetings are carried out. In all centres, all documentation was made available to verifiers and fully met SQA requirements.

Most centres have an ongoing verification policy, which includes internal verifier's sampling, meeting information and an internal verifier's review and planning document. Further supporting evidence included the appropriate assessment strategy and records of standardisation. In most centres evidence provided was of a consistent standard and confirmed that centres are meeting this criterion.

In almost all centres internal verification documentation is stored electronically, and all staff have access to this, thereby ensuring any suggestions or actions are responded to quickly.

### **Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.**

In all centres, evidence showed that the HN graded units were being delivered effectively. Centres use SQA-developed assessment support packs for the units seen, and assessment evidence indicated that these are used effectively.

For the graded unit, some candidates had produced evidence in an electronic format, and some as a hard copy portfolio; both formats were of a good standard. In almost all centres the standards used in marking guidelines for the graded unit of the portfolios to determine A, B and C grades were being used effectively.

The graded unit has an SQA-developed marking guide which helps assessors to give excellent feedback and justification for grades given. In all centres the graded unit had been double-marked ensuring a fair assessment process was in place. Evidence was consistent throughout, with all evidence seen marked to unit requirements. Moreover, all evidence seen was valid, compliant, and assessed to the required standard.

In almost all centres the planning and development areas of the unit demonstrated learners' good understanding of unit requirements. In all centres, learners receive constructive feedback to ensure clear understanding of unit requirements. These findings were further supported by internal verifiers' reports and feedback to assessors.

All learners have regular meetings with assessors, and there is evidence of reviews and feedback sessions.

### **Candidates completing SVQs**

In almost all centres SQA-developed instruments of assessment are used; these are fit for purpose and meet qualification and assessment strategy requirements. These instruments of assessment comprise: online e-assessment (in the form of SOLAR questions to meet the requirements of knowledge evidence), consultation sheets, and task assignments (which are recorded on SQA portfolios). Knowledge questions are marked online to ensure a consistent

approach over all centres. SQA consultation records provide evidence of knowledge and performance.

These instruments of assessment were being used correctly in almost all centres. External verifiers provided additional guidance to staff as necessary. In most centres candidates had produced practical work to a good standard and fully understood the unit requirements.

In some centres verifiers advised that client consultation records at SCQF level 6 should include more technical language, to reflect the creative aspect of individual units, and that expanded client aftercare be recorded to fully meet the unit requirements.

Evidence of assessment decisions and records of internal verification was seen to be effective in almost all centres. In almost all centres this information is stored electronically. All external verifiers were given access to this and staff helped them to navigate each centre's system.

Assessment evidence available in almost all centres shows that the qualifications are being delivered and assessed in line with requirements, and that assessments are valid, reliable, equitable, fair and practicable.

**Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.**

In almost all centres candidates sign to confirm that all submissions are their own work, in line with the centre's policy on plagiarism. Authenticity of candidate work is further assured through discussions between assessors and candidates about coursework and assessments. In HN and SVQ, most evidence is seen through direct observations and assessed through completed assessor observation records and portfolio evidence signed by the assessor.

In all centres samples of work from SVQ candidates' portfolios and individual centres' files confirmed that the evidence and work was that of the candidates concerned. The evidence sampled included: candidate disclaimers, assessment matrices, e-portfolios, SOLAR results, consultation records and assessors' feedback.

**Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.**

Evidence of accuracy and consistency was sampled across all HN and SVQ qualifications. In all centres the assessing staff record details of assessment decisions; evidence of this was available through completed assessor checklists, team meeting minutes and internal verifier records which showed accurate decisions were made. In some centres, where there were new assessors, verifiers sampled evidence of cross-checking by a senior assessor.

In almost all centres assessment and internal verification records showed accurate and consistent decisions were being made. In situations where internal verifiers had identified discrepancies in the assessment process, this was highlighted and fed back to staff.

In a very few centres, where inconsistencies had been identified by the external verifier, actions were put in place to rectify this and agreed by centre staff.

**Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.**

Almost all centres retain assessment evidence for a longer period than required by SQA, in accordance with centre policies and procedures.

Within private training centres evidence must be retained for a longer period for Skills Development Scotland (SDS) purposes.

In compliance with external verification visit plans, all centres made samples of evidence freely available on request. All centres keep a copy of the SQA retention policy within their master folders.

**Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.**

All centres have processes in place to ensure that, after qualification verification reports are received, all information from these reports is disseminated at staff meetings. Similarly, where recommendations are identified in external verification reports, information within them is communicated to all staff concerned. Any recommendations or actions are discussed, and evidence available from most centres suggests that recommendations are implemented before the subsequent academic session.

In almost all centres reports are also stored on the shared drive to which all staff have access. In a few centres, the centre SQA co-ordinator will provide feedback to the senior management and vocational teams following an external verification visit. Once received, the external verification report is disseminated to the vocational team and uploaded onto the staff intranet.

At multi-site colleges staff have access to the report in an electronic format. Actions are implemented, and good practice and development points are considered, where applicable.

In a few centres verifiers gave direct feedback to all relevant staff at the end of the qualification verification visit, and centre staff agreed with all the conclusions. Staff unable to attend those meetings receive this information during internal verification meetings and the entire report is made available to all relevant staff.



## **Areas of good practice reported by qualification verifiers**

The following examples of good practice was reported during session 2017–2018:

- ◆ Clear and concise internal verification planning to ensure standardisation across campuses and teams
- ◆ Monthly cross-campus meetings to ensure standardisation of delivery and assessments, which are a priority to candidates
- ◆ Implementation of a dedicated learning support section to ensure that any candidate needs are identified and relevant help put in place
- ◆ Establishment of links within the hairdressing industry to give learners good opportunities to broaden their experience within industry, and improve their employability
- ◆ Opportunities to benefit from training from industry partners to ensure candidates' product knowledge is up to date
- ◆ Introduction of question and answer sessions at the beginning of units to ensure that all learners have a clear understanding of the graded unit requirements
- ◆ Evidence of a very high standard of recording process, detailed assessment schedules and delivery planning, and an extensive e-portfolio template for candidate referencing
- ◆ Demonstration of an excellent electronic internal verification system which highlights all units for verification, ensures 100% activity for new delivery and new assessors, highlights actions, and captures all activity across the centre
- ◆ Provision of an in-depth narrative in the graded unit to exemplify/justify considerations relating to additional mark allocation above the minimum for each stage of the graded unit
- ◆ Effective use of social media to encourage learners' engagement with lecturing staff, and candidate participation in extra-curricular activities which enhance their programme
- ◆ Integration of Core Skills within the Hairdressing units
- ◆ Use of Instagram to encourage engagement between candidates and assessors
- ◆ Learner participation in extra-curricular activities which enhance their programme of study
- ◆ Participation in a closed-group Facebook page to maintain group communication, providing a platform to share information on assessment dates, talks and targets

## **Specific areas for development**

The following areas for development were reported during session 2017–18:

- ◆ Carry out internal verification sampling at different submission stages
- ◆ Maintain ongoing internal verification as per centre policy for vocational courses
- ◆ Review unit specification to ensure learners have clear guidance on unit requirements
- ◆ Acknowledge SQA on 'house-styled' documentation for copyright purposes

- ◆ Follow the unit specification if a discrepancy is identified in an SQA assessment exemplar. Thereafter the discrepancy should be noted in internal verification documentation and clarification sought from SQA as required
- ◆ Record individual activities and hours on all CPD records to show compliance with the current assessment strategy
- ◆ Use the SQA-devised consultation record for both formative and summative practical assessment
- ◆ Include comments within the assessor feedback section of the consultation record on client aftercare as a means of encouraging improvement in this area
- ◆ Ensure internal verification events take place on completion of units and that any issues are logged and dates set for completion