



**National Qualifications 2018  
Qualification Verification Summary Report  
Skills for Work: Hairdressing**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Courses

Titles/levels of National Courses verified:

## **C238 74 Skills for Work: Hairdressing (National 4)**

DX0K 10 Hairdressing: Employability Skills  
DX0M 10 Hairdressing: Salon Awareness  
DX0N 10 Hairdressing: Working in the Salon  
DX0P 10 Hairdressing: Creativity

## **C252 75 Skills for Work: Hairdressing (National 5)**

F343 11 Hairdressing: Working in a Salon Environment  
F344 11 Hairdressing: Salon Skills  
F346 11 Hairdressing: Creative Trends  
F345 11 Hairdressing: Introduction to Colour  
or  
H0PK 11 Hairdressing: Introduction to Colouring Processes

## **General comments**

These Skills for Work: Hairdressing courses were developed to provide an introductory hairdressing qualification, with practical experience of general salon duties, reception skills, communication and customer care. The courses were designed to help learners acquire subject-specific knowledge and experience, an understanding of the workplace, positive attitudes to learning, and skills which are transferable to other employment areas, enhancing learners' employability profiles. A key feature these course is the emphasis on learning through practical experience and by reflecting on experience.

The units were written in a hierarchical format, to facilitate multi-level delivery, enabling learners to achieve at their highest level.

In order to comply with the relevant EU directive relating to the use of colour chemicals, in February 2012 a new unit — Hairdressing: Introduction to Colouring Processes (H0PK 11) — was created as an alternative to Hairdressing: Introduction to Colour (F345 11). The responsibility is with the centre to fully comply with the EU directive and be aware of the pre-16 restrictions set out by the sector skills body, HABIA, (European Directive Pre-16 Restrictions).

All centres where external activity took place had selected H0PK 11 Hairdressing: Introduction to Colouring Process for delivery within the National 5 award because of the age group of learners.

These Skills for Work: Courses were re-coded as part of the Curriculum for Excellence development programme in August 2013; however, to date no changes to course and unit content have been made.

Thirteen SQA-approved centres were selected for external verification activity in academic session 2017–18. Two of these were not running. Eleven were visited: five schools and six colleges.

The external verification activity enabled assessment evidence to be sampled for all units at National 4 and 5. Six centres were delivering National 4; two National 5 and three National 4 and 5. Nine centres were accepted and two centres were accepted following review.

Review was required in the following areas:

- ◆ Centre 1 — delivering National 4 and 5: DX0K 10 Hairdressing: Employability Skills. The evidence requirements in respect of outcome 3 (candidate review log) were not being met. Inaccurate assessment decisions had not been identified during internal verification sampling.
- ◆ Centre 2 — delivering National 4 and 5: DX0M 10 Hairdressing: Salon Awareness; F344 11 Hairdressing: Salon Skills; F343 11 Hairdressing: Working in a Salon Environment; H0PK 11 Hairdressing: Introduction to Colouring Processes. Assessor judgements were not based on the assessment guidelines resulting in candidate evidence not meeting unit requirements. In this instance the internal verification sampling had identified that action was required.

The results of the external verification activity would suggest most centres have a clear and accurate understanding of the requirements of the national standards and apply them appropriately.

## **Course arrangements, unit specifications, instruments of assessment and exemplification materials**

SQA National Assessment Bank (NAB) material was being used by all centres that were externally verified.

Evidence sampled and discussions with assessors and internal verifiers during external verification visits confirmed that centre staff in most centres are familiar with, and have a clear and accurate understanding of, the unit specifications, evidence requirements and instruments of assessment.

Learning and teaching is supported by the Colleges Scotland and/or SQA-devised learning packs. Most centres 'cherry pick' the activities to be used. One centre had developed and was using an excessive amount of written work to support learning and teaching. This was discussed with centre staff. Another centre had developed a workbook to support the delivery of underpinning knowledge, which was well structured. A few centres use the SQA-produced DVDs to support delivery at both National 4 and 5.

## **Evidence requirements**

The evidence requirements are detailed in each unit specification. SQA National Assessment Bank (NAB) material is provided for all units. Marking guides provided within the NAB indicate the expected standard of learner response, facilitating standardised, reliable assessment decisions.

Assessors in two of the 11 centres visited had initially not demonstrated a clear understanding of unit evidence requirements. In centre 1 for unit DX0K 10 Hairdressing: Employability; and in centre 2 for units DX0M 10 Hairdressing: Salon Awareness, F344 11 Hairdressing: Salon Skills, F343 11 Hairdressing: Working in a Salon Environment, and H0PK 11 Hairdressing: Introduction to Colouring Processes. In both instances evidence requirements were clarified and understanding demonstrated via discussion and evidence viewed at review visits.

Overall, evidence viewed indicated that SQA NAB material had been used appropriately and that fair, consistent, reliable assessment decisions had been made in most centres. Therefore, the verification sample suggests that there is a clear understanding of unit evidence requirements.

## **Administration of assessments**

SQA NAB material was used in all centres where external verification activity took place. Assessment in most centres had been carried out as detailed in each unit specification. The practical element of assessment for each unit was carried out by direct assessor observation, supported by assessor observation checklists and centre-devised consultation records. Photographs were used in a few centres as supplementary evidence to demonstrate practical performance. Written tasks were of a satisfactory standard.

In one centre, school learners had been brought into the college commercial salon to ensure coverage of assisting with reception duties in line with unit requirements (DX0M 10). In a second, an online system was used enabling both staff and learners to access learning resources and track progress at all times, facilitating consistency and standardisation across campuses. In a third, a buzz-word board was used in the salon to support and encourage self-reflection and build confidence.

In a few centres, the evidence viewed in respect of candidate reviews (Outcome 3) of unit DX0K 10 Hairdressing: Employability Skills lacked clarity and was often repetitive in the identification of skills for improvement and setting actions for improvement sections of the NAB. Extended discussion with learners to facilitate a better understanding of the review process was recommended.

Units DX0P 10 Hairdressing: Creativity and F346 11 Hairdressing: Creative Trends continue to be the most challenging. Evidence viewed for these units varied across centres where external verification took place. Learners should be encouraged to produce mood boards (DX0P 10) and style boards (F346 11) with more structure to facilitate the identification of the key design elements and support the planning of the style to be created on a mannequin head. The quality

of mood boards and style boards could be improved by the use of digital programmes.

For DX0P 10 Hairdressing: Creativity, learners should be encouraged to clearly show how their mood board reflects their own individuality and style and how this is reflected in the style created on the mannequin head.

Style boards produced for unit F346 11 Hairdressing: Creative Trends should clearly reflect current fashion trends in hairdressing and the style planned and produced on a mannequin head should reflect these, demonstrating a creative approach which shows imagination and originality.

In a few instances the plans that were sampled lacked clarity and detail for both DX0P 10 Hairdressing: Creativity and F346 11 Hairdressing: Creative Trends (outcome 2). It is essential that plans are clear, detailed and exemplify the key design elements reviewed from the mood board (DX0P 10) or style board (F346 11). They should identify the skills and resources required and all preparatory steps. The use of head sheets should be encouraged to provide detail.

Due to the progressive nature of the outcomes in DX0P 10 Hairdressing: Creativity and F346 11 Hairdressing: Creative Trends, learners should successfully complete the evidence requirements of each outcome before progressing to the next. In particular, mood boards and style boards should not be altered retrospectively, as these form the basis for identification of the key design elements which are used to plan and design the image to be created on the mannequin head.

The external verification activity confirmed that internal verification processes are followed. However, in more than a few centres sampling is end-loaded, which does not support the assessment process, resulting in re-assessment when actions are identified on unit completion. This was the case in the two centres where review was carried out.

It was noted in one centre that checking for version changes to NAB material had not been carried out since 2013. This was discussed with centre staff and it was agreed that this would form part of the pre-delivery check. In another centre the outcome 1 instrument of assessment from NAB F345 11 was being used, although unit H0PK 11 was being delivered. In this instance as the instrument of assessment is the same in both NABs there was no adverse impact on the assessment result.

Internal verification documentation that was viewed confirmed that feedback is given on evidence sampled. One school visited had a partnership with their local college to carry out internal verification. In one centre issues had been identified through internal verification sampling with clear actions put in place to resolve these. In another internal verification sampling had been ineffective in identifying that action was required. Both of these centres had a second external verification visit at which time the visits were successful.

Learners in more than a few centres undertake practical assessment on clients as opposed to peers. In the majority of centres where external verification took place learners were given the opportunity to participate in a variety of internal and external activities to enhance their skills development and showcase their skills, eg styling hair for a school pantomime, charity events, commercial salon, and working with learners at a higher level.

### **Areas of good practice**

- ◆ Centre-devised client consultation/analysis sheets and digital images used to support and exemplify performance.
- ◆ Practical assessment undertaken on clients as opposed to peers.
- ◆ The use of well-structured workbooks which cover underpinning knowledge.
- ◆ Employability skills signage on the wall to reinforce employability skills being developed in each session.
- ◆ School–college partnership — learners had been brought into the college commercial salon to ensure all requirements of the assisting with reception duties were covered.
- ◆ Use of an online system to enable staff and learners to access learning resources and track progress at all times ensuring consistency and standardisation across campuses.
- ◆ Buzz-word board in salon to support and encourage self-reflection and confidence.
- ◆ Opportunities for learners to participate in a variety of internal and external activities to enhance their skills development and showcase their skills, eg participation in competitions, styling hair for a school pantomime, charity events, commercial salon, and working with learners at a higher level.

### **Specific areas for improvement**

- ◆ Reflect the key feature of Skills for Work courses, ie learning through practical experience and learning by reflecting on experience.
- ◆ Reduce the excessive quantity of written work.
- ◆ Check the currency of the SQA NAB as part of pre-delivery internal verification each session to ensure the most up to date version is being used.
- ◆ Use marking guides to support consistent, valid, reliable decision making against SQA requirements.
- ◆ Plan and carry out ongoing internal verification sampling as opposed to end-loading to support the assessment process.
- ◆ DX0K 10 Hairdressing: Employability Skills:
  - Extend discussion with learners regarding reviews of employability skills, which will support the identification of skills for improvement and the setting of actions which are specific, measurable, achievable and realistic for each individual learner.
  - As learners complete each review, review the action set where an action is partially met. When taking forward partially completed areas for

improvement to the next review, these may be integrated to enable learners to select and improve further employability skills.

- ◆ DX0P 10 Hairdressing: Creativity and F346 11 Hairdressing: Creative Trends
  - Due to the progressive nature of the outcomes in these units, learners should successfully complete the evidence requirements of each outcome before progressing to the next. In particular, mood boards and style boards should not be altered retrospectively as these form the basis for the identification of the key design elements which are used to plan and design the image to be created on the mannequin head.
  - Encourage the development of mood boards and style boards with more structure to facilitate the identification of the key design elements and support the planning of the style to be created on a mannequin head.
  - Improve texture evident on mood boards/style boards.
  - Consider using digital programmes to compile mood board/style boards to enhance quality and facilitate resource management.
  - Provide plans which are clear and detailed.
- ◆ DX0P 10 Hairdressing: Creativity — Encourage learners to clearly show how their mood board reflects their own individuality and style and how this is reflected in the style created on the mannequin head.
- ◆ F346 11 Hairdressing: Creative Trends — Style board produced should clearly reflect current fashion trends in hairdressing and the style planned and produced on a mannequin head should reflect these, demonstrating a creative approach which shows imagination and originality.