



National Qualifications

Qualification Verification Summary Report 2022–23

Skills for Work: Hairdressing

Verification group number: 404

Skills for Work Courses

Skills for Hairdressing National 4

Group award code: C238 74

J16S 74 Hairdressing: Salon Awareness (National 4) 6 SCQF credit points
J16T 74 Hairdressing: Working in the Salon (National 4) 6 SCQF credit points
J16R 74 Hairdressing: Employability Skills (National 4) 6 SCQF credit points
J16V 74 Hairdressing: Creativity (National 4) 6 SCQF credit point

Skills for Hairdressing National 5

Group award code: C252 75

J138 75 Hairdressing: Working in a Salon Environment (National 5) 6 SCQF credit points
J139 75 Hairdressing: Salon Skills (National 5) 6 SCQF credit points
J13B 75 Hairdressing: Creative Trends (National 5) 6 SCQF credit points
J13A 75 Hairdressing: An Introduction to Colour (National 5) 6 SCQF credit points

and/or

J13M 75 Hairdressing: Introduction to Colouring Processes (National 5) 6 SCQF credit point

General comments

Skills for Work: Hairdressing (National 4 and 5) courses were developed to provide an introductory hairdressing qualification, with practical experience of general salon duties, reception skills, communication, and customer care. The courses are 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 is the emphasis on learning through practical experience and by reflecting on experience with a focus on process, not product. The units are written in a hierarchical format, to facilitate multi-level delivery, enabling candidates to achieve at their full potential.

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 (J13M 75) — was created as an alternative to Hairdressing: Introduction to Colour (J13A 75). 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).

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

All SQA-approved centres selected for external verification activity in academic session 2022–23 were accepted following review. The external verification activity enabled assessment evidence to be sampled for all units at National 4 and 5.

The results of the external verification activity would indicate 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 CDN previously known as Colleges Scotland or appropriate centre-devised learning materials.

Evidence requirements

Evidence requirements for each unit are detailed in the unit specification. SQA 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.

In almost all centres visited the 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 number of centres as supplementary evidence to demonstrate practical performance. Written tasks were of a satisfactory standard. Assessor feedback was clear, consistent, constructive and supported improvement.

Almost all centres visited demonstrated excellent links with employers. The employers offered work experience to learners and carried out presentations to groups to discuss job roles and responsibilities, outlining realistic working practices and skills required to work within the hairdressing industry. This directly relates to task requirements for unit J16S 74 Hairdressing: Salon Awareness (National 4) and supports the holistic implementation and expectations of group award delivery.

However, in a few instances it was identified that learners should be encouraged to use their own words to record their own responses to demonstrate their understanding and not use exemplar response provided in the marking guide.

One centre was not using the current instrument of assessment for Working in a Salon Environment is version 3.0 May 2018. The assessment decisions recorded on the instrument of assessment are valid, reliable, practicable, equitable and fair. Terminology has been updated from Intermediate 2 to National 5 and unit re-coded (J138). There was no change to assessment content. Centres must ensure the current instruments of assessment available on the SQA secure site are being used.

One centre delivering Unit J13B Creative Trends lacked a range of styles, textures and colours. The assessing team needs to ensure candidates identify current fashion trends from a variety of sources to produce a style board which effectively combines style, texture and colours to meet the minimum requirements.

Learning and teaching

Learning and teaching is varied and appropriate to learner's needs. Activities were highly practical and reflected the skills and knowledge required to evidence each unit. Learners in all centres visited were given the opportunity to showcase practical skills at a range of events, such as charity or open days, or with cross-centre groups such as full-time hairdressing classes and/or school performance activities.

Learners interviewed at one centre visited were all very positive about their learning experiences. They spoke freely and enthusiastically about their course and were all fully aware of their progress and next steps. They spoke highly of their assessor and the environment that they were working in, expressing that they felt very supported throughout their course and about the benefits of having the salon environment within the school facility.

Overall assessment

Overall, from the verification activity undertaken this session, centre assessment judgements were in line with national standards, reliable and accepted with a few development points identified. Assessments verified met the needs of each unit and showed consistent marking by assessors throughout. Good relevant feedback was given throughout portfolios verified. In almost all instances evidence viewed was extensive and demonstrated a high standard of work by candidates across all centres visited.

Verification

Each centre visited provided the internal verification policies, completed verification documentation, internal verification sample plans and activity, minutes of meetings and verification feedback to candidates. Assessor judgements were accurate, valid and consistent across centres.

Areas of good practice reported in 2022–23

- Practical assessment undertaken on clients as well as peers to reflect realistic working practice to reinforce employability skills being developed in each session.
- Centre-devised client consultation/analysis sheets and digital images used to support and exemplify performance.
- The use of structured workbooks which cover underpinning knowledge.
- Reflective corner to help candidates develop and expand their thinking, to reflect on each task as well as expanding their planning and development skills, supporting and encouraging self-reflection and confidence.
- Excellent employer engagement providing opportunities for learners to participate in a variety of internal and external activities to enhance their skills development and showcase their skills, for example: participation in competitions, styling hair for a school pantomime, charity events, commercial salon, and working with learners at a higher level.
- Visit from a Textile Design degree student to deliver a session on creating mood boards for unit J16V 75. They effectively combined style, textures, and colours to fully meet the brief to an exceptionally high standard and were displayed throughout the salon for all candidates to see.
- One centre team have re-branded the salon and created a dynamic holistic learning facility that reflects current industry standards with access to professional sustainable products which are vegan-friendly, paraben-free, SLS-free and packaged in bottles made from recycled and recyclable plastic.

Specific areas for improvement reported in 2022–23

- 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.
- To support the assessment process, plan and carry out ongoing internal verification sampling as opposed to end-loading.
- J13B 75 Hairdressing: Creative Trends — Style board 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.

- Candidates to record their own responses to demonstrate their understanding. rather than be directed to repeat an exemplar response provided in the marking guide.
- Ensure electronic format assessment instruments have candidate and assessor signature added to ensure authenticity.