



Group Award Specification for:

PDA Barbering Practice at SCQF level 7

Group Award Code: GM03 47

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

The Professional Development Award (PDA) Barbering Practice is targeted at those who have knowledge, experience and/or existing qualifications in Barbering. Each component of the unit aids the learner in developing self-reflection to enhance professional practice and evidence Continuous Professional Development (CPD).

The qualification allows learners to meet the staff qualifications as identified within the SVQ Barbering Assessment Strategy and also allows current assessors and internal verifiers to use the units to as part of a CPD programme. As detailed in the assessment strategy all assessors, internal and external verifiers must complete annually a minimum of 30 hours Continuous Professional Development from September to August annually. Learners undertaking the barbering practice unit may use their CPD records as part of this qualification.

The title reflects the competencies its successful learners will have achieved. The award contains units that provide underpinning knowledge and skills to assess the SVQ Barbering qualification. The qualification has three mandatory units *Barbering: Creative Shaving*, *Barbering: Creative Cutting Techniques* and *Barbering: Creatively Cut and Shape Facial Hair*.

The SVQ Barbering Assessment Strategy states that:

Occupationally competent

The assessor must hold: SVQ 3 in Barbering at SCQF level 6 or equivalent

The internal verifier must hold SVQ 3 in Barbering at SCQF level 6 or equivalent

As well as sufficient operational experience within the hairdressing 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.

The development process highlighted through the SVQ Assessment Strategy the need for assessors and internal verifiers to access a qualification which would allow them to upskill to meet the assessment strategy. The Scottish Government is keen that all professionals working with members of the public are appropriately qualified. The Scottish Governments Skill Strategy — <http://www.gov.scot/Topics/Education/skills-strategy>.

2 Qualification structure

The PDA Barbering Practice Award is made up of 5 SQA unit credits. It comprises 40 SCQF credit points.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

For the PDA Barbering Practice Award learners must achieve 5 SQA credits.

Learners must achieve three mandatory units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HG4L	34	Barbering: Creative Shaving	2	16	7
HG4M	34	Barbering: Creative Cutting Techniques	2	16	7
HG4N	34	Barbering: Creatively Cut and Shape Facial Hair	1	8	7

3 Aims of the qualification

The overall aim of the PDA Barbering Practice Award is to provide assessors and internal verifiers with a qualification which will enable them to meet the requirements of the SVQ Barbering/Hairdressing Assessment Strategy.

3.1 General aims of the qualification

- 1 To provide a formal qualification for those who work directly with clients in the hairdressing industry.
- 2 To improve the confidence and ability of learners in terms of their actual technical ability and 'soft' skills to develop creative ways of working with clients.
- 3 To enhance confidence and put into practice skills and knowledge gained through training.
- 4 To develop in learners the appropriate attitudes, skills and knowledge to work safely and effectively.
- 5 To develop in learners transferable interpersonal and communication skills.
- 6 To develop learners with the skills to take autonomy, accountability and working with others.
- 7 To allow learners to produce evidence of providing CPD of their skills, qualities and achievements.

4 Recommended entry to the qualification

Access to this unit is at the discretion of the centre. However, it is strongly recommended that learners hold a qualification at SCQF level 5 or equivalent and a minimum of five years commercial, experience in barbering/hairdressing.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to consult with clients on hairstyle requirements and protocols for administering different hairstyling techniques.
Numeracy	5	Learners will be required to develop their awareness of the industry's need to meet financial targets, how they can be achieved and the learner's role in achieving these.
Information and Communication Technology (ICT)	5	Learners are required to research and produce information relating to equipment, protocols and new developments within the industry which will involve the use of ICT.
Problem Solving	5	Learners must apply correct protocols to the individuals they treat as all clients have different presenting conditions and needs. Learners have to decide on the most effective treatment(s) and/or method(s) and reflect on their own practice thereafter.
Working with Others	5	There are many formative situations whereby the learner must collaborate in group work with others. Additionally, as learners are exposed to realistic working environments, they must work with both clients and colleagues to achieve effective solutions within commercial timeframes.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims				
		1	2	3	4	5
HG4L34	Barbering: Creative Shaving	X	X	X	X	X
HG4M 34	Barbering: Creative Cutting Techniques	X	X	X	X	X
HG4N 34	Barbering: Creatively Cut and Shape Facial Hair	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

This qualification gives learners the opportunity to show through CPD and currency that their knowledge and skills can be mapped against the current National Occupational Standards.

Code	Unit title	National Occupational Standard											
		SKACH8	SKACH9	SKACH10	SKACH14	SKAAH7	SKACH11	SKACH12	SKACH13	SKACHB15	SKACHB16	SKACHB17	SKACHB18
HG4L34	Barbering: Creative Shaving	X	X	X	X	X	X	X	X	X	X	X	X
HG4M34	Barbering: Creative Cutting Techniques	X	X	X	X	X	X	X	X	X	X	X	X
HG4N34	Barbering: Creatively Cut and Shape Facial Hair	X	X	X	X	X	X	X	X	X	X	X	X

NOS Code	NOS Title
SKACH8	Creatively Style and Dress Hair
SKACH9	Creatively Cut Hair using a Combination of Techniques
SKACH10	Creatively Colour and Lighten Hair
SKACH14	Provide Client Consultation Services
SKAAH7	Provide a Variety of Relaxing Services
SKACH11	Hair Colour Correction Services
SKACH12	Provide Creative Hair Extension Services
SKACH13	Create a Variety of Permed Effects
SKACHB15	Develop, Enhance and Evaluate your Creative Hairdressing Skills
SKACHB16	Provide Specialist Hair and Scalp Treatments
SKACHB17	Contribute to the Planning, Implementation and Evaluation of Promotional Activities
SKACHB18	Contribute to the Financial Effectiveness of the Business

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HG4L34	Barbering: Creative Shaving	X	X		X	X	X		X	X	X	X	X
HG4M34	Barbering: Creative Cutting Techniques	X	X	X	X	X	X	X	X	X	X	X	X
HG4N34	Barbering: Creatively Cut and Shape Facial Hair	X	X	X	X	X	X	X	X	X	X	X	X

5.4 Assessment strategy for the qualification

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Barbering: Creative Shaving	<p>You will be assessed by an assignment and this will include diagrams of the epidermis, dermis, bones of the face and skull, muscles of the face and skull and extended response questions for functions of the skin and factors to be considered — skin type, skin disorder/contraindications and skin elasticity.</p> <ul style="list-style-type: none"> ◆ Provide evidence of professional knowledge and skills related to barbering practice: <ul style="list-style-type: none"> — Complete (SOLAR) e-assessment in specified areas: 	<p>Provide evidence of professional practice related to barbering skills.</p> <p>Plan, design and create the specific range of barbering services incorporating routine and complex professional skills, demonstrating current techniques and practices using associated products.</p> <p>Follow an agreed massage routine to achieve an effective soothing and relaxing facial massage.</p> <p>Practical treatments to be carried out on four different clients.</p>	<p>Develop a thorough knowledge of the products and equipment you are using by investigating the current ranges that are available for use. For assessment you will be required to investigate two leading manufacturers' ranges of shaving products and equipment and produce a written report containing detailed information on their current professional product ranges.</p> <ul style="list-style-type: none"> ◆ Presented in a portfolio hard copy/digital and must include: <ul style="list-style-type: none"> — portfolio title, author, date — declaration of own work (centres may wish to include a signed 	<p>Research, plan and design a collection of four shaving services, which will reflect your creativity.</p> <p>Looking at the various aspects that influence various shaving looks and detail your own inspiration for each look.</p> <p>Produce a written plan and design in the form of a portfolio identifying the influences behind each technique, which could include, photographs, sketches/drawings, digital images, etc.</p>	<p>Produce the collection of shaving services on a selection of four models in a controlled salon environment within commercial timescales.</p> <p>Each performed shave should reflect the appropriate plan, and if necessary, suitable correction methods employed and evaluated.</p> <p>The collection may be produced collectively (the collection achieved within one day) or individually (over a number of days) which is at the discretion of the centre.</p>

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
			declaration from the learner to confirm the authenticity of the work) <ul style="list-style-type: none"> — contents page — introduction <ul style="list-style-type: none"> — description of your own professional journey including own professional practice values and commitment — completed e-assessment (SOLAR) in specified units ♦ Evidence provided must include: <ul style="list-style-type: none"> — Plans — Diagrams — Resources — Photographic evidence 		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Barbering: Creative Cutting Techniques	<p>Create and present a portfolio of evidence which provides evidence for Outcomes 1 and 2.</p> <p>Research of current trends for four restyles relating to different barbering techniques.</p> <ul style="list-style-type: none"> ◆ Research a range of Gents products to include shampoos, conditioners and styling/finishing products for the hair. A minimum of four shampoos and conditioners must be researched from the four researched one shampoo and conditioner product must be specialised. ◆ Produce plans and designs for four restyles: <ul style="list-style-type: none"> — the final plans and designs 	<p>From the four Plans and Designs selected in Outcome 1 learners must perform the four restyles to the plans and designs researched in Outcome 1. These must be supported by accurately completed client consultation record, before and after photographs. The performance must be observed on at least two occasions using an assessor observation checklist.</p> <p>Client consultation — take into account client factors client's wishes, hair characteristics, head and face shape, male pattern baldness, adverse skin conditions, hair style, skin elasticity.</p> <ul style="list-style-type: none"> ◆ Describe techniques and equipment required to achieve the look 	<p>This should be recorded on the client consultation record or by a report detailing how aftercare advice and maintenance of style including advice on products, tools and equipment used, Manufacturer's Instructions for use.</p> <p>The learner should record on the consultation sheet or report how the restyle and barbering techniques were evaluated.</p> <p>This should include client feedback.</p>		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	<p>for the four restyles may be supported with photographic or digital images to show current barbering trends.</p> <ul style="list-style-type: none"> ◆ A 10 to 15 minute presentation, using visual aids, on the four selected restyles and selected products. 	<p>on four clients.</p> <ul style="list-style-type: none"> ◆ Demonstrate the ability to perform the looks as per plans incorporating club cutting, scissor over comb, clipper over comb, thinning, texturising, freehand, razor cutting, tapering, graduating, layering, fading, disconnecting, tapered, square, full neck lines, skin fade and on wet and dry hair. ◆ Provide photographic evidence of the collection — before, during and after and an assessor observation checklist. 			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Barbering: Creatively Cut and Shape Facial Hair	<p>Produce a research report to include:</p> <ul style="list-style-type: none"> ◆ Current trends for creating facial haircuts/shapes The project will include three full beard and moustaches, three moustaches only and two partial beard and moustache. ◆ A range of gent's products and tools for facial haircuts/shapes ◆ Detailed information on their current professional product ranges <p>The report must cover the stated Knowledge and/or Skills for each product range</p>	<p>From the range of facial haircuts/shapes researched in Outcome 1 select three different facial haircuts/shapes. The selected haircuts/shapes must be fully planned and developed. The plans must include:</p> <ul style="list-style-type: none"> ◆ One full beard and moustaches ◆ One moustache only ◆ One partial beard and moustache ◆ The choice of products, tools and equipment for each design ◆ Skin preparation and application methods recommended for each facial hair shape ◆ How each facial haircut/shape enhance the overall finish ◆ Comply with current health and 	<p>The learner should perform the three facial haircuts/shapes planned and developed in Outcome 2. The learner must be observed on all three occasions.</p> <ul style="list-style-type: none"> ◆ Consult with client on the chosen design plan including: <ul style="list-style-type: none"> — rationale behind the plan — contra-indications — hair characteristics — head and face shape — hair style ◆ Prepare clients, products, tools and equipment relevant for each facial haircut — clippers, scissors, trimmers ◆ Perform each of the three developed facial haircut/shapes — 	<p>Evaluate the range of facial haircuts/shapes and provide aftercare advice.</p> <ul style="list-style-type: none"> ◆ Obtain client feedback ◆ Evaluate the effectiveness of the technique/s with reference to the collection and finished result ◆ To include — how to maintain look, time interval between services, present and future products and services <p>Outcome 1 will be assessed by carrying out research in the form of an open-book assessment into current trends in facial haircuts/shapes. The research should include three full beards and moustaches, three moustaches only and two partial beards and moustache (eight</p>	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
		<p>safety recommendations working safely and hygienically throughout</p> <p>The written plans can be supported with digital images/photos.</p>	<p>one full beard and moustache, one moustache, one partial beard and moustache to salon's health and safety policies and in a commercially viable timescale.</p> <ul style="list-style-type: none"> ◆ Use cutting techniques — clipper over comb, scissor over comb, fading, freehand 	<p>designs). The research project/ investigation should include details of the products researched for beards and moustaches. Outcome 2 will be followed with individual written plans of the designs to be created — three from the eight should be selected. Outcome 3 and 4 will be assessed holistically. Learners should perform the planned facial haircut/shape techniques on a range of appropriate clients combined with:</p> <ul style="list-style-type: none"> ◆ completed consultation sheet/record card for each client ◆ provide aftercare, ◆ gain client feedback ◆ evaluate the service <p>These should be used to support the observation checklists. The assessor should</p>	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
				use observation checklists to record achievement of evidence requirements.	

6 Guidance on approaches to delivery and assessment

This qualification allows centres to develop a range of flexible assessment methods to allow learners to demonstrate their knowledge and skills as stated before. Centres are encouraged, where possible, to deliver a holistic approach to assessment of outcomes within the units. The provision of a clear learning plan for individuals is also encouraged given the nature and purpose of the award.

The focus of the qualification is on the development of competence, skills and knowledge. Assessments should allow learner evidence to be based, where appropriate on naturally developing client requirements of Barbering/Hairdressing services to a variety of clients. This approach will encourage learners to evaluate their personal competence levels, and analyses client needs.

In keeping with the requirements of the NOS, it is expected that learners completing the award will collect evidence for the award when working in real work settings.

It is envisaged that this award will be delivered by a range of training providers. This could include FE Colleges and private training providers. Learners for this award could be full time or part-time learners in the hairdressing industry, or working in an FE College.

The delivery of the units could be enhanced by direct involvement of practitioners and centres are encouraged to take the opportunity to use these experts and relevant experience in the delivery of the award. As the award focuses on the acquisition of both knowledge and skills, a significant amount of experiential learning is expected. Learners will require regular, but non-directive support to enable them to develop and demonstrate their ability to understand and apply this process of recognising their prior learning and experience. The tutor can provide support through a wide range of group and individual tutorial activities and guidance.

Also, learners undertaking this unit must be given the opportunity to work with trainees in a supervisory/assessor role. They must apply their learning and professional practice experiences to develop trainee knowledge and skills levels. This could be through developing plans, judging evidence against agreed standards and making effective assessment decisions. While giving trainee feedback, learners should demonstrate effective communication skills and display feedback techniques which support trainees in their continued development.

It would be expected that learners provide evidence of collaboration with other team members, standardisation and supporting team decisions.

It is important that learners gain an understanding of concepts, procedures and relevant legislation as well as an understanding of what is required to carry out services at this level within the Hairdressing industry.

Delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation. An outcome-based approach, centred around the learning needs of the individual, may provide the basis of a flexible delivery model. Centres should make learners aware of the requirements of the award, including the need to gather appropriate evidence and to provide guidance on the type of evidence required to meet the outcomes.

It is recommended at the commencement of the course — or if appropriate, each unit, delivery will include initial orientation and briefing sessions and learners will be encouraged to take responsibility for independent learning. Centres should make suitable arrangements to support and guide learners throughout the duration of the qualification.

Assessments must enable the learner to demonstrate competence at the level of the qualification and provide an opportunity for evidence of each learner's performance to be generated and assessed. This evidence must then be judged against the standards set out in the unit specification. To achieve a unit, learners must generate the evidence required in relation to all outcomes. This information is found in the Statement of Standards in the relevant unit specification.

6.1 Sequencing/integration of units

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.3 Opportunities for e-assessment

This award will be suitable for a range of delivery methods which may combine both face-to-face and distance learning approaches. Although learners are encouraged throughout to draw from their own day-to-day work experience, aspects of the award could be delivered through blended learning format. Workshops could supplement e-learning. However it would require planning by the centre to ensure the sufficiency and authenticity of learner evidence.

Learners could be encouraged to use online methods to support their learning such as use of discussion forums and internet research and a blended learning approach would effectively support delivery.

Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification).

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This PDA is designed to enable you to recognise and take responsibility for your own learning and development in relation to *Hairdressing/Barbering Practice* and experience of working with others within a related professional setting.

In particular, it provides a framework for the recognition of your prior learning and experience — to identify your professional values and personal commitment your professional knowledge, skills and abilities, based on the SCQF level descriptors.

On completion of the PDA you should be able to:

- ◆ identify your own professional practice values, commitment, knowledge, skills, abilities and prior achievement.
- ◆ provide evidence of your professional knowledge, practice and understanding related to hairdressing practice.
- ◆ provide evidence of your professional practice related to hairdressing practice.
- ◆ evaluate your own professional knowledge and skills related to hairdressing practice.
- ◆ present evidence in a portfolio.
- ◆ identify your own professional practice values, commitment, knowledge, skills, abilities and prior achievement.
- ◆ provide evidence of your professional knowledge and understanding related to hairdressing practice.
- ◆ evaluate your own professional knowledge and skills related to hairdressing practice.

The PDA will then enable learners to show their knowledge and practice level and recognise the value of their existing qualifications. They will be able to gather evidence of their own professional practice within a hairdressing training organisation, describe some initiative and independence in carrying out defined activities at a professional level. Be able to supervise in familiar areas of work within *Barbering Practice* and take some responsibility for the work of others within a defined supervised structure. They will:

- ◆ provide evidence of working with trainees and develop plans for assessing trainees competence.
- ◆ judge evidence against agreed standards.
- ◆ make assessment decisions.
- ◆ give learners feedback.
- ◆ effectively analyse evidence gathered produce a reliable evaluation report.

As they then progress further through the PDA, learners will be gathering evidence to demonstrate that they can meet all the knowledge and skills presenting a portfolio of evidence with supporting documentation. Learners portfolios must include:

- ◆ portfolio title, author, date.
- ◆ declaration of own work (centres may wish to include a signed declaration from the learners to confirm the authenticity of the work).
- ◆ contents page.

- ◆ introduction — description and evidence of your own professional journey including own professional practice values and commitment.
- ◆ reflective report of own professional knowledge and understanding related to Barbering practice and training.
- ◆ reflective report of own autonomy, accountability and working with others related to barbering practice with supporting evidence.
- ◆ supervise in familiar areas of work within *Barbering Practice* and take some responsibility for the work of others within a defined supervised structure.
- ◆ provide evidence of working with trainees and develop plans for assessing trainees competence.
- ◆ judge evidence against agreed standards.
- ◆ make assessment decisions, give trainee feedback.
- ◆ completed e-assessment (SOLAR) in specified units.
- ◆ written and photographic evidence retained for portfolio evidence.
- ◆ evidence provided must include plans, diagrams, resources and photographic evidence.

Supporting evidence may be also include:

- ◆ relevant certification of qualifications.
- ◆ evidence of professional journey, previous and current job roles.
- ◆ completed organisation documentation showing planning, assessment, decision making, trainee feedback and assessment records.
- ◆ evidence of ongoing CPD.