

Level 1 City & Guilds Principal Learning in Hair and Beauty Studies - Summer 2013 (2762-01)

October 2013 Version 1.0

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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 produced their own assignments or modified the ones provided. This enabled 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 candidates found more challenging. There was a variation in the amount or types of evidence that was 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 2012-2013 academic year. Most centres managed to provide estimations.

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 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 the 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 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.

When video evidence is submitted 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.

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. If the assignment brief is presented along with the work, this would easily 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 many 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.

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 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 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 recommended 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 2 – 10 hours
- Unit 3 – 15 hours
- Unit 4 – 8 hours
- Unit 5 – 10 hours
- Unit 6 – 8 hours
- Unit 7 – 10 hours.

2 Units

Summary of units

Unit	Title
1	Introducing the hair and beauty sector (dated entry question paper)
2	Creating a positive impression in the hair and beauty sector
3	Introducing hair styling
4	Introducing basic skin care treatments
5	Introducing basic hand and nail care services
6	Personal appearance, styling and wellbeing
7	Careers in the hair and beauty sector and related industries

Unit 1

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

Introduction

Although this was the first year City & Guilds have offered Principal Learning, the qualification has been offered with AQA-City & Guilds as part of the Diploma studies for a number of years now. Therefore there is a range of resources available, including past papers and Principal Examiners reports.

There was a lack of industry terminology used by many candidates within their responses, especially with the use of basic services/treatments offered (Q1a – 1b). It is important that candidates learn the basic terminology of the sector as this will be included in future examinations. A list of the basic terminology can be found in the specification in unit 101.

Many candidates achieved a result that was lower than that their centre had estimated they would achieve. The reason for this could be partly due to the candidates not being fully prepared to take the assessment as this was their first year and they did not have a full understanding of the six industries that make up the hair and beauty sector.

Quite a few candidates did not attempt some of the questions, with a few not attempting any. It is important to ensure candidates are prepared for the type and structure of questions used and are familiar with the variety of verbs that may be used within a question, for example name, list, describe, explain etc. There are past papers available for candidates to work through, helping to identify the different styles of questions and how best to respond to the different questions. Candidates need to ensure they read the question carefully and correctly before answering.

Question 1a

Generally candidates responded reasonably well to this question with most gaining marks listing different types of services/treatments in the nail industry. However quite a few responses did not use industry terminology. For future examinations, candidates need to be more familiar with the industry terminology (refer to the specifications for a list of the terminology).

Question 1b

Again as with question 1a, candidates generally gained marks and identified the different types of barbering services available. However the use of appropriate industry terminology was very limited. Some candidates repeated themselves, listing cut, trim, restyle, gaining only one mark for this.

Question 2

This question asked for a named industry linking the hair and beauty sector to paramedical treatments and the fashion industry. Quite a few candidates responded with a service or treatment rather than an industry, some did not attempt the question. However quite a few candidates responded well.

Question 3

Most candidates gained marks for this question, identifying the correct order of the largest to the smallest number of businesses within four industries listed in the question from the hair and beauty sector.

Question 4a

Many candidates did not seem to understand the link with beauty therapy and the retail industry, for example responding with 'barbering', or 'spa therapy', or explained the link rather than state the job role as the question asked. Others identified a variety of job roles.

Question 4b

Quite a few gained good marks responding with a range of skills that would help a beauty therapist gain a job in the retail industry. Some were confused of what a skill is; responding with 'learn how to cut hair'.

Question 5

Quite a few candidates answered this question, however not all knew the benefits of being a member of the British Association of Beauty Therapy and Cosmetologists. Generally candidates seemed to find questions relating to professional organisations difficult.

Question 6a and 6b

Some candidates gave detailed responses, describing the employee's responsibilities for keeping the salon safe and hygienic, with reference to disposal of waste and the use of tools and equipment. Others described the importance of carrying this out, but didn't answer the question. Some candidates focused on one point, referring only to electrical equipment, then repeated this in different ways missing the opportunity to gain full marks.

Question 7a

Candidates responses to this question were limited, with several stating how to make a poster (for example, colourful, bold, with a green man on the poster etc). Others made reference to the importance of ensuring the fire exit is not blocked, or how to remove the obstacle blocking the fire exit. There was also reference to the use of a fire extinguisher, misunderstanding the question completely. However some did respond well identifying four stages of the fire exit procedure.

Question 7b

There were many responses referring to the colour of the fire extinguisher, with some incorrectly stating that foam could be used on electrical fires. Others simply stated the colour red. As the question asks for the type of extinguisher for the different types of named fires, this is insufficient, although many learners did give correct answers.

Question 8a and 8b

Many candidates were unsure of the Work place Regulations, but did attempt to answer the question. Others gave more detailed responses.

Unit 2

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 3

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.

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 **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.

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

A cautionary note for teachers when delivering knowledge of cultures: there was some discriminatory evidence seen in some candidates' work that inferred a less than inclusive approach to diversity. Discriminatory comments should be questioned during the marking stage and a more careful approach to teaching should be taken to minimise the occurrence of this.

It should be noted that units 3, 4 and 5 could easily be assessed alongside each other (perhaps on the same 'client') 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.

Unit 4

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 many 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 'client') 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.

Unit 5

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.

Pre-annotated diagrams were submitted along with class notes and awarding body produced worksheets. These do not show the 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. This was not evident in much of the work this year as it was noted that reviews related more to the timings of the service and the end result, both of which are not assessed in this qualification.

It should be noted that units 3, 4 and 5 could easily be assessed alongside each other (perhaps on the same 'client') 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.

Unit 6

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 any changes to their lifestyle and personal appearance.

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

Unit 7

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

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