



Assessment Strategy

For awarding bodies

Sector	Hair and Beauty
Qualification Title(s)	SVQ in Hairdressing at SCQF level 6
Developed by	SkillsActive/Habia
Date approved by ACG	04 March 2020
Version	2

About Habia

Habia is the Sector Skills Body (SSB) and industry authority for hair, barbering, beauty, aesthetics, nails and spa therapy. Our role is to create the standards that form the basis of all qualifications in hair and beauty including SVQs, Apprenticeships and Foundation degrees, as well as industry codes of practice.

Habia is also part of the SkillsActive Group, licensed by the UK Government as the Sector Skills Council (SSC) for active sport, leisure and wellbeing including the sport, fitness, outdoor activities, play work, caravan and hair and beauty sectors.

Purpose of the assessment strategy

This Assessment Strategy has been produced by Habia in partnership with industry partners and awarding body partners to ensure the SVQ in Hairdressing at SCQF Level 6 qualification, which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for Hairdressing and Barbering (2014), has credibility in the industry. It outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence for this qualification and its associated units.

The following sections outline Habia's industry specific principles in regard to:

- External quality control of assessment
- Workplace assessment, inclusive of the use of simulation
- Assessment of knowledge and understanding
- Occupational competence requirements for those involved in the assessment process

These principles are in addition to the requirements that awarding bodies must adhere to for the delivery of qualifications, as required by the relevant qualification regulators for Scotland (SQA Accreditation). Awarding bodies may specify additional requirements for Centres, as they consider necessary in order to enhance the principles and quality of assessment.

This strategy supersedes and replaces all previous assessment strategies and supplementary guidance.

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1. About the qualification

The purpose of the SVQ in Hairdressing at SCQF Level 6 qualification confirms occupational competence and provides learners with the knowledge, skills and understanding to be a Stylist.

SCQF overall level	6
Learner entry requirements	There are no formal entry requirements for this qualification.

1.1 SVQ structure

	SSC code	Unit title	SCQF level	SCQF credit
Group A	Mandatory units – 4 units must be achieved from this group			
	SKACH8	Creatively style and dress hair	6	7
	SKACH9	Creatively cut hair using a combination of techniques	6	13
	SKACH10	Creatively colour and lighten hair	7	14
	SKACHB14	Provide client consultation services	6	7
Group B	Optional units – 3 units must be achieved from this group			
	SKAAH7	Provide a variety of relaxing services	7	10
	SKACH11	Hair colour correction services	7	15
	SKACH12	Provide creative hair extension services	6	8
	SKACH13	Create a variety of permed effects	7	10
	SKACHB15	Develop, enhance and evaluate your creative hairdressing skills	6	9

SKACHB16	Provide specialist hair and scalp treatments	7	15
SKACHB17	Contribute to the planning, implementation and evaluation of promotional activities	6	10
SKACHB18	Contribute to the financial effectiveness of the Business	6	7

To be awarded the SVQ in Hairdressing at SCQF Level 6 qualification the learner must achieve 7 units; 4 units from Group A and 3 units from Group B.

2. External quality control of assessment

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and, must comply with the requirements of the qualifications regulator.

2.1 Internal Verification

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure learners are assessed fairly and consistently, and that standards are being met.

To ensure all assessment activities are valid and effective and that Assessors decisions are accurate, a Centre's internal verification process should:

- Identify effective Internal Verifiers who are responsible for implementing these processes
If necessary, identify a coordinating Internal Verifier who manages the process
- Produce an effective internal verification policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal verification schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal verification
- Produce an improvement plan

Internal Verifiers should observe Assessors performing learner assessments at regular intervals according to awarding body guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify either assessment activities they have produced or assessment decisions they have made.

2.2 External Verification

To ensure successful monitoring and standardisation of the assessment activities made by a Centre, the assessment decisions made by an Assessor, and the Centre's internal verification processes an awarding body must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulator's requirements all external quality assurance reports and other data relating to a Centre must be reviewed by the awarding body. Where any risks are identified relating to the quality control of assessment the awarding body must have in place an effective risk management and rating system to determine, depending on a Centre's level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

2.3 Risk Assessment

All awarding bodies are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

- Conflict of interest
Any personal or professional relationship between learners, Assessors, Internal Verifiers and External Verifiers should be declared.
- Adherence to Centre approval criteria
Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified through these systems, awarding bodies will need to act accordingly to ensure the Centre is performing to an acceptable level. This may include, but is not limited to:

- Inspection/spot visit(s)
- Additional monitoring of assessment activities and/or internal verification processes
- Verifying a sample of learners work from each Assessor over an agreed period of time
- Appointment of Independent Verifiers
- Training and development
- Or other action appropriate to the risk

Awarding bodies should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

3. Workplace assessment

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the learner is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case the learner may feel more pressure simply because he or she is being assessed.

3.1 Units where simulation is permitted

Simulation is not acceptable for any units within this qualification.

3.2 Witness Testimony

A Witness testimony, a statement made by someone present while the learner was performing an activity on-the-job, may be used to support the assessment process and where permitted by the awarding body.

Witness testimony should only be used as an additional method of assessment when all observations have been carried out by an Assessor.

Where Witnesses are used,

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided.
- They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

4. Assessment of knowledge and understanding

It is acknowledged the assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace.

The knowledge and understanding required by a learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the Hairdressing and Barbering NOS. It is the responsibility of awarding bodies to ensure Centres are aware of these and have sufficient resources and arrangements in place to support learners to achieve these requirements of this qualification.

4.1 Supporting evidence

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are valid, but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

4.2 Mandatory Questions

As a minimum requirement, awarding bodies are required to develop appropriate externally set questions to cover the critical areas of knowledge and understanding listed below:

SSC Code	Unit Title	Knowledge areas
SKACHB14	Provide client consultation services	<p>K1 the importance of creating a setting in which clients feel comfortable</p> <p>K5 the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>K6 the importance of engaging in conversation and making openings in conversations to encourage clients to speak</p> <p>K11 the implications of changes to their existing hair and scalp regime</p> <p>K13 your legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services</p> <p>K15 the importance of carrying out tests and the potential consequences of failing to carry out tests</p> <p>K16 the types and purposes of tests</p> <p>K18 the basic structure of the hair and skin</p> <p>K19 the growth cycle of hair</p> <p>K20 how different factors limit or affect the services and products that can be offered to clients</p> <p>K21 how to visually recognise adverse hair and scalp conditions</p> <p>K22 the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist</p> <p>K24 the role of other professional such as pharmacist, trichologist, general practitioner, and the specialist services that they can offer</p> <p>K25 the limits and boundaries of your duties and responsibilities and why it is important to explain these to the client</p>

		<p>K26 the importance of confirming and recording the course of action that is to be taken for the client</p> <p>K27 how different types of hair characteristics impact on products and services</p> <p>K28 how different types of hair classification impacts on products and services</p> <p>K29 how to complete the client records used in your organisation and the importance and reasons for gaining client consent.</p> <p>K31 the importance of confidentiality and what might happen if this is not maintained</p>
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SKACH10	Creatively colour and lighten hair	<p>K4 why it is important to use personal protective equipment</p> <p>K13 what contact dermatitis is, and how to avoid developing it whilst carrying out colouring services</p> <p>K17 which colouring and lightening services should not be carried out on minors under 16 years of age</p> <p>K18 the legal significance of client questioning and the recording of client's responses to questioning</p> <p>K19 the importance of recognising any contraindications to colouring and lightening services</p> <p>K20 the types and purposes of tests</p> <p>K21 the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests</p> <p>K22 when and how tests should be carried out and the importance of recording test results</p> <p>K23 how the results of tests can influence the colouring and lightening services</p> <p>K24 the courses of action to take in the event of adverse reactions to tests</p> <p>K26 the principles of colour selection, including the International Colour Chart (ICC)</p> <p>K27 how the natural pigmentation of hair affects the colouring and lightening process</p>
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		<p>K28 the effects of light and artificial light on the appearance of hair colour</p> <p>K29 the effects on the hair of different colouring and lightening products</p> <p>K30 what is meant by the term 'oxidation'</p> <p>K31 how the type and distribution of melanin creates natural hair colour</p> <p>K32 how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair</p> <p>K33 effects of temperature on the application and development of colouring products and lighteners</p> <p>K34 how different factors may impact on your colouring and lightening service</p> <p>K35 the importance of constantly monitoring the development of lightening products</p> <p>K36 the importance of measuring and mixing colours and lighteners following manufacturers' instructions</p> <p>K37 the reasons for pre-lightening</p> <p>K38 the pH values of different colouring products and lighteners</p> <p>K47 how and why to adapt the sequence of application to take account of the relevant factors</p> <p>K51 the importance of using techniques that minimise the risk of products being spread to your client's skin, clothes and surrounding areas</p> <p>K52 the importance of applying lightener quickly and accurately taking into account relevant factors influencing the service</p> <p>K53 the importance of constantly monitoring colouring and lightening process</p> <p>K54 how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage</p> <p>K55 the importance of restoring the hair's pH balance after the colouring or lightening process</p> <p>K56 why it is important to avoid disturbing areas still processing when removing products from developed areas</p>
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		<p>K57 why toners are used after lightening products</p> <p>K58 how and why to restore depth and tone of colour</p> <p>K59 how and why to neutralise colour tone</p> <p>K61 the types and causes of colouring and lightening problems and how to rectify colouring and lightening problems</p> <p>K62 the reasons for pre-softening and pre-pigmenting hair</p> <p>K63 methods of pre-softening and pre-pigmenting hair</p>
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SKAAH7	Provide a variety of relaxing services	<p>K6 the safety considerations which must be taken into account when performing the relaxing service</p> <p>K15 the legal significance of client questioning and the recording of client's responses</p> <p>K16 how and why the contra-indications can affect the delivery of the relaxing service to clients</p> <p>K17 how the hair and scalp analysis can affect the choice of products used</p> <p>K19 how the results of tests can influence the relaxing service</p> <p>K20 potential consequences of failing to conduct tests</p> <p>K21 why it is important to record test results</p> <p>K22 the courses of action to take in the event of adverse reactions to tests and the contraindications in the range</p> <p>K23 your own limits of authority for resolving relaxing issues</p> <p>K24 the person to whom you should report problems that you cannot resolve</p> <p>K27 how hair characteristics may impact on relaxing hair</p> <p>K28 the different hair classifications and how these may impact on relaxing hair</p> <p>K29 the effects of relaxing products on the hair structure</p>
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K30 the factors that should be considered when selecting sodium or non-sodium relaxing products

K31 the different types and uses of available pre and post-relaxing treatments

K33 the different types of applicators used during relaxing treatments

K34 why it is important to use scalp protectors

K35 the benefits and effects within pre and post treatments

K37 the importance of preparing the client hair prior to the relaxing services

K38 the difference between sodium and non-sodium relaxing products

K39 the sequence of product application to correct the relaxing services in the range and why this is important

K40 how lithium, calcium and guanidine behave to change the hair structure

K41 the implications of using a hydroxide based product on ammonium thioglycolate treated hair

K42 how to identify the difference between hair porosity and natural keratinisation

K43 the percentage of the hair length that is acceptable to leave when transferring from an ammonium thioglycolate based product to a hydroxide based product

K44 how to texturise hair

K47 the causes of mid length, end and root underprocessing and how to correct them

K48 the consequences of under-processing and overprocessing the hair

K49 how neutralising shampoos work and their effect on the hair structure

K50 when corrective relaxing treatments should not be used

K51 the potential consequences of using relaxing products on colour treated hair and white hair and how to deal with them

K52 the importance and effects of restoring the hair's pH balance after the relaxing process

		<p>K53 the importance of accurate timing</p> <p>K54 why it is necessary for the thorough rinsing of products</p> <p>K55 the importance of having a sufficient time lapse between relaxing and a corrective relaxing service</p> <p>K57 how to deal with scalp irritation during and after the relaxing process</p>
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SKACH12	Provide creative hair extension services	<p>K17 the factors that must be taken into consideration prior to adding and attaching hair extensions</p> <p>K18 the hair growth cycle</p> <p>K19 the importance of questioning clients to establish any contra-indications to hair extension services</p> <p>K20 how contra-indications can affect or restrict the delivery of hair extension services</p> <p>K21 the legal significance of client questioning and of recording the client's responses</p> <p>K23 the types and purposes of tests</p> <p>K24 how the results of tests can influence all aspects of the service</p>
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		<p>K25 the potential consequences of failing to carry out tests and the importance of recording test results</p> <p>K26 the types of hair extension systems available and their advantages and disadvantages</p> <p>K27 the principles for selecting the correct hair attachment systems</p> <p>K28 the principles for blending added hair</p> <p>K31 how to mix a number of added hair colours to give block colour and highlighting effects</p> <p>K34 how to estimate the length of time the hair attachment systems can take</p> <p>K38 why it is important to maintain a correct and even tension when adding hair extensions</p> <p>K40 the types of problems that can occur when adding hair extensions and how to remedy them</p> <p>K41 the types of anxieties commonly experienced by clients undergoing the different hair attachment systems such as natural hair shedding</p> <p>K52 why it is important to remove hair attachment residue and product build up as part of the extension removal process</p>
SKACH13	Create a variety of permed effects	<p>K4 why it is important to use personal protective equipment</p> <p>K10 what contact dermatitis is, and how to avoid developing it whilst carrying out perming and neutralising services</p> <p>K16 the legal significance of client questioning and the recording of client's responses</p> <p>K17 the importance of recognising any contraindications to perming and neutralising services</p> <p>K18 the types and purposes of tests used for perming services</p> <p>K20 how the results of tests can influence the perming service</p> <p>K21 potential consequences of failing to conduct test</p> <p>K22 the courses of action to take in the event of adverse reactions to tests</p>

		<p>K23 the chemical composition of perming and neutralising products</p> <p>K24 the effects of perm lotions and neutralisers on the hair structure</p> <p>K25 the effects of pre-perm and post-perm treatments on the hair structure</p> <p>K26 how temperature affects the perming process</p> <p>K27 the importance of accurate timing and thorough rinsing of products</p> <p>K28 the importance and effects of restoring the hair's pH balance after the perming and neutralising process</p> <p>K29 how different factors can affect your choice of perming and neutralising products</p> <p>K30 how hair sensitised from previous treatments and heat damage reacts to perming products</p> <p>K31 why it is important to protect your client's hair and skin before the perming service</p> <p>K33 how and why the contra-indications can affect perming services</p> <p>K39 how and why it is necessary to adapt your working methods and choice of perming products to suit sensitised hair</p> <p>K41 the effects of overlapping products on previously chemically treated hair</p> <p>K47 types and causes of problems that can occur during the perming process and how to rectify them</p>
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SKACH11	Hair colour correction services	<p>K4 why it is important to use personal protective equipment</p> <p>K12 the current legal requirements and guidance relating to age restrictions for colour correction services</p> <p>K18 the importance of determining the nature and extent of the colouring problem</p> <p>K19 the legal significance of client questioning and the recording of client's responses to questioning</p> <p>K20 the importance of reviewing and updating client's records with their hair colouring and or lightening history and how this may affect the colour correction service</p> <p>K21 the importance of recognising any contraindications and why the contra-indications can affect the delivery of the colour correction service</p> <p>K22 the types and purposes of tests</p> <p>K23 the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests</p> <p>K24 when and how tests should be carried out and the importance of recording test results</p> <p>K25 how the results of tests can influence the colour correction services</p> <p>K26 the courses of action to take in the event of adverse reactions to tests</p> <p>K29 the importance of explaining the likelihood of achieving and maintaining the colour change to the client</p> <p>K30 the effects of light and artificial lighting on the appearance of hair colour</p> <p>K31 the potential problems of using colour correction products on previously chemically treated hair</p> <p>K32 how different factors may impact on colour correction services</p> <p>K33 the importance of informing your client of the likely cost, duration and expected outcome of the colour correction service and any restrictions</p>
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		<p>your recommendations may place on further hairdressing services</p> <p>K34 the principles of colour selection, including the International Colour Chart (ICC)</p> <p>K35 the principles of colour correction</p> <p>K36 how the type and distribution of melanin creates natural hair colour</p> <p>K37 the effects on the hair of different colour correction products</p> <p>K38 what is meant by the term 'oxidation'</p> <p>K39 how oxidation agents affect the natural and artificial colour pigments</p> <p>K40 the pH values of differing colouring products and lighteners</p> <p>K41 the importance of gaining and recording your client's agreement to the service, products and anticipated outcome</p> <p>K45 the importance of following manufacturers' instructions when measuring and mixing colour correction products</p> <p>K46 how and why pre and post treatments should be used when carrying out colour correction services</p> <p>K47 how the different strengths of hydrogen peroxide affect colouring and lightening</p> <p>K48 the reasons for pre-softening and pre-pigmenting hair</p> <p>K49 effects of temperature on the application and development of colour correction products</p> <p>K50 the importance of using application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas</p> <p>K51 why it is important to avoid disturbing areas still processing when removing products from developed areas</p> <p>K53 methods of pre-softening and pre-pigmenting hair</p> <p>K54 how to remove artificial colour</p> <p>K55 how to remove bands of colour</p>
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		<p>K56 how to re-colour hair previously treated with lighteners using pre-pigmentation and permanent colour</p> <p>K57 how to re-colour hair that has had artificial colour removed</p> <p>K58 how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage</p> <p>K60 the importance of restoring the hair's pH balance after the colour correction service</p> <p>K61 the types and causes of colour correction problems that may occur during processing and how to rectify them</p> <p>K62 how to correct highlights and lowlights whilst retaining a highlight and lowlight effect</p> <p>K63 why it is important to leave the hair and scalp free of colour correction products</p>
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SKACHB16	Provide specialist hair and scalp treatments	<p>K7 The correct use and maintenance of tools and equipment</p> <p>K15 how to recognise hair and scalp conditions</p> <p>K16 how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action</p> <p>K17 the likely causes of adverse hair and scalp conditions</p> <p>K19 the active ingredients in specialist hair and scalp products and how they work</p> <p>K20 the different types of medical treatments for hair loss</p> <p>K21 the effects and benefits of different massage techniques</p> <p>K22 the effects and benefits of different tools and equipment</p> <p>K23 how to recognise erythema and hyperaemia and its causes</p> <p>K24 the anatomy and physiology of the head and scalp and how this impacts on the hair and scalp</p>
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- K25 the hair growth cycle and how this influences present and future treatments
- K26 the reasons for normal and abnormal hair growth such as topical, congenital, systemic
- K27 the general factors that contribute to healthy hair and scalp
- K28 the different types of hair loss, alopecia, their causes and how to recognise them
- K29 the stages of male and female pattern hair loss using different classifications such as Hamilton and Ludwig
- K30 the types and purposes of conducting tests
- K31 when tests should be carried out and the importance of recording results
- K32 possible contra-actions that may occur during and post treatment and how to deal with them
- K34 how different factors can influence the treatment choice, tools equipment and application selected
- K35 the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs
- K36 the different types of technological advancements for the treatment of hair and scalp conditions
- K37 the effects of chemotherapy and radiotherapy on hair growth
- K39 the importance of ensuring the hair and scalp are left clear of treatment products
- K40 the importance of explaining the potential need for a course of treatment to ensure the best possible results
- K41 the importance of evaluating the effectiveness of the hair and scalp treatment

All externally set questions must be carried out under closed book conditions. The confidentiality of the questions and answers must be maintained under secure conditions.

4.3 E-Assessment

Where e-assessment is used, it must meet the requirements of the regulator and have prior approval from awarding bodies to ensure the criteria is assessed to the standard required and, the tool(s) utilised are reliable, sufficient, valid and current.

Awarding bodies must provide Centres with advice and guidance as to the hardware, operating systems and installation requirements and provide technical support to Centre's upon request.

5. Occupational competence requirements for those involved in the assessment process

The occupational expertise of Witnesses, Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

5.1 Witness

The role of the Witness is to submit evidence to the Assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learners performance in the work place which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

- Stylist; or
- Salon manager; or
- Receptionist; or
- Trainer; or
- Marketing director; or
- Client

It is not necessary for Witnesses to hold an Assessor qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of source regardless of the source.

5.2 Assessor

The Assessor must hold, or be working towards; a valid Assessor's qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF);

or hold one of the following

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

A list of acceptable Assessor qualifications is available on the SQA Accreditation website:

[https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Assessor and Verifier Competence FINAL.pdf](https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Assessor_and_Verifier_Competence_FINAL.pdf)

NB: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Assessor must also be:

Definition

Occupationally competent

The Assessor must hold:

- SVQ in Hairdressing at SCQF Level 6 or an equivalent recognised qualification

Where individuals have qualifications other than the above, their Centre should contact their awarding body to determine the acceptability of their qualification(s).

The Assessor must have sufficient operational experience within the hairdressing industry that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the hairdressing industry which could include, but is not limited to:

- Stylist
- Trainer
- Technician/specialist
- Lecturer
- Salon manager
- Verifier

Familiar with the qualification The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.

Credible The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector.

A minimum of 30 hours CPD is required per annum (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the Centre they work for.

Assessors

Awarding bodies may approve individuals to assess this qualification who have not yet achieved their Assessor's qualification. However, these individuals must be working towards the qualification and meet the other requirements. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the learner has achieved the required standard.

5.3 Internal Verifier

The Internal Verifier must hold a valid Assessor qualification and hold or be working towards a verifier's qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or □ D34 Internally Verify the Assessment Process

A list of acceptable Verifier qualifications is available on the SQA Accreditation website:

[https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Assessor and Verifier Competence FINAL.pdf](https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Assessor_and_Verifier_Competence_FINAL.pdf)

NB: Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

Definition

Occupationally competent

The Internal Verifier must hold:

- SVQ in Hairdressing at SCQF Level 6 or an equivalent recognised qualification

Where individuals have qualifications other than the above, their Centre should contact their awarding body to determine the acceptability of their qualification(s).

The Internal Verifier must have 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.

Familiar with the qualification

The Internal Verifier must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.

Credible

The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector

A minimum of 30 hours CPD is required per annum (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the Centre they work for.

Internal Verifiers

Awarding bodies may approve individuals to verifying this qualification who have not yet achieved their verifier's qualification. However, these individuals must be working towards the qualification and meet the other requirements. Should an unqualified Internal Verifier be used they must be fully supported and have their decisions countersigned by a qualified Internal Verifier to ensure the learner has achieved the required standard.

5.4 External Verifier

The External Verifier must hold, a valid Assessor and Internal Verifier qualification and hold or be working toward a valid External Verifier qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 12 – External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process; or
- D35 Externally Verify the Assessment Process; or
- Externally Monitor and Maintain the Quality of Workplace Assessment

A list of acceptable Verifier qualifications is available on the SQA Accreditation website:

https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Assessor_and_Verifier_Competence_FINAL.pdf

NB: Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

Definition

Occupationally competent

The External Verifier must hold:

- SVQ in Hairdressing at SCQF Level 6 or an equivalent recognised qualification

Where individuals have qualifications other than the above, their Centre should contact their awarding body to determine the acceptability of their qualification(s).

The External Verifier must have 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 internal verification and assessment processes and decisions.

Familiar with the qualification

The External Verifier must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.

Credible

The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector.

A minimum of 30 hours CPD is required per annum (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the awarding body they work for.