

Level 2 - Principal Learning

Hair and Beauty Studies (2762)

Unit 9: Exploring hair care and styling

Controlled assessment material

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Level 2 Unit 9: Exploring hair care and styling

Controlled assessment material – Information for teachers

This assignment is provided as an example only. Consortia could produce their own or adapt this in line with the assessment section of the unit, based on their local delivery circumstances.

Overview

This assignment is based on the scenario below. It is taken under controlled conditions, in which the learner will complete two tasks. Task 1 is to produce a **minimum of four** hair styles to show their skills and abilities for hairdressing. Teachers may wish to examine additional opportunities for learners to demonstrate PLTS associated with Reflective Learning and Creative Thinking.

The learner is able to complete the work for Task 1 in any of the following settings: during work experience on models; in the classroom on peers; or in a realistic learning environment on mannequin heads, but not on paying clients. In any of these cases it is important that the task is observed by a specialist in hairdressing and that that person should be able to confirm that the work produced is the learner's own.

Task 2 is to show knowledge and understanding of the work produced in Task 1. It will be produced independently by the learner who will be responsible for choosing their own format and style.

Learners may be encouraged to combine assessments for Units 8 and 10, as the same model could then be used for hair, nails and skin.

Time

It is expected that approximately **10 hours** will be taken to complete both tasks.

Task 1 – approximately eight hours to complete with two hours given for each hair style.

Task 2 – approximately two hours to complete but it is expected that the learner is given time to research before writing the task.

Any research materials should be clearly referenced as a bibliography and inserted as an appendix with the final work.

Resources

Learners may require access to word processing software, and could also use presentation software for Task 2. The hair styles may be completed in a range of establishments including the learner's own work placement, a salon in the local area or in the RLE in the centre. Task 1 may be completed on models, peers or mannequin heads but not on paying clients. At least one style must be completed on a live person.

Industry-appropriate products, tools and equipment should be available for the production of Task 1.

Photographic equipment may be used to show the learner working on Task 2 and the end results of their styles; this can then be submitted as part of the assessment evidence.

Consortia may wish to devise their own consultation and review documents which should be cross-mapped with the assessment criteria in the specification.

If information from websites is to be issued for learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learner with the assessment brief. Any other research materials should be clearly referenced as a bibliography and inserted as an appendix with the final work.

Supervision

Learners may work without direct supervision when preparing to undertake the tasks but they must be supervised when creating and carrying out the styling techniques and the visual presentation. When producing both tasks it is expected that a teacher be present so that they can be sure of the work being the learner's own. It is expected that a subject specialist – in this case a qualified hairdresser – will observe Task 1.

The learner may ask questions of the teacher during the assessment, but any advice that is given to learners beyond that given to the group should be recorded in the form of feedback to the learner.

Collaboration

Learners may work in groups to gather examples of hair styles to inspire and prepare them for Task 1, although the actual production of the styles will be the learner's individual work.

When completing Task 2 learners may discuss and research collaboratively but the production of their visual presentation will be subject to the controls in the specification and will be the learner's individual work.

Teachers will keep all the learners' final work for moderation purposes.

Marking

Please note that the descriptions in this assessment grid relate to the top of each band. Further guidance on using assessment grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 2 marks	3 to 4 marks	5 to 6 marks
1 Understand how a range of influences can be expressed through styling techniques	<p>Explained showing limited awareness how influences can be expressed through styling techniques.</p> <p>Explained by showing limited understanding how influenced styling techniques are achieved.</p>	<p>Explained showing clear understanding how influences can be expressed through styling techniques.</p> <p>Explained by showing clear understanding how influenced styling techniques are achieved.</p>	<p>Explained showing an extensive understanding how influences can be expressed through styling techniques.</p> <p>Explained by showing broad understanding how influenced styling techniques are achieved.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Know the range of products and services that's are used during professional hair care and styling	<p>Described showing limited knowledge the purpose, benefits and safe use of hair care products.</p> <p>Described showing limited knowledge the purpose, benefits and safe use of hair care tools and equipment.</p> <p>Described showing limited knowledge the purpose, benefits and safe used of hair styling techniques.</p> <p>Stated displaying limited knowledge health, safety, legal and salon requirements for hair care and styling services.</p>	<p>Described showing clear knowledge the purpose, benefits and safe use of hair care products.</p> <p>Described showing clear knowledge the purpose, benefits and safe use of hair care tools and equipment.</p> <p>Described showing clear knowledge the purpose, benefits and safe used of hair styling techniques.</p> <p>Stated displaying clear knowledge health, safety, legal and salon requirements for hair care and styling services.</p>	<p>Described showing extensive knowledge the purpose, benefits and safe use of hair care products.</p> <p>Described showing extensive knowledge the purpose, benefits and safe use of hair care tools and equipment.</p> <p>Described showing extensive knowledge the purpose, benefits and safe used of hair styling techniques.</p> <p>Stated displaying comprehensive knowledge health, safety, legal and salon requirements for hair care and styling services.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
3 Be able generate hair styles	<p>Communicated with clients to find out requirements using limited terminologies.</p> <p>Generated basic ideas for a limited range of hair styles and took into account limited range of influences.</p>	<p>Communicated with clients to find out requirements using good terminologies.</p> <p>Generated clear ideas for a variety of hair styles and took into account good range of influences.</p>	<p>Communicated with clients to find out requirements using extensive terminologies.</p> <p>Generated extensive ideas for extensive range of hair styled and took into account broad range of influences.</p>

	0 to 8 marks	9 to 16 marks	17 to 24 marks
4 Be able to safely use a range of hair care and styling techniques	<p>Undertook a limited selection and preparation of products, tools and equipment.</p> <p>Safely carried out limited styling techniques with guidance.</p> <p>Reviewed techniques and made limited suggestions for future progress.</p>	<p>Undertook a good methodical selection and preparation of products, tools and equipment.</p> <p>Safely carried out a variety of techniques with occasional guidance.</p> <p>Reviewed techniques and made good variety of suggestions for future progress.</p>	<p>Undertook a considerable selection and preparation of products, tools and equipment.</p> <p>Safely carried out an extensive range of styling techniques with complete autonomy.</p> <p>Reviewed techniques and made extensive suggestions for future progress.</p>

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Controlled assessment material – Information for learners

Assignment overview

For this assignment you are required to:

- produce a **minimum of four** hair styles (Task 1)
- produce a visual presentation (slides/flip chart/flash cards) (Task 2).

Your teacher or a specialist will observe you producing your hair styles and will write a witness testimony about the practical skills you have demonstrated.

Time

You will have up to **10 hours** to complete the assessment, with eight hours for Task 1 and two hours for Task 2.

Collaboration

You may work in groups when preparing for Task 1, although the actual production of the styles will be your own individual work.

When completing Task 2 you may discuss and research collaboratively but the production of your visual presentation will be your own individual work.

Roles

Your teacher will mark your work and give you marks out of 60. This will then be kept for moderation purposes.

Assignment brief



Green's hair salon

You are a trainee stylist in **Green's hair salon** and graduation day is coming up for you and the other trainees. You have been asked to produce between four to six hairstyles and display them for your final graduation so that your manager can assess whether you are ready for working on the shop floor as a graduate stylist. Your manager will observe your skills and review the paperwork that you produce (such as consultation and review documents) to decide whether you should start working on mainstream clients.

It is part of the job for graduate stylists to train juniors so your manager has asked you to produce a visual presentation to use during training events.

Task 1

(45 marks) – covering Learning Outcomes 3 and 4

You will use a range of styling techniques to show your hairdressing ability for your graduation. You will write up an evaluation of your work using consultation documents and review paperwork (you may wish to use the consultation sheets provided below to guide you).

When producing your styles you will show how the following factors have influenced your styling techniques: the client's personality, culture, race, gender and religion and also show how fashion trends have impacted your choices.

It is expected that you will assess and document your own work, making recommendations for future improvements.

When producing any written work such as your consultation documents and your review, it is expected that you will use the relevant hairdressing terminology.

Task 2

(15 marks) – covering Learning Outcomes 1 and 2

Individually you will produce a visual presentation (slides/flip chart/flash cards) to show your knowledge and understanding of the following. This will then be used during staff training.

- a How the listed influencing factors can be expressed through styling techniques
 - i. personality
 - ii. culture
 - iii. race
 - iv. gender
 - v. fashion
 - vi. religion.
- b How hair type can influence styling.
- c The purpose, benefits and safe use of all the products you used during Task 1.
- d The purpose, benefits and safe use of all the tools and equipment you used during Task 1.
- e The purpose, benefits and safe use of all the techniques you used during Task 1.
- f How to follow health, safety, legal and salon requirements.

Consultation Sheet for Practical Units

Case study number	1		2		3		4		
Name:					Date:				
Consultation for:	Hair service			Beauty treatment			Nail service <input type="checkbox"/>		
Give details of the types of influences that have been taken into account when consulting for the service:									
Historical influence:				Personality:					
Culture (lifestyle):				Culture (event):					
Gender:				Race:					
Religion:				Fashion:					
Factors that were considered: <i>(tick as appropriate)</i>									
Client's age		Hair length		Nail length		Lifestyle		Hair type	
Hair texture		Hair condition		Skin condition		Nail condition		Other	
Details of products to use:									
Details of tools to use:									
Details of techniques to be used:									
Personal protective equipment to be used:									
Client protective clothing to be used:									
Service(s) and advice given to client, with reasons:									

Post treatment review

Place pictures of your model here:

Review of own performance:

Teacher review of performance: *(include level of autonomy when working/safe working methods and communication skills shown)*

How could I improve on my performance?

Signed (Teacher): _____

Signed (Learner): _____