

Subject guidance for internally assessed qualifications in 2020-21

Please read this document in conjunction with [guidance for the assessment of internally assessed qualifications issued to centres in August 2020](#).

Hairdressing, Barbering, Beauty Therapy, Complementary Therapies, Make-up Artistry

This includes all SfW, NC, NPA, PDA and HN Group Awards and individual subject specific units.

Group Award and unit titles and codes:	Stand-alone subject specific units	
	SfW Hairdressing (C238 74) SfW Hairdressing (C252 75) NC Hairdressing (G95H 45) NC Hairdressing (G9K3 46) HNC Hairdressing (G805 15) (lapsed) HNC Hairdressing (GP7W 15)	NC Beauty Care (G9K2 46) NC Beauty Care and Make-Up (G92F 45) HNC Beauty Therapy (GN87 15) HND Beauty Therapy (GN88 16) HND Beauty Therapy (G7WY 16) (lapsed)
	NPA Barbering (GF4L 45) PDA in Barbering at SCQF Level 7 (GM03 47)	NC Wellness Therapies (GD28 46) HNC Complementary Therapies (GL7X 15) HND Complementary Therapies (GM9E 16)
	NC Make-Up Artistry (G9K4 46) HNC Fashion Make-up (GP17 15) HNC Make-up Artistry: TV, Film and Theatre (GP5V 15) HND Make-up Artistry: TV, Film and Theatre (GP5W 16)	NPA Cosmetology (G8GX 44) NPA Beauty and Digital Communication (GD62 44) NPA Beauty Massage (GF7E 45) NPA Beauty Skills (GF7F 44) NPA Eye Treatments (GF7G 45)
	HNC Fashion Make-up (G7YR 15) (lapsed) HND Make-up Artistry (G8DF 16) (lapsed)	NPA Long Hair Design with Make-Up (GF7H 45) NPA Make-Up Skills (GF7J 45) NPA Manicure and Pedicure Skills (GF7K 45)
	SfW Beauty (C262 76)	NPA Nail Enhancements (GF7D 45)

Units and/or outcomes where conditions of assessment can or cannot be altered

Assessment Requirements (mandatory)

For reasons of Critical Competence to the Group Award and/or Risk to Self and/or Others, the assessment requirements identified in the following unit specifications are mandatory and may not be altered.

Hairdressing and Barbering units

The summative assessment of units that include hair cutting, colouring and/or the use of razors in barbering for example, *Creative Shaving Techniques* (HG4L 34), must be directly supervised by a suitably qualified person. Candidates should not carry out practical assessment on themselves.

Beauty Therapy and Complementary Therapy units involving the use of chemicals or chemical compounds or electrical equipment

The summative assessment of beauty therapy and complementary therapies units must be directly supervised by a suitably qualified person, for example, Beauty Therapy: Electrical Epilation (J123 34) and Beauty Therapy: Electrical Epilation: Advanced (DN6J 35). Candidates should not carry out practical assessment on themselves

Liquid and Powder Nail Enhancements (HW14 34)

The assessment of Liquid and Powder Nail Enhancements (HW14 34) requires appropriate ventilation in line with required industry standards.

Make-up Artistry: Lifecasting and Mould Making (J1LP 35)

Assessment of Outcome 2 must be directly supervised by a suitably qualified person. Candidates should not carry out practical assessment on themselves.

Where assessments can be altered, that is where no subject guidance is published to insist on closed book conditions, centres can gather evidence for outcomes under open book conditions where this is more practicable for 2020-21. Examples of alternative assessment could be questions which have been answered and submitted by learners in a given time period, an electronic presentation with questions and answers, case studies, professional discussions, viva voce examinations or a report. Centres must ensure that the revised assessment task(s) is of the same level of demand for the learner as required by the original assessment requirements.

Adaptations to evidence requirements to help manage assessment

Creative Cutting Techniques (HG4M 34)

Evidence Requirements:

- ◆ reduction in number of assessment occasions - four plans and practical assessments reduced to three plans and practical assessments.

See the examples in this document in the section titled *Combining Assessment – Examples*.

Creative Shaving Techniques (HG4L 34)

Evidence Requirements:

- ◆ reduction in number of assessment occasions – evidence Requirements – Four plans and practical assessments reduced to three plans and practical assessments.

See the examples in this document in the section titled *Combining Assessment – Examples*.

Additional guidance and information

Recommended approach to assessment

For the purposes of summative assessment, candidates may use 'clients' and participants from their educational settings, realistic workplace environment and/or household bubble(s).

For units involving make-up, it may be appropriate for candidates to use themselves as the client/model. Professional judgement, in collaboration with the wider course team and internal verifier(s), should be used to agree when this approach is appropriate.

A combined approach to practical assessment is encouraged to reduce client/participant footfall and avoid overassessment. Where evidence requirement within or across units can be covered through combined assessment, learners may be able to show competence on fewer clients and/or occasions. Professional judgement, in collaboration with the wider course team and internal verifier(s), should be used to agree where any combining/int for example, ration of assessment is appropriate. Such decisions should be recorded and retained with candidate evidence.

It is important that the candidate approaches each assessment individually and generates and records all of the required evidence, at each stage of each assessment, in line with the unit specification evidence requirements.

Depending on the knowledge and skills being assessed, you should use your professional judgement in determining the number of participants that would be appropriate for a learner to demonstrate competence in practical assessments for example, in Fashion Make-up; Presentation and Promotional Skills (J0H5 34) the size of the audience may be varied and could be carried out virtually through for example, a video conferencing platform.

Maintaining a record of formative assessment evidence as learners move towards the point when they are assessment ready is encouraged. This evidence will not take the place of summative assessment evidence, but it may support summative assessment decisions.

Opportunities should be taken to adopt a combined approach when gathering written evidence. If such an approach is being taken it is important that the rationale is clear. Where units of differing SCQF levels are being integrated it is important that evidence generated for each unit is at the appropriate SCQF level.

Environment – excluding unit specifications listed under Assessment Requirements (Mandatory) above

Where evidence requirements in a unit specification stipulate a summative assessment should take place in a particular environment, for example, a commercial hairdressing or beauty salon, it is appropriate that a candidate is assessed in the realistic working environment within their centre for example, the centre's salon. During assessment, appearance of candidates should be reflective of professional industry practice.

You should carefully consider if a candidate is at a stage where they can complete assessment safely. You should use your centre's risk assessment policy prior to allowing learners to undertake summative assessment remotely, out with your centre.

Further guidance and support

The following sources may provide you with further guidance and support:

- ◆ Hair and Beauty Industry Authority (HABIA) <https://habia.org/covid-19>
- ◆ National Hair and Beauty Federation (NHBF) <https://www.nhbf.co.uk/coronavirus/>

Combining Assessment – Examples

The following examples provide some illustrations of how assessments may be combined. Your centre's delivery model may provide options to combine other assessments and reduce overassessment.

Beauty Therapy (GN88 16) Skills for Work – Beauty (Higher) (C262 76)

Beauty: Facial Treatment Techniques (J17A 76)

Beauty: Facial Treatment Packages (J17B 76)

Outcome 1 for both units – written assessments can be combined as detailed in the Assessment Conditions section of either NAB.

Outcomes 2 and 3 for both units – practical elements can be integrated for example, rated to provide the client with a treatment reflective of industry practice, such as facial treatment (cleanse, massage, tone, moisturise) incorporating skin warming, masque (setting, non-setting or paraffin wax).

Through combining assessment in this manner, the assessment can be completed on three clients as opposed to six.

NC Beauty Care (G9K2 46)

Beauty: Facial Treatment Techniques (J17A 76)

Beauty: Facial Treatment Packages (J17B 76)

Outcome 1 for both units – written assessments can be combined as detailed in the Assessment Conditions section of either NAB.

Beauty: Facial Treatment Techniques (J17A 76)

Beauty: Facial Treatment Packages (J17B 76)

Beauty: Eye Enhancements (F6XF 12)

Outcomes 2 and 3 for these units – practical elements can be integrated for example, rated to provide the client with a treatment reflective of industry practice, such as, facial treatment (cleanse, massage, tone, moisturise) incorporating skin warming, masque (setting, non-setting or paraffin wax), eyelash and eyebrow tint, eyebrow shape (automatic or manual tweezers) and the application of false lashes (strip or individual).

Through combining assessment in this manner, the assessment can be completed on three clients as opposed to nine.

HNC/D Beauty Therapy (GN88 16)

Beauty Therapy: Contemporary Aesthetic Treatments (HW12 34)

Spa Treatments (HW18 35)

Beauty Therapy: Advanced Facial and Body Therapy Techniques (HY28 35)

Outcome 1 for all units – includes the research of contra indications. This may provide an opportunity to cross assess should a learner/centre choose a treatment(s) applicable across two or more of these units.

Beauty Therapy: Advanced Facial and Body Therapy Techniques (HY28 35)

Beauty Therapy: Product Knowledge (HW0W 35)

Practical evidence could be combined, ie the three clients for HY28 35 could also be used as the three clients for HW0W 35.

HND Complementary Therapies (GM9E16) / HND Beauty Therapy (GN88 16)

Extracts from Group Award Specification for GN88 16

Body Massage Treatments (HF7J 34)

the opportunity exists to cross reference the contra-indications and special care conditions, with the exception of varicose veins, metal pins/plates, applicable to outcome 1, where these have been successfully achieved in the closed-book written assessment in Aromatherapy Massage (HF7T 34).

Aromatherapy Massage (HF7T 34)

the opportunity exists to cross reference the contra-indications and special care conditions applicable to outcome 1 where, these have successfully been achieved in the closed-book written assessment in Body Massage Treatments (HF7J 34).

Signature Massage (HX02 34)

the opportunity exists to cross reference contra-indications and special care conditions applicable to outcome 1, where these have been successfully achieved in the closed-book written assessment from either of the following units:

Body Massage Treatments (HF7J 34) – all

Aromatherapy Massage (HF7T 34) – with the exception of special care conditions varicose veins, metal pins/plates.

HNC Hairdressing (GP7W 15)

Through combining assessment as described below, assessment can be completed on a reduced number of clients. There is no reduction in the number of summative assessments required in unit specification evidence requirements.

Unit	Practical performance requirements	Example of Combining Assessment / Cross Assessment
Hairdressing: Principles of Colour (J29Y 34)	<p>Four summative assessment occasions. One must cover two-stage colour change.</p> <p>One summative assessment can be carried out in salon/workplace</p>	<p>Assess 1 – Creative technical application – Weaving/slicing cross with current technique and cross with colour change (change tone)</p> <p>Assess 2 – Creative technical application – Block colouring cross with partial colouring and cross with colour change (lighten or darken)</p> <p>or combination of above</p>
Hairdressing: Hair and Scalp Treatments (J2A1 34)	<p>Two summative assessment occasions, one which returns for review</p> <p>One summative assessment can be carried out in salon\workplace</p>	<p>One hair treatment (restructuring/bond) and one scalp treatment</p> <p>Assess 1 – Hair treatment cross with colouring and/or cutting units</p> <p>Assess 2 – Scalp treatment cross with cutting and/or long hair (returning client for review could have hair re-cut into another style)</p>
Hairdressing: Classic and Creative Cutting (J2A0 34)	<p>Four summative assessment occasions</p> <p>One summative assessment can be carried out in salon\workplace</p>	<p>Two classics haircuts:</p> <p>One must show precision in the perimeter line</p> <p>One must be a classic bob cut</p> <p>Two creative commercial haircuts (covering all of the classic cutting cat for example, ories)</p> <p>graduation — round or square</p> <p>layer — round or square or concave</p> <p>perimeter line — concave or convex or horizontal</p> <p>Assess 1 – one classic bob incorporating precision length</p> <p>Assess 2 – one classic precision cut length with (creative) layer or graduation</p> <p>Assess 3 – one creative layer with graduation</p>

By incorporating optional units – Hairdressing: Creative Long Hair Looks (J2A2 34) – this will further combine and maximise the assessment opportunity. For example, candidates could incorporate the practical assessments (outcomes 2 and 3). Once candidates have created all the final looks, they could create a long hairstyle.

HNC Hairdressing (GP7W 34)

Example Assessment Journey

It is important that the candidate approaches each assessment individually and generates and records all of the required evidence, at each stage of each assessment, in line with the unit specification evidence requirements.

Client 1 – Example

One client could be used to cover a range of assessments on one occasion:

- ◆ Assessment 1 Colouring assessment (J29Y 34)
- ◆ Assessment 2 Hair and scalp assessment (J2A1 34)
- ◆ Assessment 3 Cutting assessment (J2A0 34)

Once the hair has been blow-dried and final image(s) taken for this assessment, the candidate could then continue onto assessment four.

- ◆ Assessment 4 Long Hair look assessment (J2A2 34)

Client 2 – Example

One client could be used to cover a range of assessments on one occasion:

- ◆ Assessment 1 Hair and scalp assessment look assessment (J2A1 34)
- ◆ Assessment 2 Cutting assessment (J2A0 34)

Once the hair has been blow-dried and final image(s) taken for this assessment, the candidate could then continue onto assessment three.

- ◆ Assessment 3 Long Hair look assessment (J2A2 34)

PDA in Barbering at SCQF Level 7 (GM03 47)

Unit	Practical Performance Requirements	Adaptation
Creative Cutting Techniques (HG4M 34)	Four creative restyles	Four plans and practical assessments reduced to three plans and practical assessments. Unchanged (three assessments)
Creative Cutting Facial Hair (HG4N 34)	Three facial haircuts	<ul style="list-style-type: none"> ◆ one full beard and moustache ◆ one partial beard and moustache ◆ one moustache only
Creative Shaving Techniques (HG4L 34)	Four creative shaving	Four plans and practical assessments reduced to three plans and practical assessments.

Example 1 (would require 3 models)

Assessment 1: Creative restyle, Creative facial haircut (full beard and moustache) followed by creative shaving.

Assessment 2: Creative restyle, Creative facial haircut (partial beard and moustache) followed by creative shaving.

Assessment 3: Creative restyle, Creative facial haircut) moustache only) followed by creative shaving.

Example 2 (would require 6 models)

Assessment 1: Creative restyle, Creative facial haircut (full beard and moustache).

Assessment 2: Creative restyle, Creative facial haircut (partial beard and moustache).

Assessment 3: Creative restyle, Creative facial haircut) moustache only).

Followed by separate creative shaving assessments on three different models.

NPA Barbering (GF4L 45)

Gents Cutting to Incorporate Clipping and Razoring (H1N8 11)	Minimum of two assessments	Int for example, ration requires 3 models Assessment 1 Gents scalp massage, Gents cut, facial haircut (one tapered beard line) followed gents shave assessment. Assessment 2 Gents scalp massage, Gents cut, facial haircut (one full beard line) followed gents shave assessment. Assessment 3 Gents scalp massage, facial haircut (one moustache) followed gents shave assessment.
Cut Facial Hair (H1N9 11)	Minimum of three assessments	
Gents Shaving: An Introduction (H1NA 11)	Minimum of three assessments	
Gents Scalp Massage (H1NB 11)	Minimum of Three assessments	

Skills for Work – Hairdressing (National 4) (C238 74)

Hairdressing: Salon Awareness (J16S 74)	Hairdressing: Working in the Salon (J16T 74)	Hairdressing: Creativity (J16V 74)
Outcome 3	Outcomes 1,2 and 3	Outcomes 2 and 3
<p>Through combining assessment, the assessment can be completed on a reduced number of clients/assessment events. There is no reduction in the number of summative assessments required in unit specification evidence requirements.</p> <p>Units within this Group Award have been designed so that assessment evidence be combined where possible. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the ASPs provide examples.</p> <p>Hairdressing: Salon Awareness (J16S 74) – Outcome 3 – may be combined with Hairdressing: Working in the Salon (J16T 74) – Outcomes 1, 2 and 3 – general hairdressing duties, shampooing, conditioning and blow-drying skills.</p> <p>Hairdressing: Creativity (J16V 74) – Outcome 2 may be developing skill in blow-drying or any other hairdressing skill; Outcome 3 – creation and presentation of a completed image may be carried out while carrying out specified duties or general salon duties.</p>		

Skills for Work Hairdressing (National 5) (C252 75)

Hairdressing: Working in a Salon Environment (J138 75)	Hairdressing: Salon Skills (J139 75)	Hairdressing: Creative Trends (J13B 75)	Hairdressing: An Introduction to Colour (J13A 75) or Hairdressing: Introduction to Colouring Processes (J13M 75)
Outcomes 2,3 and 4	Outcomes 1,2,3 and 4	Outcomes 2 and 3	Outcomes 2,3 and 4
<p>Through combining assessment, the assessment can be completed on a reduced number of clients/assessment events. There is no reduction in the number of summative assessments required in unit specification evidence requirements.</p> <p>Units within this Group Award have been designed so that assessment evidence be combined where possible. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the ASPs provide examples.</p> <p>There are opportunities to combine assessment of Hairdressing: Working in a Salon Environment (J138 75) – Outcomes 2, 3 and 4 (specified role) – with Hairdressing: Salon Skills (J139 75) – Outcomes, 1, 2 and 3 (general hairdressing duties, shampooing, conditioning and blow drying skills) – and with Hairdressing: Creative Trends (J13B 75) – Outcome 2 (may be developing skill in blow drying or any other hairdressing skill in the creation and presentation of a completed image may be carried out while carrying out specified duties or general salon duties).</p> <p>There are opportunities to combine assessment of Hairdressing: Salon Skills (J139 75) – Outcomes 1, 2 and 3 (general hairdressing duties, shampooing, conditioning and blow drying skills) – with Hairdressing: Working in a Salon Environment (J13B 75) – Outcome 2 (may be developing skill in blow drying or any other hairdressing skill in the creation and presentation of a completed image may be carried out while carrying out specified duties or general salon duties).</p> <p>Hairdressing: An Introduction to Colour (J13A 75) – Outcomes 2 and 3 (preparation for colour application and application of colour) may be combined with Hairdressing: Working in a Salon Environment (J138 75) and/or Hairdressing: Creative Trends (J13B 75).</p> <p>Outcome 3 from Hairdressing: Creative Trends J13B 75, and outcome 4 of all other units, requires completion of a learner review, recording development of specified employability skills. This should only be completed fully after completion of one unit with PC (D). Evaluate progress in achieving identified goals for other units.</p>			

Make-up Artistry

HNC Fashion Make-up (GP17 15)

Within the Group Award there is the opportunity to combine practical assessment tasks for a variety of units and reduce the number of models and assessment occasions required. The example below demonstrates that by combining assessments across all four units, the model requirements and assessment occasions could be reduced from eleven to three.

Essential Make-up Skills (J0H1 34)	Fashion Make-up: Current Fashion and Classic Make Up Skills (J0H2 34)	Fashion Make-up: Hairdressing Techniques (J0H6 34)	Fashion Make-up: Presentation and Promotional Skills (J0H5 34)
<p>Practical requirements</p> <ul style="list-style-type: none"> ◆ Young Female look ◆ Mature Female look ◆ Male grooming ◆ Day/Evening look ◆ Bridal look ◆ Corrective make-up 	<p>Practical requirements</p> <ul style="list-style-type: none"> ◆ Classic 20th Century iconic make-up ◆ Current trend makeup 	<p>Practical requirements</p> <ul style="list-style-type: none"> ◆ Setting (traditional/ alternative or finger waving or pin curling) ◆ Blow Dry and Finish (brush through and style or heated style and finish or dry-setting and finish) ◆ Hair-up (classic or fashion; smooth or movement) 	<p>Practical requirements</p> <ul style="list-style-type: none"> ◆ Make-up presentation for an individual ◆ Make-up presentation to an audience ◆ Make-up presentation for social media
<p>Assessment Occasion 1/Model 1 (2 looks covering 4 assessments)</p> <p>Look 1 – Young bridal make-up look with a blow-dried hairstyle incorporating dry setting and finishing.</p> <p>Look 2 – Convert model look to a current trend make-up look during a presentation to an audience.</p> <p>Assessment Occasion 2/Model 2 (2 looks covering 5 assessments)</p> <p>Look 1 – Mature day make-up look with traditional hair setting incorporating pin curling.</p> <p>Look 2 – Convert model look to a classic iconic 20th century make-up look with a classic hair up style incorporating movement during a presentation to an individual.</p> <p>Assessment Occasion 1/Model 3 (1 look covering 2 assessments)</p> <p>Look 1 – Male corrective make-up performed as part of a social media presentation.</p>			

HNC Make-up Artistry: TV, Film and Theatre (GP5V15)

Within HNC Make-up Artistry: TV, Film and Theatre there are opportunities to combine practical assessment tasks for a variety of units and reduce the number of models and assessment occasions required.

The example below demonstrates that by combining assessments across both units all practical assessments can be achieved within three assessment occasions on three models.

Make-up Artistry: Sculpting and Flat Mould Production for Prosthetic Make-up (J1LK 34)	Make-up Artistry: Specialised Make-up Effects for TV and Film (J1FT 35)
<p>Practical requirements</p> <p>Produce four flat mould prosthetic appliances</p> <ul style="list-style-type: none"> ◆ two open wounds ◆ two closed wounds (one to be a min 10 centimetres) ◆ two applications on the body ◆ two applications on the face 	<p>Practical requirements</p> <p>Occasion 1 Simulated activity- major incident involving multiple casualties. 2 models</p> <ul style="list-style-type: none"> ◆ Learner to create specialised make-up effects on a minimum of two models covering the face, body, skeletal and circulatory trauma. ◆ Skin trauma to the face and body covering superficial cuts/scrapes, bruising and lacerations. <p>Occasion 2 Healing of injuries associated with trauma covering stitches and scarring.</p> <ul style="list-style-type: none"> ◆ Learners should demonstrate the effects of the healing process for continuity on one model from assessment occasion 1, focusing on bruising, cuts, lacerations and burns within one area of the body. <p>Occasion 3 Deceased</p> <ul style="list-style-type: none"> ◆ Learners should demonstrate skin discolouration to simulate the effects on the human body of a recently (24–48 hours) deceased body.

Assessment Occasion 1 – Simulated activity with multiple casualties incorporating special effects make-up and open wound prosthetic appliances. **2 models**

- ◆ Produce and apply **two open wound** prosthetic appliances (one on the face and one on the body), to one or both models and incorporate special effects make-up to cover the evidence requirements.

Assessment Occasion 2 – Healing of injuries associated with trauma incorporating special effects make-up and a closed wound prosthetic appliance. **1 model** (from occasion 1)

- ◆ Produce and apply **one closed wound** prosthetic appliance to demonstrate for continuity the healing process of the open wound applied to the face in assessment occasion 1, to incorporate stitches and scarring.

Assessment Occasion 3 – Deceased **1 model** (from occasion 1)

- ◆ Produce and apply **one closed wound** (min 10cm) to represent a closed post-mortem laceration and incorporate special effects make-up to demonstrate skin discolouration to simulate the effects on the human body of a recently deceased body.

HND Make-up Artistry: TV, Film and Theatre (GP5W 16)

History of Make-Up (J0H8 35)

History of Hairdressing (J0J6 35)

If you choose to deliver the optional units *History of Make-Up* (J0H8 35) and *History of Hairdressing* (J0J6 35), the assessment evidence for these units could be combined into one portfolio of evidence.

HND Make-up Artistry: TV, Film and Theatre (GP5W 16)

The example below demonstrates that by combining assessments across both units the practical assessments for these outcomes can be achieved within one assessment occasion on one model.

Make-up Artistry: Ageing Skills (J1F7 34)	Make-up Artistry: Production Studies for Theatre (J1GL 35)
Practical requirements Outcome 2 - Plan and perform one ageing make-up look for theatre.	Practical requirements Outcome 3 – Plan and produce one characters hair and make-up look for theatre, to incorporate timed changes.