

Assessment Strategy

For awarding bodies

Sector	Hair and Beauty
Qualification Title(s)	SVQ 2 in Barbering at SCQF level 5
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 2 in Barbering at SCQF Level 5 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 2 in Barbering at SCQF Level 5 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Junior Barber.

SCQF overall level	5
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 - 7 units must be achieved from this group			
	SKACB2	Cut hair using basic barbering techniques	5	13
	SKACB3	Cut facial hair to shape using basic techniques	5	7
	SKACB4	Dry and finish men's hair	5	5
	SKACB5	Create basic outlines and detailing in hair	5	6
	SKACHB9	Advise and consult with clients	5	8
	SKACHB11	Shampoo, condition and treat the hair and scalp	5	5
	SKACHB12	Develop and maintain your effectiveness at work	5	3
Group B	Optional units – 1 unit must be achieved from this group			
	SKACB1	Assist with shaving services	4	5
	SKACB6	Colour and lighten men's hair	6	12
	SKACH5	Perm and neutralise hair	6	9
	SKACH6	Plait and twist hair	5	5
	SKACH7	Temporarily attach hair to enhance a style	5	3
	SKACHB13	Fulfil salon reception duties	5	5

To be awarded the SVQ 2 in Barbering at SCQF Level 5 qualification the learner must achieve 8 units; 7 units from Group A and 1 unit 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 centre's 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
SKACB6	Colour and lighten men's hair	K12 the current legal requirements and guidance relating to age restrictions for colouring and lightening services K13 why colouring and lightening services should not be carried out on minors under 16 years of age K14 what contact dermatitis is, and how to avoid developing it whilst carrying out colouring services K20 the importance of recognising any contra-indications to colouring and lightening services

		<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>
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		<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> <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>K59 the person to whom you should report problems you cannot resolve</p> <p>K60 the importance of confirming the client's satisfaction</p>
SKACHB9	Advise and consult with clients	<p>K1 why effective communication is important for your salon's business</p> <p>K2 how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender</p> <p>K4 why it is important to encourage and allow time for clients to ask questions</p> <p>K5 salon rules for maintaining confidentiality and privacy</p> <p>K8 the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>K12 the importance of carrying out tests and the potential consequences of failing to do so</p>

		<p>K13 why it is important to identify factors that may limit or affect services and products which can be used</p> <p>K14 how lifestyle, adverse hair, skin and scalp conditions, incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients</p> <p>K15 how to recognise hair, skin and scalp problems</p> <p>K16 how to identify suspected infections and infestations which need reporting which need reporting and who to report them to</p> <p>K17 the different types of hair characteristics</p> <p>K18 the different hair types of hair classifications</p> <p>K19 the basic structure of hair and skin</p> <p>K20 the growth cycle of hair</p> <p>K22 your legal responsibilities for describing the features and benefits of products and services</p> <p>K25 the importance of giving the client realistic expectations</p> <p>K27 how to complete the client records used in your organisation and the importance and reasons for gaining client consent</p>
SKACHB11	Shampoo, condition and treat the hair and scalp	<p>K13 the importance of questioning clients to establish any contra-indications to hair and scalp treatment services</p> <p>K17 how to identify hair and scalp conditions and their causes</p> <p>K18 how and why the contra-indications can affect the service</p> <p>K19 how different hair and scalp conditions can affect the selection of shampooing, conditioning and treatment products</p> <p>K20 how shampoo and water act together to cleanse the hair</p> <p>K21 when and how massage techniques should be used when conditioning different lengths and densities of hair</p> <p>K22 the effects of water temperature on the scalp and structure of the hair</p> <p>K23 the importance of de-tangling the hair from point to</p>

		<p>root</p> <p>K24 how the pH value of the products used affects the current state of the hair</p> <p>K25 how the `build up' of products can affect the hair, scalp and the effectiveness of other services</p> <p>K26 how shampoos and conditioning products affect the hair and scalp</p> <p>K30 what may happen if the incorrect shampooing and conditioning products are used</p> <p>K31 when and how rotary, effleurage and friction massage techniques should be used when shampooing different lengths and densities of hair</p> <p>K32 the purpose and benefits of scalp massage</p> <p>K34 the importance of removing conditioning and treatment products, when required</p> <p>K35 the importance of removing excess water from the hair at the end of the service</p> <p>K36 how heat affects the hair during the conditioning treatment</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>
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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 the 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.

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:

Definition

Occupationally competent

The External 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 internal verification and 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 External 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 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.

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.