Level 1 City & Guilds Principal Learning in Hair and Beauty Studies - Summer 2015 (2762-01)

September 2015 Version 1.0

City&
Guilds

City & Guilds
Believe you can

www.cityandguilds.com

Contents

1   Introduction

This document has been prepared by the Principal Moderator and Principal Examiner to be used as a tool to enhance teaching and assessment. It is advised that this document be referred to when preparing to teach each unit and then again when preparing for assessment.

Most centres used the externally set controlled assignments and candidates, in general, responded well to the knowledge and understanding written tasks. Some centres modified the ones provided by City & Guilds enabling them to provide their candidates with an opportunity to demonstrate their knowledge, understanding and skills in a context that was more in line with their local circumstances. If centres do produce their own, care should be taken to ensure that the assessment guidance is adhered to and the moderator has checked and agreed its fitness for purpose.

The practical skills tasks some assessors found more challenging to evidence as the assessment criteria states that marks are not assigned to the final result; rather the plan, do, review cycle. There was a variation in the amount or types of evidence provided.   Witness testimonies (a required form of evidence for all units) were not always provided and sometimes were not suitable. Centres should ensure that everyone involved in creating witness testimonies is familiar with the guidance. Clarification on the evidence required and the use of witness testimonies should be sought from the moderator.

Employer engagement

Employer engagement is an important element of the successful delivery of the Principal Learning qualification and should be incorporated in all assignment work if possible.

Submission of estimated grades to City & Guilds

Centres were requested to provide estimated grades for assessments that the candidates were scheduled to complete in the 2014-2015 academic year. Most centres managed to provide estimations, although some were late in submitting this data.

Assignment setting

In general the externally set sample assessment materials were used to assess candidates. Some centres modified one or more assignment to suit their local delivery circumstances, and this made the assignment(s) more engaging for the candidates. When modifying assignments centres should be aware of the importance of the sector relevant context and give the candidate fair access to all assessment criteria within the unit. Any modifications should be checked and agreed by the moderator. Advice on assignment setting can be sought from the Moderator or Subject Manager at City & Guilds.

Providing evidence for moderation

Interim moderation was available to all new centres in January. The centres that participated were provided with guidance on their approach to the assessments.

The types of evidence that candidates produced showed a good recognition of the requirements of each unit. Many candidates, when given the choice to create a visual presentation for example, decided to complete this on PowerPoint. It is advised that candidates should be instructed to create slides that are still legible when two to a page are printed or instead be encouraged to use the notes pages on this software. If images are used with any visual presentation, it is important that the candidate shows their knowledge and understanding by annotating these as this was not always displayed in work submitted this year. Only original work, rather than photocopies of scanned work, should be submitted to the moderator.

Many candidates had taken note of the advice provided regarding plagiarism and malpractice. Most of the candidate work was of a good standard, in the candidate's own words and with a bibliography of reference material. Where plagiarism was identified, the assessor had noted this on the work and reduced marks accordingly. It should be noted that some candidates submitted an excess of paperwork that had not been completed as part of the assessment; items such as homework, class notes and hand-outs cannot be used for assessment. If these documents are used as research material they should be clearly referenced and appear as an appendix at the back of the work. Centres should refer to the JCQ Instructions for Conducting Controlled Assessments page 10.

Although video evidence is not recommended as a suitable form of evidence, some centres chose to submit this. However, a transcript should also be present as this further authenticates the work. The transcript is an essential method of identifying candidates and checking how the assessment criteria were met. When submitting photos electronically, it should be checked that all files are correctly named and can be accessed by the moderator.

If units of work have been combined this evidence must show in **each** unit. This is necessary so that the relevant evidence is available to the moderator who may not be sampling a candidate's work across all units. Understanding of this was less apparent with centres that are more familiar with the NVQ / VRQ style of qualification where a portfolio of evidence is submitted for each individual candidate.

When annotated collages or mood boards are used, they were often sent separately to work attached to the Candidate Record Form (CRF). Care should be taken to ensure that this work shows the candidate name and number along with the centre number when being sent to either the moderator or City & Guilds. One assignment brief must be presented along with the work to demonstrate to the moderator the task that the candidate is providing evidence for.

It was not always clear how much time a candidate had spent completing the tasks and indeed it seemed that some had spent longer than the time advised in the units. The time set aside for assessment must be adhered to as this forms part of the controls and minimises any unfairness to

individuals. It is recommended that centres show how much time has been spent on tasks, particularly if tasks have been split.   A table or register could be used for this purpose.

Some candidates had been given the scope of content as a guide when producing their assignments. This is to be used by teachers when delivering the subject and when given to candidates can lead to them being assigned marks by merely listing items on the scope. Knowledge and understanding cannot be demonstrated fully by using this method and it is to be avoided. Along with this it can limit learners since they tend not to go into depth on aspects of taught content and merely cover the scope superficially.

Candidate Record Forms (CRF) should accompany all candidate evidence submitted, but in some cases the CRF was missing or completed incorrectly. Important details omitted included signatures, marks and candidate enrolment numbers. The marks on some CRFs were different to the marks recorded the marking grids and submission forms. It should be noted that if marks have been changed by the internal standardisation process, these are the marks that should show on the CRF.

It should be noted that the submission of work is often just a sample. However, a request for the work of the full cohort may be needed if problems arise during moderation. Therefore, all work should be ready and available during the moderation period (April / May).

Assessed work should be kept securely in the centre and available to the moderator throughout the whole moderation period. This work should stay in the centre until 31 October of the submission year. Marks should not be submitted if work is not assessed, standardised and ready for sampling.

There was good evidence of internal standardisation having taken place in many centres and the importance of this should be reinforced for future years. Internal standardisation is a vital part of the process where more than one assessor is judging the work and can save time and work during the moderation period.

The use of marking grids provided by City & Guilds

The assessment criteria provided in the specification require a candidate's assignment to be assessed using a best-fit approach. This is difficult when the candidate has performed well in one area and less well in several others, or vice versa. City & Guilds has created a set of marking grids which interpret the assessment criteria in such a way that candidates can be given marks in a more structured way.

Half marks or fractions within marks should not be awarded. Space is provided on the grids for assessors to justify how marks have been awarded and it is recommended that this is done so that both internal and external moderation can take place effectively. When justification comments are not produced by the assessor, it can be difficult for the moderator to validate the decision. Annotations on the candidates' work may replace this and be more useful as comments can be too generic to obtain a description of why marks have been awarded. Advice from the moderator should be sought if in any doubt about this process.

The submission of witness testimonies, consultation sheets and candidate reviews

Each unit has an assessment guidance page which sets out the requirements of the task setting, duration and demand. Careful consideration of the 'forms of evidence' should be taken as some omissions (for example, student reviews of their practical work; witness testimonies and consultation sheets / records of treatments) may delay appropriate awarding of grades.

Additionally, evidence for the 'practical outcomes' should always be included to ensure candidates work can be validated.

Some centres produced good witness testimonies to show how the candidates had responded to the criteria. It is required that witness testimonies are written by a specialist observer i.e. the assessor, since they have the expertise to make a judgment as to the sufficiency of the performance. Centres are recommended to avoid repeating the assessment criteria which can create an insufficient description of what was carried out.

Treatment plans or consultation sheets are a recommended method of showing that a hairstyle, facial or manicure has been carried out. Some centres chose to use step by step pictorial guides which gave a good account of the practical performance. The demand for each unit should be adhered to as some candidates completed less than the minimum amount of performances. If this were the case, the moderator was required to reduce marks accordingly (for example if two was the minimum and only one was carried out, only 50% of the marks would be awarded).

Additional note

It is recommended that only evidence generated in the controlled time should be presented for moderation. Class notes, activities from employer visits, price lists, promotional leaflets from manufacturers and centre documents that have not been completed should not be included.

Formative assessments are not a requirement of this specification and although seen as good practice in some instances, proof of this is not needed. Where formative assessments are used, evidence of these does not need to be sent to the moderator.

To ensure fairness and equity to all, care should be taken to ensure that assignment timings are adhered to and that additional class work is not submitted as assessed material. A list of the controlled assessment timings are as follows:

- Unit 102 – 10 hours
- Unit 103 – 15 hours
- Unit 104 – 8 hours
- Unit 105 – 10 hours
- Unit 106 – 8 hours
- Unit 107 – 10 hours.

2   Units

Summary of units

Unit	Title
101	Introducing the hair and beauty sector (dated entry question paper)
102	Creating a positive impression in the hair and beauty sector
103	Introducing hair styling
104	Introducing basic skin care treatments
105	Introducing basic hand and nail care services
106	Personal appearance, styling and wellbeing
107	Careers in the hair and beauty sector and related industries

Unit 101 Introducing the hair and beauty sector (dated entry question paper)

Introduction

With the qualification having run for a number of years now, most centres and teachers are more familiar with the qualification specifications and preparing candidates for external examinations. This appeared more evident with candidate's positive responses to all or most of the questions on the paper, with only a few candidates not attempting many questions.

This year's examination performed well; candidates were able to demonstrate a broad understanding across the assessment criteria, with some in-depth answers to a variety of questions. Generally there was good evidence of the learner's understanding of the industries terminology within their responses, this is a positive improvement from last year.

Most candidates responded well to the health and safety questions which were sector specific and is an important part of the hair and beauty sector. Some candidates responded more positively to questions that required a description or explanation, which helped increase their potential marks.

It is important to ensure candidates are prepared for the type and structure of questions used and have the opportunity to work through past papers. It was evident that centres have taken on board feedback from previous years reports, with most appearing more prepared for the examination and the different types of questions across the six industries within the hair and beauty sector.

Question 1a
Most candidates could name the industry within the hair and beauty sector that has the largest number of businesses.

Question 1b
Again, a lot of candidates could name the industry within the hair and beauty sector that has the smallest number of businesses, however some were less sure, responding with the nail or another industry.

Question 1c
Candidates were expected to identify the industry that was most likely to offer different services/treatments listed eg: lash / brow, stone therapy, pedicure, facial massage and shaving, most candidates gained good marks here demonstrating an understanding of the different services/treatments offered within the hair and beauty sector.

Question 1d
Most candidates gained marks for identify treatments carried out in a spa.

Question 2a

The question required candidates to give examples of when personal protective equipment should be used in a hairdressing salon environment; most gain marks for this. However some did not read the question correctly and named PPE instead of giving examples.

Question 2b
Most candidates gain marks for this question which asked to identify PPE used within a hairdressing salon environment.

Question 2c
The question required candidates to describe how to lift a box safely with most giving detailed answers showing a good understanding of safety. A few were unsure giving limited responses.

Question 2d
This question asked candidates to state the importance of following Manual Handling Operations Regulations when lifting a heavy box, again most responded correctly with a clear understanding of the reasons why.

Question 2e
Most candidates gained marks for this question, demonstrating an understanding of working hygienically within a salon environment, especially maintaining a clean work area. A few were unsure of hygienic identifying safe working practice instead, eg removing hazards.

Question 3a
This question was worth 4 marks, giving the candidate the opportunity to demonstrate their understanding of the skills gained as a nail technician and how they would help to get a job within the retail sector. Some did not fully understand the question with reference to the word "skills" others answered very well referring to, communication and customer facing skills, as well as technical knowledge and skills.

Question3b
Candidates were asked to identify other industries/sectors that link to the hair and beauty sector for example: fashion, media, health and fitness, some answered well, others were less sure giving responses of some of the six industries that make up the hair and beauty sector resulting in no marks (LO1.b).

Question 4
his question was worth 9 marks, giving the candidate the opportunity to demonstrate a broad or in-depth understanding of how African type hairdressing/barbering and the spa industries have changed/developed over time. Most candidates attempted this question and gained marks, however there were missed opportunities with some of the candidates lack of understanding, or just listing rather than giving a description of how, eg some candidates may have just states "more product" instead of expanding eg increase in salons /hairdressers/barbers specialising in African type hairdressing has helped in the increase demand for the development of products specifically for very curly hair. Responses to spas was similar.

Question 5a
Most candidates showed a clear awareness of the requirements for Control of Substances Hazardous to Health Regulations within a salon environment, making reference to the use of chemical. Some did struggle with this though and referred to salon hygiene and safety instead.

Question 5b

Candidates were asked to identify hazardous substances within the hair and beauty sector, some struggled with this, stating substances that were not hazardous, eg hair conditioner. It is important that candidates understand the wording used within the sector "hazardous". The majority did respond accurately gaining marks.

Question 6

The role of professional organisations within the hair and beauty sector, is covered in every examination series in some form and candidates have always struggled with the role of the different professional organisations, however this year most fared better naming two professional organisations and describing the benefits of being a member. A lot of candidates gained marks for this part of the assessment criteria this year, which is a positive improvement.

Unit 102   Creating a positive impression in the hair and beauty sector

This unit performed well and learners were able to demonstrate their abilities in a variety of ways. Most centres used the City & Guilds sample assessment materials and found these to be an effective way of assessing the criteria which was not only engaging but also meaningful to learners. The use of appendix 2 (supplied) is an effective way of marking the communication skills and should be encouraged for future years. The importance of teachers stating how much autonomy was shown when carrying out the client satisfaction survey was central to the success of this outcome.

The production of graphs to cover outcome 4 was limited and teachers may want to instruct candidates on how to present data more effectively in future assessments.

Candidate reviews should be more robust to achieve higher marks, as most were unable to make clear suggestions for future progress.

Outcome 2 was not responded to well in some of the lower scoring work, since the interpretation of how customer satisfaction and care impact on business success was often not apparent. Furthermore, how cultural, racial and socio-economic backgrounds impact on client expectations was not fully explained along with how an individual's own beliefs can influence interactions.

Unit 103   Introducing hair styling

The evidence submitted for this unit was generally good and learners were able to demonstrate their knowledge, understanding and ability in a variety of ways. The use of photographic evidence for outcome 4 was observed in some submissions and is recommended as best practice. Where an illustrated record is required, it is expected that candidates produce an image of the style that was produced. However, because this is not a competency based qualification, other images may be used such as cut-outs from magazines with annotations to state how they produced the style. When candidates submit their own drawings of their work, it is expected that they are recognisable as hair styles and so only candidates with good drawing skills should be encouraged to do this.

Outcomes 3 and 4 rely quite heavily on a robust witness statement that should be included with submitted work. It should be noted that simply quoting from the assessment grid is often not sufficient to understand how a candidate has performed and examples of what they said or did is a more effective approach. Additionally, candidates are not assessed on the finished result or the time that it took them to complete the style, so comments should not refer to these aspects.

Outcome 1b was not fully evidenced. Hair type, although sometimes **categorised** by race, is not always **defined** by this and some clients may have a mixture of hair characteristics.

Outcomes 2a-c were not fully evidenced. Candidates were able to list the historical eras, technological developments and factors but were not able to describe **how** these influenced hair styles.

Delivery centres are advised to create or use meaningful consultation or observation sheets as many are using NVQ style documents which did not sufficiently cover the scope of content. For example an NVQ type would not normally cover lifestyle, culture, personality, occasions etc. Insufficient coverage may limit the number of marks available. An example of a consultation sheet that may be used is supplied by City & Guilds.

A more robust review from candidates is advised for future assessments to ensure that candidates can be awarded better marks for outcome 4.

It should be noted that units 3, 4 and 5 could easily be assessed alongside each other (perhaps on the same model) and if this was to be carried out, evidence should be contained in all of those units so that the moderator can sample individual units as stand-alone. Along with this, assessor comments should refer to the correct criteria for each unit.

Unit 104 Introducing basic skin care treatments

Few candidates responded well to outcome 1 which has the opportunity to show different perceptions of facial beauty along with **how** technological developments have influenced the industry. Some step by step guides of practical work did not fully illustrate how the learner had carried out the activity. Little reference to stereotyping and personal opinions was noted, although these are both interesting areas to teach. It seemed, again this year that more time was given to the common NVQ / VRQ areas such as skin structure and skin care products, although some had merely copied a pre-annotated diagram of the skin structure which showed little evidence of their knowledge.

Outcome 4 relies on a fairly robust teacher statement along with a report from the student. The candidate reviews should include how they would improve on future work in this area and how they may have used different products, tools or techniques to achieve this. Some assignments did contain this information and they also included a variety of suggestions for improvements.

Many assignments did not sufficiently cover outcome 3 where knowledge of the key differences between professional and retail products should be shown. Furthermore, there was scant detail regarding how to adapt treatments (for male / female clients).

It should be noted that units 3, 4 and 5 could easily be assessed alongside each other (perhaps on the same model) and if this was to be carried out, evidence should be contained in all of those units so that the moderator can sample individual units as stand-alone. Along with this, assessor comments should refer to the correct criteria for each unit.

Unit 105   Introducing basic hand and nail care services

It was noted in this unit that weight was given to the more commonly taught NVQ / VRQ subjects such as nail structure and products and little reference was made to outcome 2 (technological developments and environmental issues in the nail industry). This was evident in work submitted for moderation this year and it should be noted that this qualification surrounds issues relating to the sector as much as the practical hands-on information found in the more common 'job-ready' qualifications. When candidates did touch upon technological developments, they often missed the point of the criteria which was to explain how these had **influenced** the industry.

There was very little illustrated or photographic evidence submitted which made it difficult to judge some pieces of work. The use of illustrations / drawings can be used as long as the candidate has a good drawing ability as some were difficult to distinguish. It is sufficient to submit a step by step or a 'before and after' photograph for this outcome.

There was less evidence of class notes being presented this year, although pre-annotated diagrams were submitted. These do not show candidates' knowledge and understanding and although they can be used as reference material, they should not be submitted as part of the summative assignment. Candidates should be able to draw and label a diagram of the cross-section of the nail; they do not need to state the function of each area of the nail, rather just state that the function of the nail is to protect the finger. This should leave more controlled assessment time to concentrate on less well engaged aspects of the criteria such as outcome 2.

Candidate reviews for outcome 3 should follow the criteria and show reference to the products, tools and equipment used and also how the candidate could improve in the future.

It should be noted that units 3, 4 and 5 could easily be assessed alongside each other (perhaps on the same model) and if this was to be carried out, evidence should be contained in all of those units so that the moderator can sample individual units as stand-alone. Along with this, assessor comments should refer to the correct criteria for each unit.

Unit 106   Personal appearance, styling and wellbeing

This unit requires the candidate to outline the professional appearance and standards expected in the hair and beauty sector; to relate that to their own personal style and to make suggestions to change their style to keep in line with industry expectations. Clear guidance is given in the specification on pages 68 to 69 and this should be referred to when teaching and assessing.

The teacher statement should be included as evidence that the candidate has been through a review process and is then able to act upon the advice given. They also have to ask for feedback from others as to the appropriateness of their image for the sector. It is recommended that candidate questionnaires are based on questions that are only relevant to the specification and that responses to the questionnaires include references to changes to their lifestyle and personal appearance that may help them secure employment. It must be noted that teachers should guard against candidates making inappropriate judgments on an individual's appearance due to their age and potential vulnerability.

The collating of questionnaires / feedback to cover outcome 4 was limited and teachers may want to instruct candidates on how to carry this out more effectively in future assessments.

There was good pictorial / photographic evidence of candidates' personal style preferences and there seemed a lot of enthusiasm for this task.

Unit 107   Careers in the hair and beauty sector and related industries

This unit requires the candidate to research career opportunities and is the only unit in this specification where the research is actually assessed (see page 78 of the specification).

Teachers should be guided by the scope of content on pages 78 and 79 of the specification to ensure a broad spectrum of knowledge and skills are displayed in assessed work. Additionally, teachers should testify that the sources used by candidates were 'rarely relevant', 'relevant' or 'mostly relevant' and how appropriate the research was. This should be backed up by a robust bibliography from the candidate.

Some of the questionnaires that candidates produced did not fully demonstrate their knowledge and ability to assess their own readiness to work in the hair and beauty sector. The City & Guilds assessment material (appendix 1) covers questions relating to the candidates suitability to work in hair and beauty and those delivery centres that used it found it easier to assign marks in this area. Some centres submitted SWOT analyses which helped to show evidence of the candidates' self-assessment.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413