

## SVQ HABIA STATEMENT

### Temporary Adaptions/Mitigations and Supplementary Guidance

### SVQs Hairdressing, Barbering, Beauty Therapy and Nail Services

#### **Purpose**

This statement has been prepared on behalf of Skills Active as the Sector Skills Council (SSC) and Habia as the Standard Setting Body (SSB) in relation to the achievement of SVQs (competency-based qualifications) in Hairdressing, Barbering, Beauty Therapy and Nail Services, during the Covid-19 pandemic.

We are keen to support those learners/candidates that are currently registered on these SVQs and this statement shall apply for an extended period ending 31 December 2021 so that they are not disadvantaged by the current situation. This affects the assessment of SVQs, across a number of awarding bodies, learners/candidates in full time, part-time education and those on existing apprenticeship frameworks. **This statement will remain subject to review.**

#### **Aim**

This statement's aim is to provide clear direction, guidance and support for awarding bodies, training providers/centres, employers, learners/candidates, regulatory organisations, and insurers. It is provided in relation to adaptations/mitigations and guidance as a direct response to Covid-19 restrictions.

**NB. Government, National, Regional and Local Coronavirus (Covid 19) current restrictions and guidance must be adhered to at all times.**

#### **Background**

The SVQ is a measure of competency in a job role and as such provides certification to practice and enter the sector as a competent job ready professional. The certificate issued upon completion of the qualification is recognised by the sector, employers, and insurance providers. The certificate demonstrates that the required level of competency has been met in full, forming the basis of fact to gain employment and the relevant professional indemnity cover.

#### **The Impact of COVID-19**

The Covid19 pandemic has had a dramatic impact on the sector and will continue to have when we are able to return to work, there will be new ways of working required. Maintaining professionalism within the sector is a key determiner to the sector returning to a new normal and assuring public confidence.

#### **Impact of Covid-19 to Competency Levels**

In order to protect and maintain the integrity of the qualifications and assessment levels, performance evidence should continue to be the primary source of assessment to demonstrate consistent competent performance. Any variation has the potential to devalue the SVQ, leading to confusion over levels of competence.

Consequently, learners/candidates will potentially enter the sector with lesser skills, resulting in unprofessional ways of working, the potential to cause harm and reputational damage to the sector.

We believe that the following principles should continue to be applied when considering any adaptations, they:

1. must ensure that learners/candidates are competent and safe to practice, meeting health, safety and legal requirements and capable of performing competently in a workplace.
2. must meet existing and Covid-19 safe risk assessment guidance that adhere to **Government, National, Regional and Local Coronavirus (Covid-19) current restrictions and guidance.**
3. must support the standards set by the standard setting authority, employers and individual industries.
4. will neither advantage or disadvantage learners/candidates historically, now or in the future
5. must maintain the validity, reliability, and integrity of standards and qualifications.
6. must cover all the knowledge, skills, values and competencies.
7. must consider learners/candidates attendance and duration of learning completed, addressing any gaps in learning.
8. must consider that some learners/candidates may not have had the opportunity to experience any face to face teaching and learning therefore may not be assessment ready.

All stakeholders have a duty of care to every learner/candidate and ultimately the client. The achievement of a regulated hair, barbering, beauty therapy or nail services SVQ qualification is confirmation of competence that a learner is 100% job ready to work in the sector, ratified by the issued certificate.

**NB. Government, National, Regional and Local Coronavirus (Covid 19) current restrictions and guidance must be adhered to at all times.**

## **KNOWLEDGE COMPONENT**

**The knowledge and understanding specification in the National Occupational Standards must be met by each learner/candidate.**

The recommended approach including the knowledge and understanding criteria usually assessed by externally set mandatory testing (closed book) or knowledge assignments is as follows:

- Knowledge and understanding assessed by externally set mandatory question papers ('closed book') may be conducted remotely and recorded with appropriate consent, this is inclusive of the learner/candidate own household/home.
- Where it is not possible to use externally set mandatory question papers under formal assessment conditions ('closed book'); the knowledge and understanding should be evidenced and referenced to other forms of knowledge and understanding achieved to include:
  - evidence cross referenced from another unit already achieved as a mandatory question under formal assessment conditions ('closed book')
  - assignment/project evidence cross referenced to the knowledge and understanding.
  - written questions
- Where possible, knowledge and understanding criteria should be inferred from practical observation\*
- Where knowledge and understanding cannot be inferred, oral questioning and professional discussion should be used to generate evidence against the remaining criteria\*.

Assessment of knowledge and understanding criteria, by oral questioning and professional discussion sessions must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the learners/candidates own, as set out in the assessment strategy. All evidence gathered should be traceable, auditable, and authenticated.

## **PERFORMANCE COMPONENT**

**Performance criteria and range specification in the National Occupational Standards must be met by each learner/candidate.**

**NB. However, it should be noted that the number of observations and number of clients is not fixed provided the full performance criteria and range is met.**

**NB. Government, National, Regional and Local Coronavirus (Covid 19) current restrictions and guidance must be adhered to at all times.**

Practice and or assessment observations are designed and can best be completed when the sector and salons are operational, in a workplace setting, inclusive of realistic working environments in educational settings (RWE), and where an appropriate Covid-19 risk assessment has been completed (considerations and restrictions have been outlined in scenario 1 and this is further supported by additional unit specific guidance as referred to in Annex 1).

However due to the current circumstances and restrictions in the closure and operation of close contact/personal care services some practice or assessment observations may be considered and completed in the learner/candidate own household/home, remote from the workplace/educational site provided an appropriate existing health and safety and additional Covid-19 risk assessment has been completed (considerations and restrictions have been outlined in scenario 2 and this is further supported by additional unit specific guidance as referred to in Annex 1).

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SVQ Hairdressing, Barbering, Beauty Therapy and Nail Services Temporary Assessment strategy  
Adaptions/Mitigations and Guidance Issued 15.07.2020 valid to 30.01.2021 Reviewed: 28.04.2021  
Extended validity to 31.12.2021

## **Scenario 1: Workplace or realistic working environments in educational settings (RWE), practice and assessment observations guidance:**

To maintain the rigour and consistency of the assessments against the National Occupational Standards in a workplace setting or realistic working environment (RWE), whilst taking account of government restrictions and guidance in respect of Covid-19, the following **existing assessment methods\*** and additional adaptations/mitigation/guidance may be considered:

The recommended approach is that the assessment of performance criteria and range is assessed by direct observation and supplemented by additional evidence.

- Performance criteria assessed by direct observation by an occupationally competent assessor could include:
  - practical skills and range assessments carried out in the workplace or RWE on 'clients' from the learner's/candidate's household/educational or workplace bubble.
  - clustering the performance of multiple treatments and services on individual 'clients' to maximise the evidence opportunities of performance criteria and range.
  - limiting close proximity timescales associated with providing treatments or services to increased numbers of clients (examples to consider are noted below)
- evidence collection could be cross referenced from another unit already achieved to cover a range\*
- use of technology in a workplace, could be considered to evidence the observation of range performance evidence, remotely by the assessor (live streamed, recorded and retained), provided there is a vocationally competent person onsite.
- payment by the 'client' should be made by contactless means.
- Performance evidence and the use of simulations is identified in the current assessment strategies. However the following simulation activities are also deemed to be acceptable:
  - dealing with fire and other emergencies
  - dealing with health and safety activities outside or peripheral to normal practices
  - reception and retail facilities to be managed in line with Covid19 risk assessment for the safe distancing of clients, learners/candidates and assessors.

### **Examples:**

#### **Hairdressing: Cut hair using basic techniques (SKACH3)**

Learners/candidates are required to carry out the following cuts:

One length - above shoulder, one length – below shoulder, uniform layer, short graduation with scissor over comb, long graduation, with a fringe.

If a learner/candidate has been observed carrying out each of these cuts, has been assessed as being competent in each and has covered the remaining range areas, this could be covered in 5 observations.

#### **Beauty: Provide manicure services (SKANS2)**

Learners/candidates are required to carry out the following for providing manicure services: have used all the consultation techniques, have dealt with at least one of the necessary actions, have used all types of hand and nail treatments, have applied all types of nail finish, have provided all types of treatment advice.

A learner/candidate could cluster the types of hand and nail treatments to maximise the observation opportunity by the learner/candidate being observed performing hand exfoliator, mask, mitts and

dark enamel finish from the range on one hand and the paraffin wax, french enamel finish from the range on the other.

## Scenario 2:

**Learners/candidates own household/home, remote from the workplace/educational site, practice and assessment observations may be considered during the closure of close contact/personal care services and also where services can resume with Covid-19 guidelines/restrictions. There must be an appropriate existing/standard documented health and safety risk assessment and additional Covid-19 risk assessment (see Restrictions section below for a restricted list of treatments/services).**

To maintain the rigour and consistency of the assessments against the National Occupational Standards in a learners/candidates own household/home, remote from the workplace/educational site, whilst taking account of government restrictions and guidance in respect of Covid-19, the following **existing assessment methods\*** and additional adaptations/mitigation/guidance may be considered:

The recommended approach including the assessment of performance criteria and range assessed by direct virtual/remote live observation and supplemented by additional evidence.

- Performance criteria assessed by direct virtual/remote live observation by an occupationally competent assessor could include:
  - practical skills and range assessments carried out in the learners/candidates own household/home on 'clients' **from the learner's/candidate's household\*** or completed on a head block or mannequin where identified as permitted (**see Annex 1 for further details**)
  - clustering the performance of multiple treatments and services on individual 'clients' **from the learner's/candidate's household\*** or completed on a head block or mannequin where identified as permitted in (**see Annex 1 for further details**)

**NB.** a minimum of **one assessment** of performance criteria and range per unit/skills area must be completed on a client from the learner's/candidate's educational or workplace bubble, in a workplace setting inclusive of realistic working environments in educational settings (RWE) and where an appropriate Covid-19 risk assessment has been completed.

**NB. Government, National, Regional and Local Coronavirus (Covid 19) current restrictions and guidance must be adhered to at all times.**

***Assessment of performance criteria and performance range must be carried out by an assessor who is occupationally competent and in a way that authenticates the performance as the learners/candidates own, as set out in the assessment strategy. All evidence gathered should be traceable, auditable, and authenticated.***

***\*Existing assessment methods in the current assessment strategy.***

### **Internal and external verification**

To maintain the rigour and consistency of the internal and external verification processes against the National Occupational Standards in a workplace setting or realistic working environment (RWE) or learners/candidates own household/home remote from the workplace/educational site, both the internal and external quality assurance arrangements remain as stated in the assessment strategy documentation.

- Performance criteria verified by direct observation by a qualified internal or external verifier could include:
  - Verification processes may be completed and conducted virtually/remotely, by live stream, recorded and retained with appropriate consent and authentication of the candidate and assessor.
- Knowledge and understanding verified by sampling of the production evidence by a qualified internal or external verifier is achieved by *Remote Desktop* sampling in line with the current policies and procedures, taking account of the management of the programme\*.

### **Continual professional development of Assessors, Internal and External Verifiers**

- To maintain continual professional development, it is recommended that due to the availability of excellent online resources, assessors and verifiers are able to attribute these activities as part of the CPD requirements.
- When recording this type of CPD activity, reference should be made to the learning outcome and how it is intended to be implemented in practice.
- To support and maintain the professional development of assessors, internal verifiers and external verifiers the scope of CPD activity will be broadened to include CPD that:
  - supports the wellbeing and mental health of learners/candidates.
  - supports the utilisation of technology in teaching, learning and assessment.
  - provides vocationally related hygiene and infection controls updates and regulated qualifications for Covid-19.
  - supports the training for the implementation of testing for Covid-19, inclusive of lateral flow testing.
- It is also recognised the intensity of the work undertaken by assessors, internal and external verifiers that have been provided to support learning and assessment opportunities for learners/candidates. Therefore, whilst not encouraged it will be temporarily permissible for vocationally related CPD to be 30 hours pro-rata of a full time equivalent assessor/internal and external verifier role based on a 37.5 hour week for the annual period up to December 2021. This does not affect the CPD requirement for educational requirements, non-vocationally related.

### **Certification**

The above temporary mitigations/adaptions and additional guidance will permit learners/candidates to be able to progress to the next stage of their learning or career and will be reviewed as required and could include:

- Unit certification for those units already completed with full skills evidence, assessed and verified.
- Full certification only to be issued once full achievement of the assessor observed practical skills evidence requirements, knowledge and range of job competence are achieved against the existing criteria and internal and external verification processes completed.



## **HEALTH AND SAFETY STATEMENT**

### **Habia (SSB) Health and Safety Statement (February 2021) COVID 19**

This statement is current as at February 2021, this will be subject to review

**Health and Safety guidance for the observation of assessment of performance for performance criteria and range within the learners/candidates household/home for SVQs in Hairdressing, Beauty Therapy, Nails, Barbering and Spa\_(wellbeing and holistic therapies) remote from the workplace/educational site.**

In due consideration of the commitment to health and safety of all learners/candidates, clients/models, assessors, training organisations, employers, awarding bodies, insurers and regulators, the following guidance has been developed for consideration and implementation in relation to:

**Directly observed remote performance observations of assessments or range in a learners'/candidates' household/home, remote from the workplace/educational site, health and safety considerations:**

#### **Awarding bodies must ensure that:**

- Education providers/colleges/centres have evidence of appropriate risk assessments where learners/candidates use any equipment or product off site (in the household where they live or remote from the workplace/educational site).
- Education providers/colleges/centres and learners/candidates can demonstrate evidence of knowledge of health and safety, safe working practices, relative and absolute contra-indications, COSHH and have access to material data sheets, for the storage, emergency actions and safe disposal of the products in scope.
- Education providers/colleges/centres use remote direct observation technology that is sufficiently robust to ensure a continual live link for direct remote observation and must be carried out by an assessor who is occupationally competent and in a way that authenticates the performance as the learners/candidates own. All evidence gathered should be traceable, auditable, and authenticated with the relevant consent for all parties involved.
- Education providers/colleges/centres have evidence of the relevant indemnity insurance, valid for the activities and specialisms in scope, held by learners/candidates using any equipment or product off site (in the household where they live or remote from the workplace/educational site).



## RESTRICTIONS

**NB. Restricted use of products, performance of treatments and services are not permitted for assessment of performance criteria and range in a learners/candidates own household/home remote from the workplace/educational site**

- any treatment requiring the registration of a licence and/or disposal of sharps (blades, microneedles, epilation needles) or disposal of body fluids requiring a contaminated or clinical waste agreement.
- advanced techniques – predominately level 3 or above, soft tissue, remedial massage or electrical treatments
- treatments/services using chemical processing such as tint, peroxide or bleach (colour is involved) – eyelash/eyebrow tinting and hair colouring/lightening/correction.
- services reliant on chemical processes such as perming solutions, smoothing to include all chemical processes.
- nail, hand, foot treatments and services, inclusive of hybrid nail products and nail enhancements treatments – due to the chemical and ventilation requirements, low flash point of volatile substances and aerosol potential of e-files being utilised.
- services treatments involving and using blades, sharps or cutting - barbering, hairdressing and extractions.
- treatments and services using glue/adhesive for the application of false or temporary fixing of an item to the skin/body/nails (e.g. false eyelashes, nail art enhancements, prostheses, nail tips) Definition of a cosmetic product and UK/EU regulations\* (**see definition below**)
- treatments/services requiring the use of latex as PPE or to form a temporary adornment to the head/body in relation to media.
- treatments/services that require the use of a product that are volatile, have a low flash point, due to lack of control in households of naked flames/smokers or ignition sources (eg. nail enamel remover, surgical spirit, some essential oils)
- treatments/services that require the use of any chemical with the following hazardous classification symbols.



Flammable



Toxic/Poison



Explosive



Corrosive

Legislation for cosmetic products marketed in Great Britain (England, Wales and Scotland) is found in Schedule 34 of the Product Safety and Metrology Statutory Instrument, for ease it is called the UK Cosmetics Regulation (UKCR). Cosmetics marketed in Northern Ireland must continue to follow the EU Cosmetic Products Regulation (CPR).

The Office for Product Safety and Standards (OPSS) is the competent authority for cosmetic products in the UK and it has issued guidance on cosmetic compliance for the GB and NI markets. CTPA has also issued guidance, available from the public CTPA website. CPTA have a designated legislation page with links.

**The definition of a cosmetic product is the same in the EU Cosmetic Products Regulation and the new UK Cosmetics Regulation:**

*'cosmetic product' means any substance or mixture intended to be placed in contact with the external parts of the human body (epidermis, hair system, nails, lips and external genital organs) or with the teeth and the mucous membranes of the oral cavity with a view exclusively or mainly to cleaning them, perfuming them, changing their appearance, protecting them, keeping them in good condition or correcting body odours.*

**Annex 1 – Additional Unit Specific Guidance.**

**NB. Government, National, Regional and Local Coronavirus (Covid 19) current restrictions and guidance must be adhered to at all times.**

**Hairdressing/Barbering**

<b>Unit title</b>	<b>Additional range adjustments and use of head blocks</b>	<b>Remote assessment at home</b>
Plait and twist hair using basic techniques	A head block can be used to cover range within the unit, but a minimum of one observation must be completed on a client/peer	Remote assessment at home permitted, but a minimum one observation must be observed face to face
Set and dress hair	A head block can be used to cover range within the unit, but a minimum of one observation must be completed on a client/peer	Remote assessment at home permitted but a minimum one observation must be observed face to face
Plait and twist hair	A head block can be used to cover range within the unit, but a minimum of one observation must be completed on a client/peer	Remote assessment at home permitted but a minimum one observation must be observed face to face
Creatively style and dress hair	A head block can be used to cover range within the unit, but a minimum of one observation must be completed on a client/peer	Remote assessment at home permitted but a minimum one observation must be observed face to face
Provide creative hair extension services	As long as they have carried out the following: <ul style="list-style-type: none"> <li>• Full head</li> <li>• Long term</li> </ul>	Not permitted
Develop, enhance and evaluate your creative hairdressing skills	A head block can be used to cover 2 hair designs. The final observation must still be completed on a client/peer	Not permitted
Design and create patterns in hair	Can be assessed in one observation- but it must cover the following range: <ul style="list-style-type: none"> <li>• Full head</li> <li>• pictorial</li> </ul>	Not permitted

## Beauty

Unit title	Additional range adjustments	Remote assessment at home
Carry out Waxing services	Reduce waxing treatments to: <ul style="list-style-type: none"> <li>• Eyebrow</li> <li>• Upper lip chin</li> <li>• Full leg</li> <li>• Under arm</li> <li>• Bikini</li> </ul>	Not permitted
Provide make-up services	Reduce range to the following occasions: <ul style="list-style-type: none"> <li>• day</li> <li>• evening or special occasion</li> </ul>	Remote assessment at home permitted but a minimum one observation must be observed face to face
Instruct client in the use & application of skin care products and make-up	Reduce range to the following occasions: <ul style="list-style-type: none"> <li>• day</li> <li>• evening or special occasion</li> </ul>	Remote assessment at home permitted but a minimum one observation must be observed face to face
Enhance appearance using skin camouflage	Reduce the range of areas to <ul style="list-style-type: none"> <li>• head or neck</li> <li>• chest or shoulders or back</li> <li>• limbs</li> </ul>	Remote assessment at home permitted but a minimum one observation must be observed face to face
Provide Indian head massage	Reduce the treatment range area of <b>face</b> to forehead only.  All other treatment range areas must be covered	Not permitted