

Assessment Strategy

For awarding bodies

Sector	Hair and Beauty
Qualification Title(s)	SVQ 3 in Barbering at SCQF level 6
Developed by	SkillsActive/Habia
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Version	2

About Habia

Habia is the Sector Skills Body (SSB) and industry authority for hair, barbering, beauty, nails and spa therapy. Our role is to create the standards that form the basis of all qualifications in hair and beauty including SVQs, Apprenticeships and Foundation degrees, as well as industry codes of practice.

Habia is also part of the SkillsActive Group, licensed by the UK Government as the SSC for active sport, leisure and wellbeing including the sport, fitness, outdoor activities, play work, caravan and hair and beauty sectors.

Purpose of the assessment strategy

This Assessment Strategy has been produced by Habia in partnership with industry partners and awarding body partners to ensure the SVQ 3 in Barbering at SCQF Level 6 qualification, which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for Hairdressing and Barbering (2014), has credibility in the industry. It outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence for this qualification and its associated units.

The following sections outline Habia's industry specific principles in regard to:

- External quality control of assessment
- Workplace assessment, inclusive of the use of simulation
- Assessment of knowledge and understanding
- Occupational competence requirements for those involved in the assessment process

These principles are in addition to the requirements that awarding bodies must adhere to for the delivery of qualifications, as required by the relevant qualification regulators for Scotland (SQA Accreditation). Awarding bodies may specify additional requirements for Centres, as they consider necessary in order to enhance the principles and quality of assessment.

This strategy supersedes and replaces all previous assessment strategies and supplementary guidance.

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1. About the qualification

The purpose of the SVQ 3 in Barbering at SCQF Level 6 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Barber.

SCQF overall level	6
Learner entry requirements	There are no formal entry requirements for this qualification.

1.1 SVQ structure

	SSC code	Unit title	SCQF level	SCQF credit
Group A	Mandatory units - 4 units must be achieved from this group			
	SKACB7	Creatively cut hair using a combination of barbering techniques	6	13
	SKACB8	Design and create a range of facial hair shapes	6	7
	SKACB10	Provide shaving services	6	10
	SKACHB14	Provide client consultation services	6	7
Group B	Optional units – 3 units must be achieved from this group			
	SKAAH7	Provide a variety of relaxing services	7	10
	SKACB9	Design and create patterns in hair	7	13
	SKACH11	Hair colour correction services	7	15
	SKACHB15	Develop, enhance and evaluate your creative hairdressing skills	6	9
	SKACHB16	Provide specialist hair and scalp treatments	7	15
	SKACHB17	Contribute to the planning, implementation and evaluation of promotional activities	6	10
	SKACHB18	Contribute to the financial effectiveness of the business	6	7
	SKACB6	Colour and lighten men's hair	6	12

	SKACH5	Perm and neutralise hair	6	9
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To be awarded the SVQ 3 in Barbering at SCQF Level 6 qualification the learner must achieve 7 units; 4 units from Group A and 3 units from Group B.

2. External quality control of assessment

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and, must comply with the requirements of the qualifications regulator.

2.1 Internal Verification

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure learners are assessed fairly and consistently, and that standards are being met.

To ensure all assessment activities are valid and effective and that Assessors decisions are accurate a Centres internal verification process should:

- Identify effective Internal Verifiers who are responsible for implementing these processes. If necessary identify a coordinating Internal Verifier who manages the process.
- Produce an effective internal verification policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal verification schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal verification
- Produce an improvement plan.

Internal Verifiers should observe Assessors performing learner assessments at regular intervals according to awarding body guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify either assessment activities they have produced or assessment decisions they have made.

2.2 External Verification

To ensure successful monitoring and standardisation of the assessment activities made by a Centre, the assessment decisions made by an Assessor, and the Centre's internal verification processes an awarding body must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulator's requirements all external quality assurance reports and other data relating to a Centre must be reviewed by the awarding body. Where any risks are identified relating to the quality control of assessment the awarding body must have in place an effective risk management and rating system to determine, depending on a centres level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

2.3 Risk Assessment

All awarding bodies are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

- Conflict of interest
Any personal or professional relationship between learners, Assessors, Internal Verifiers and External Verifiers should be declared.
- Adherence to Centre approval criteria
Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified through these systems, awarding bodies will need to act accordingly to ensure the Centre is performing to an acceptable level. This may include, but is not limited to:

- Inspection/spot visit(s)
- Additional monitoring of assessment activities and/or internal verification processes
- Verifying a sample of learners work from each Assessor over an agreed period of time
- Appointment of Independent Verifiers
- Training and development
- Or other action appropriate to the risk.

Awarding bodies should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

3. Workplace assessment

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the learner is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case the learner may feel more pressure simply because he or she is being assessed.

3.1 Units where simulation is permitted

Simulation is not acceptable for any units within this qualification.

3.2 Witness Testimony

A Witness testimony, a statement made by someone present while the learner was performing an activity on-the-job, may be used to support the assessment process and where permitted by the awarding body.

Witness testimony should only be used as an additional method of assessment when all observations have been carried out by an Assessor.

Where Witnesses are used,

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided.
- They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the

learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

4. Assessment of knowledge and understanding

It is acknowledged the assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace.

The knowledge and understanding required by a learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the Hairdressing and Barbering NOS. It is the responsibility of awarding bodies to ensure Centres are aware of these and have sufficient resources and arrangements in place to support learners to achieve these requirements of this qualification.

4.1 Supporting evidence

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are valid, but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

4.2 Mandatory Questions

As a minimum requirement, Awarding Bodies are required to develop appropriate externally set questions to cover the critical areas of knowledge and understanding listed below:

SSC Code	Unit Title	Knowledge areas
SKACHB14	Provide client consultation services	K1 the importance of creating a setting in which clients feel comfortable K5 the importance of not discriminating against clients with illnesses and disabilities and why K6 the importance of engaging in conversation and making openings in conversations to encourage clients to speak

		<p>K11 the implications of changes to their existing hair and scalp regime</p> <p>K13 your legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services</p> <p>K15 the importance of carrying out tests and the potential consequences of failing to carry out tests</p> <p>K16 the types and purposes of tests</p> <p>K18 the basic structure of the hair and skin</p> <p>K19 the growth cycle of hair</p> <p>K20 how different factors limit or affect the services and products that can be offered to clients</p> <p>K21 how to visually recognise adverse hair and scalp conditions</p> <p>K22 the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist</p> <p>K24 the role of other professional such as pharmacist, trichologist, general practitioner, and the specialist services that they can offer</p> <p>K25 the limits and boundaries of your duties and responsibilities and why it is important to explain these to the client</p> <p>K26 the importance of confirming and recording the course of action that is to be taken for the client</p> <p>K27 how different types of hair characteristics impact on products and services</p> <p>K28 how different types of hair classification impacts on products and services</p> <p>K29 how to complete the client records used in your organisation and the importance and reasons for gaining client consent.</p> <p>K31 the importance of confidentiality and what might happen if this is not maintained</p>
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- K17 the likely causes of adverse hair and scalp conditions
- K19 the active ingredients in specialist hair and scalp products and how they work
- K20 the different types of medical treatments for hair loss
- K21 the effects and benefits of different massage techniques
- K22 the effects and benefits of different tools and equipment
- K23 how to recognise erythema and hyperaemia and its causes
- K24 the anatomy and physiology of the head and scalp and how this impacts on the hair and scalp
- K25 the hair growth cycle and how this influences present and future treatments
- K26 the reasons for normal and abnormal hair growth such as topical, congenital, systemic
- K27 the general factors that contribute to healthy hair and scalp
- K28 the different types of hair loss, alopecia, their causes and how to recognise them
- K29 the stages of male and female pattern hair loss using different classifications such as Hamilton and Ludwig
- K30 the types and purposes of conducting tests
- K31 when tests should be carried out and the importance of recording results
- K32 possible contra-actions that may occur during and post treatment and how to deal with them
- K34 how different factors can influence the treatment choice, tools equipment and application selected
- K35 the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs
- K36 the different types of technological advancements for the treatment of hair and scalp conditions
- K37 the effects of chemotherapy and radiotherapy on hair growth
- K39 the importance of ensuring the hair and scalp

		<p>are left clear of treatment products</p> <p>K40 the importance of explaining the potential need for a course of treatment to ensure the best possible results</p> <p>K41 the importance of evaluating the effectiveness of the hair and scalp treatment</p>
SKAAH7	Provide a variety of relaxing services	<p>K6 the safety considerations which must be taken into account when performing the relaxing service</p> <p>K15 the legal significance of client questioning and the recording of client's responses</p> <p>K16 how and why the contra-indications can affect the delivery of the relaxing service to clients</p> <p>K17 how the hair and scalp analysis can affect the choice of products used</p> <p>K19 how the results of tests can influence the relaxing service</p> <p>K20 potential consequences of failing to conduct tests</p> <p>K21 why it is important to record test results</p> <p>K22 the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range</p> <p>K23 your own limits of authority for resolving relaxing issues</p> <p>K24 the person to whom you should report problems that you cannot resolve</p> <p>K27 how hair characteristics may impact on relaxing hair</p> <p>K28 the different hair classifications and how these may impact on relaxing hair</p> <p>K29 the effects of relaxing products on the hair structure</p> <p>K30 the factors that should be considered when selecting sodium or non-sodium relaxing products</p> <p>K31 the different types and uses of available pre and post-relaxing treatments</p> <p>K33 the different types of applicators used during relaxing treatments</p>

- K34 why it is important to use scalp protectors
- K35 the benefits and effects within pre and post treatments
- K37 the importance of preparing the client hair prior to the relaxing services
- K38 the difference between sodium and non-sodium relaxing products
- K39 the sequence of product application to correct the relaxing services in the range and why this is important
- K40 how lithium, calcium and guanidine behave to change the hair structure
- K41 the implications of using a hydroxide based product on ammonium thioglycolate treated hair
- K42 how to identify the difference between hair porosity and natural keratinisation
- K43 the percentage of the hair length that is acceptable to leave when transferring from an ammonium thioglycolate based product to a hydroxide based product
- K44 how to texturise hair
- K47 the causes of mid length, end and root under-processing and how to correct them
- K48 the consequences of under-processing and over-processing the hair
- K49 how neutralising shampoos work and their affect on the hair structure
- K50 when corrective relaxing treatments should not be used
- K51 the potential consequences of using relaxing products on colour treated hair and white hair and how to deal with them
- K52 the importance and effects of restoring the hair's pH balance after the relaxing process
- K53 the importance of accurate timing
- K54 why it is necessary for the thorough rinsing of products
- K55 the importance of having a sufficient time lapse between relaxing and a corrective relaxing service
- K57 how to deal with scalp irritation during and after

		the relaxing process
SKACH11	Hair colour correction services	<p>K4 why it is important to use personal protective equipment</p> <p>K12 the current legal requirements and guidance relating to age restrictions for colour correction services</p> <p>K18 the importance of determining the nature and extent of the colouring problem</p> <p>K19 the legal significance of client questioning and the recording of client's responses to questioning</p> <p>K20 the importance of reviewing and updating client's records with their hair colouring and or lightening history and how this may affect the colour correction service</p> <p>K21 the importance of recognising any contra-indications and why the contra-indications can affect the delivery of the colour correction service</p> <p>K22 the types and purposes of tests</p> <p>K23 the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests</p> <p>K24 when and how tests should be carried out and the importance of recording test results</p> <p>K25 how the results of tests can influence the colour correction services</p> <p>K26 the courses of action to take in the event of adverse reactions to tests</p> <p>K29 the importance of explaining the likelihood of achieving and maintaining the colour change to the client</p> <p>K30 the effects of light and artificial lighting on the appearance of hair colour</p> <p>K31 the potential problems of using colour correction products on previously chemically treated hair</p> <p>K32 how different factors may impact on colour correction services</p> <p>K33 the importance of informing your client of the</p>

likely cost, duration and expected outcome of the colour correction service and any restrictions your recommendations may place on further hairdressing services

K34 the principles of colour selection, including the International Colour Chart (ICC)

K35 the principles of colour correction

K36 how the type and distribution of melanin creates natural hair colour

K37 the effects on the hair of different colour correction products

K38 what is meant by the term 'oxidation'

K39 how oxidation agents affect the natural and artificial colour pigments

K40 the pH values of differing colouring products and lighteners

K41 the importance of gaining and recording your client's agreement to the service, products and anticipated outcome

K45 the importance of following manufacturers' instructions when measuring and mixing colour correction products

K46 how and why pre and post treatments should be used when carrying out colour correction services

K47 how the different strengths of hydrogen peroxide affect colouring and lightening

K48 the reasons for pre-softening and pre-pigmenting hair

K49 effects of temperature on the application and development of colour correction products

K50 the importance of using application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas

K51 why it is important to avoid disturbing areas still processing when removing products from developed areas

K53 methods of pre-softening and pre-pigmenting hair

K54 how to remove artificial colour

K55 how to remove bands of colour

		<p>K56 how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour</p> <p>K57 how to recolour hair that has had artificial colour removed</p> <p>K58 how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage</p> <p>K60 the importance of restoring the hair's pH balance after the colour correction service</p> <p>K61 the types and causes of colour correction problems that may occur during processing and how to rectify them</p> <p>K62 how to correct highlights and lowlights whilst retaining a highlight and lowlight effect</p> <p>K63 why it is important to leave the hair and scalp free of colour correction products</p>
SKACB6	Colour and lighten men's hair	<p>K12 the current legal requirements and guidance relating to age restrictions for colouring and lightening services</p> <p>K13 why colouring and lightening services should not be carried out on minors under 16 years of age</p> <p>K14 what contact dermatitis is, and how to avoid developing it whilst carrying out colouring services</p> <p>K20 the importance of recognising any contra-indications to colouring and lightening services</p> <p>K21 why contra-indications can affect the delivery of colouring and lightening services</p> <p>K22 the legal significance of client questioning and the recording of client's responses to questioning</p> <p>K23 the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests</p> <p>K24 when and how tests should be carried out and the importance of recording test results</p> <p>K25 the courses of action to take in the event of adverse reactions to tests</p>

		<p>K28 the principles of colour selection, including the International Colour Chart (ICC)</p> <p>K29 how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten</p> <p>K30 the effect of different colouring and lightening products on the hair structure</p> <p>K32 how the different strengths of hydrogen peroxide influence colouring and lightening</p> <p>K33 how porosity levels can affect the choice and application of products and the final results</p> <p>K34 effects of temperatures on the application and development of colouring and lightening products</p> <p>K42 the different factors that must be taken into consideration prior to and during colour and lightening and how these impact on the services</p> <p>K43 the factors that must be taken into account to judge the quantity of hair to be woven to achieve a balanced look</p> <p>K44 when and why to carry out colour refreshing techniques the different colour, lowlighting and highlighting techniques</p> <p>K45 the importance of applying products in a way that minimises the risk of the product being spread to your client's skin, clothes and surrounding area</p> <p>K46 the importance of constantly monitoring the development of lightening products</p> <p>K48 why it is important to avoid disturbing areas still processing when removing products from developed areas</p> <p>K49 the importance of restoring the hair's pH balance after the colouring and lightening process</p> <p>K52 why it is important to emulsify colour prior to removal</p> <p>K53 the types and causes of colouring and lightening problems that may occur during processing</p> <p>K54 ways of resolving simple colouring and lightening problems that may occur during processing</p>
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		<p>K55 the potential risks of using lightening products on previously chemically treated hair</p> <p>K56 the dangers associated with the inhalation of powder lighteners</p> <p>K58 the limits of your authority for resolving colouring and lightening problems</p> <p>K24 when and how tests should be carried out and the importance of recording test results</p> <p>K59 the person to whom you should report problems you cannot resolve</p> <p>K60 the importance of confirming the client's satisfaction</p>
SKACH5	Perm and neutralise hair	<p>K4 why it is important to use personal protective equipment</p> <p>K5 what contact dermatitis is, and how to avoid developing it whilst carrying out perming and neutralising services</p> <p>K6 the importance of recognising any contra-indications to perming and neutralising services</p> <p>K10 why it is important to position your tools and equipment for ease of use</p> <p>K18 the legal significance of client questioning and the recording of client's responses to questioning</p> <p>K19 the types and purposes of tests</p> <p>K21 how the results of tests can influence the perming service</p> <p>K22 potential consequences of failing to test</p> <p>K23 the courses of action to take in the event of adverse reactions to tests</p> <p>K24 why it is important to record test results</p> <p>K25 how and why the contra-indications can affect the delivery of perming services</p> <p>K27 the active ingredients in perming and neutralising products</p> <p>K28 the effects of chemical re-arrangers, perm lotions and neutralisers on the hair structure</p> <p>K29 how temperature affects the perming process</p>

		<p>K32 how different factors can affect your choice of perming and neutralising products</p> <p>K33 when to use different types of sectioning techniques and why</p> <p>K34 the different factors that influence the use of different sized perm rods</p> <p>K35 why and when chemical re-arranging of the hair is necessary</p> <p>K36 why different applicators are used when chemically rearranging and their effect on the hair and scalp</p> <p>K37 how to adapt the application method of chemical re-arrangers when working on regrowth or virgin hair</p> <p>K38 the importance of confirming straightening has been achieved by taking strand tests on different areas of the head and at suitable times in the rearranging process</p> <p>K39 the importance of accurate timing and thorough rinsing of products</p> <p>K40 when and why it is important to use pre-perm treatments</p> <p>K42 the effects of overlapping products on previous chemically treated hair</p> <p>K44 the importance of considering water temperature during the neutralising process</p> <p>K45 the importance and effects of restoring the hair's pH balance after the perming and neutralising process</p> <p>K49 types and causes of problems that can occur during the perming and neutralising processes and how to resolve them</p>
SKACB10	Provide shaving services	<p>K4 why it is important to use disposable gloves when shaving</p> <p>K6 the importance of using the correct type of barber's chair</p> <p>K10 the correct use and maintenance of shaving tools</p> <p>K12 why it is important to position your shaving tools for ease of use</p> <p>K20 the factors that must be taken into consideration</p>

prior to and during the shaving service

K21 the types of open blade razors with disposable blades available for professional use

K24 the structure and function of the skin

K25 the scalp and facial skin disorders commonly affecting men and how to recognise them

K26 the importance of lathering and the function it performs on the skin and the hair

K27 the effect of heat on the hair and skin

K28 the potential risk of ingrowing hair resulting from continual close shaving

K29 how the natural ageing process affects facial skin and muscle tone

K30 how environmental and lifestyle factors affect the condition of the skin

K31 when not to carry out shaving

K33 when and why it is necessary to reduce beard length prior to shaving

K35 why skin needs to be tensioned during shaving

K36 the importance of working in a way which maintains the right skin temperature throughout the shaving process

K37 the importance of adapting shaving techniques in relation to the direction of hair growth

K38 when and why to use brush and massage techniques to apply lathering products

K39 when and why to use sponge shaving

K40 the reasons for and effects of using cool towels after shaving

K41 why cold towels should not be used if the face is to be massaged

K42 the types of finishing products available for use and their effects on the skin

K44 the benefits and effects of facial massage

K45 how and why massage techniques should vary on the different areas of the face

K46 problems which may arise during the shaving process such as shaving hair too close, damage to your client's and your own skin and ways of resolving such problems

All externally set questions must be carried out under closed book conditions. The confidentiality of the questions and answers must be maintained under secure conditions.

4.3 E-Assessment

Where e-assessment is used, it must meet the requirements of the regulator and have prior approval from awarding bodies to ensure the criteria is assessed to the standard required and, the tool(s) utilised are reliable, sufficient, valid and current.

Awarding bodies must provide Centres with advice and guidance as to the hardware, operating systems and installation requirements and provide technical support to Centre's upon request.

5. Occupational competence requirements for those involved in the assessment process

The occupational expertise of Witnesses, Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

5.1 Witness

The role of the Witness is to submit evidence to the Assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learners performance in the work place which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

- Barber; or
- Barber shop owner/manager; or
- Receptionist; or
- Trainer; or
- Marketing director; or
- Client.

It is not necessary for Witnesses to hold an assessor qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of source regardless of the source.

5.2 Assessor

The Assessor must hold, or be working towards; a valid assessor's qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF)

or hold one of the following

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

A list of acceptable Assessor and Verifier qualifications is available on the SQA Accreditation website.

NB: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The assessor must also be:

Definition

Occupationally competent

The Assessor must hold:

- SVQ 3 in Barbering at SCQF Level 6 or an equivalent recognised qualification;
- **and/or** must have sufficient operational experience within the barbering industry that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the barbering industry which could include, but is not limited to:
 - Barber,
 - Barber shop owner/manager;
 - Verifier.
 - Trainer;
 - Lecturer; or

Where individuals have qualifications other than the above, their Centre should contact their awarding body to determine the acceptability of their qualification(s).

Familiar with the qualification The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.

Credible The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector.

A minimum of 30 hours CPD is required per annum (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the centre they work for.

Assessors

Awarding bodies may approve individuals to assess this qualification who have not yet achieved their assessor's qualification. However, these individuals must be working towards the qualification and meet the other requirements. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the learner has achieved the required standard.

5.3 Internal Verifier

The Internal Verifier must hold a valid assessor qualification and hold or be working towards a verifier's qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or

- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process.

A list of acceptable Assessor and Verifier qualifications is available on the SQA Accreditation website.

NB: Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

Definition

Occupationally competent

The Internal Verifier must hold:

- SVQ 3 in Barbering at SCQF Level 6 or an equivalent recognised qualification;
- **and/or** must have sufficient operational experience within the barbering industry that can be evidenced, is current and relevant to the qualification. This must be of sufficient depth to be effective and reliable when verifying judgements about assessor’s assessment processes and decisions.

Where individuals have qualifications other than the above, their Centre should contact their awarding body to determine the acceptability of their qualification(s).

Familiar with the qualification

The Internal Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be able committed to upholding the integrity of the qualification.

Credible

The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector.

A minimum of 30 hours CPD is required per annum (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the centre they work for.

Internal Verifiers

Awarding bodies may approve individuals to verify this qualification who have not yet achieved their verifier's qualification. However, these individuals must be working towards the qualification and meet the other requirements. Should an unqualified Internal Verifier be used they must be fully supported and have their decisions countersigned by a qualified Internal Verifier to ensure the learner has achieved the required standard.

5.4 External Verifier

The External Verifier must hold, a valid assessor and verifier qualification and hold or be working toward a valid external verifier qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 12 – External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process; or
- D35 Externally Verify the Assessment Process; or
- Externally Monitor and Maintain the Quality of Workplace Assessment.

A list of acceptable Assessor and Verifier qualifications is available on the SQA Accreditation website.

NB: Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

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Familiar with the qualification

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Credible

The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector.

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