

Level 2 Diploma for Beauty Professionals (7003)

Version V1.0 (February 2019)

Assessor Guide

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1 Assessor guidance

For these qualifications, candidates will be required to complete:

- a portfolio of evidence (logbook) for each unit
- the knowledge and understanding requirements.

The assessment strategy for these qualifications have been produced by the trailblazer group. It outlines the principles and requirements to be applied to assessment of performance, knowledge and understanding.

Before starting work towards the qualification, candidates will need support and guidance to enable them to:

- identify any training needs and how to access development
- understand the assessment process and identify the people who will be involved
- understand how to identify evidence from their performance at work
- understand how to compile their portfolio of evidence

A blank Candidate skill scan form can be found in *Recording forms for centres and candidates* that can be found on the quality assurance pages of the City & Guilds website.

The purpose of assessment is to judge whether a candidate can consistently perform to the standard specified in the units and national occupational standards and meet the assessment requirements. The qualifications may be candidate-led, assessor-led or a combination of the two, in order to decide when candidates have gathered sufficient evidence to demonstrate that they can competently perform a particular task and are therefore ready to be assessed.

Assessment planning and review

Effective planning for assessment by the candidate and their assessor is essential if the candidate is to succeed within an appropriate timescale. The purpose of assessment planning is to help candidates identify how and when they will provide the evidence required to demonstrate their competence. Planning should be a joint activity between the candidate and the assessor.

Assessment planning will identify opportunities for evidence generation and assessment that occur naturally as the candidate carries out work and where opportunities might need to be created to allow the candidate to demonstrate competence. This could mean arranging with their manager for a candidate to exchange tasks with a colleague. The assessor will negotiate and agree with the candidate the types of work-based activity that will be observed and the products of that activity (eg articles, forms, reports) that will be presented as evidence. It is important that a realistic timescale is set for achievement of the first units or elements.

When planning assessments, the assessor should aim to identify opportunities for holistic assessment, that is, to assess across elements, a full unit or clusters of units/services. Assessing criterion by criterion is not good practice.

Approach to assessment

The qualifications are likely to call for a variety of assessment methods and the units and Apprenticeship Standard define what is to be assessed. Evidence produced by candidates 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:

- Projects/case studies
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written assignments
- Oral questions
- Assignments
- Case studies
- Professional discussion
- Reflective diary on own practice in an appropriate working environment
- Coursework

The evidence requirements detail how many performances and aspects of the range must be demonstrated. These are detailed in the supporting information section of each unit within the qualification handbook.

Workplace assessment

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

Realistic Working Environment (RWE)

Apprentices should be assessed through performance in the workplace.

As far as reasonably practicable the assessment should match conditions of a realistic working environment (RWE). In other words, the conditions should match those found in the workplace, including facilities, equipment, products, as well as relationships, constraints and pressures.

The RWE must adhere to the following principles:

- centres must develop realistic management procedures that incorporate a 'salon/spa image' and sales and marketing policy to attract the type and number of clients needed to ensure the requirements of the qualification can be met and achieved.
- all assessments must be carried out under realistic commercial pressures and on clients, not other apprentices within the same cohort. Clients used should vary in age and ethnicity.
- all services/treatments performed must be completed in a commercially acceptable timescale.
- learners must be able to achieve a realistic volume of work.
- the space per working area conforms to current health and safety legislation and commercial practice.
- the range of services, professional products, tools, materials and equipment must be current and available for use.
- a reception facility must be provided where clients are greeted, payment is taken and general enquiries and appointments can be made. A payment facility must be available.
- a retail facility must be provided, stocked with products that relate to the clients' needs and complements the services/treatments offered.
- all by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out must be taken into full account.

Continuous Professional Development (CPD) requirements

Assessors, Internal Quality Assurers and External Quality Assurers 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 Organisation or other recognised and relevant providers in the sector.

For Assessors, Internal Quality Assurers and External Quality Assurers a minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills in a salon (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individual's, not the organisation they work for.

Logbooks

City & Guilds supplies specific candidate logbooks for each qualification that contain evidence recording and summary sheets. Centres may develop and use an alternative logbook, but it must include information equivalent to that recorded in the City & Guilds logbook, and must be approved by the centre's external quality assurer (EQA) before use.

Service times

Candidates should be working towards service times that are agreed upfront and are commercially acceptable for the salon that the candidate is working in. As a guide we have added the pre-existing Habia service times to Appendix 1.

Simulation

Simulation is **not** acceptable for any units within these qualifications.

Witnesses

It may not always be possible for the assessor to be present to observe a candidate's performance. For example, where their presence might be intrusive to the work being assessed or where an emergency incident occurs outside a planned assessment. In these cases a Witness Testimony, a statement made by someone present while the candidate was performing an activity on-the-job, may be used as an alternative means of collecting evidence to support the assessment process.

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 candidate 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 candidate's ability to meet the evidence requirements will be the responsibility of the Assessor.

The role of the witness is to submit evidence to the Assessor regarding the competence of the candidate in meeting the standards identified in any given unit. This evidence must directly relate to the candidate's 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:

- Therapist, or
- Nail technician, or
- Salon manager, or
- Verifier.

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, regarding of the source.

The status of the witness is important to consider as this determines how much weight their statement has and what other supplementary evidence might be needed to infer competence.

The status of the witnesses can be judged against the following criteria:

- 1 = qualified assessor and occupational expert who is familiar with award standards
- 2 = occupational expert and familiar with standards
- 3 = occupational expert not familiar with standards
- 4 = non-expert

A status 1 or 2 witness is more able to make an accurate judgement about a candidate's competence than a status 3 or 4 witness; therefore their testimonies would usually require less additional evidence to allow the assessor to infer competence.

Witness status lists should be provided by centres as a standard part of the candidate portfolio. Witness testimonies should identify the unit/learning outcome/assessment criteria being claimed. An Assessor and Witness Status List form can be found in *Recording forms for centres and candidates* that can be found on the quality assurance pages of the City & Guilds website.

Assessment of knowledge and understanding

City & Guilds have provided assessments for all units. It is important that these assessment materials are used for summative assessment when the candidates have begun to demonstrate competence in the relevant unit.

The qualification assessment strategy set by the trailblazer group for these Beauty Professional qualifications specifies that candidates must sit **externally set questions** for the units listed below.

This means that centres must use the online tests that are provided by City & Guilds to assess their candidates' knowledge and understanding.

City & Guilds Unit Number	Level	Unit Title
	2	Beauty Professional cross unit knowledge test
208	2	Provide waxing treatments
209	2	Provide hand and nail treatments
210	2	Provide foot treatments
211	2	Provide facial treatments
212	2	Provide a range of eyelash and eyebrow treatments
213	2	Provide make-up application
214	2	Provide basic massage treatments
215		Provide manicure services
216		Provide pedicure services
217		Provide advice to customers/clients on nail products and services
218		Provide gel polish services
219		Provide basic nail art
220		Provide nail enhancement systems

We have provided online multiple choice tests for all units.

Cross unit knowledge test (CUK)

Cross Unit Knowledge test has been devised to reduce the burden of over-assessment and repetition for candidates. It is recommended that the Cross Unit Knowledge test is taken **before** any other technical unit test. The Cross Unit Knowledge test can be used for Beauty Therapist as well as Nail Services Technician.

The mapping that shows how the cross unit knowledge tests links to each individual unit can be found in Appendix 2.

Test conditions and Invigilation requirements

All tests are required to be sat in **closed book conditions**, so notes or text books **cannot** be used. Tests should be taken under supervised conditions, this means that all activities will be completed with an invigilator present. Strict exam regulations do not apply; candidates may take the questions in their normal learning environment and the tutor may act as the invigilator.

Pass requirements

100% achievement is required for Cross Unit Knowledge tests, however, once 70% has been achieved in one sitting, alternative methods of assessment may be used to demonstrate the remaining knowledge. Alternative methods may include oral questioning. Closed book conditions still apply.

Each technical unit test has a 70% pass mark, this must be achieved in one sitting and once achieved there is no requirement to assess the remaining knowledge.

It is advisable that the candidate has sufficient time to prepare for these tests. If a candidate completes any test and does **not pass** (or reached achieved or partially achieved for CUK tests), then they must re-sit the **full test**.

Online test entry and score reports

Candidates can be registered for online tests on Walled Garden using the (evolve) three digit test numbers listed in the Assessment section of the qualification handbook.

On completion of an online test, a score report is produced. The score report will indicate whether the candidate has passed or failed (or not achieved, partially achieved or achieved for the CUK tests), the overall percentage achieved for the test and details a candidate's performance against each specified knowledge area. This more detailed breakdown can be used to identify areas of knowledge that candidates have not achieved.

The knowledge areas on the score report are displayed in numerical (alpha) order, this does not necessarily follow the same order as the questions in the test or the candidates' logbook. The knowledge areas in the test are mapped to the assessment criteria in the units section of the qualification handbook.

For each knowledge area the score report will display the % the candidate has achieved for that area. If it displays as 100% it shows that a candidate has achieved all questions within that knowledge area, some areas of the test may require the candidate to answer more than one question, in these cases if a candidate has only achieved some of the questions this will be displayed as a weighted proportion (e.g. 50%).

Some tests will display a overall test result lower than 70% but still indicate that a candidate has passed the test, this is because we have taken into account that for some tests 70% will not be a whole mark, so when setting pass marks we have rounded to the nearest whole mark below 70%. The % pass mark is set by the trailblazer group at knowledge criteria level, and does not account for further breakdown within those areas of knowledge, we have accounted for this when setting the raw marks.

An example of a score report can be found in Appendix 3.

Security and storage of assessment materials

Portfolios

The candidate owns the portfolio throughout the assessment and quality assurance process and after certification. Assessors may review the portfolio at the centre following an assessment, returning it later to the candidate. It will be held at the centre for internal quality assurance.

Portfolios of evidence may be returned to candidates after certification. The City & Guilds External Quality Assurer may however wish to see the portfolio during the visit that follows the award of the certificate. The centre must tell candidates that their portfolio may need to be retained by the centre or made available to the centre for this visit.

Appendix 1 Service times

Range of Service Times for Beauty Therapists

The recommended service times quoted below have been developed for assessment purposes.

Service	Minutes (recommended)
Facial	60
Day make-up	30
Evening make-up	45
Special occasion make-up (eg bridal)	45
Basic manicure	45
Basic pedicure	50
Eyebrow wax	15
Underarm wax	15
Half leg wax	30
Bikini line wax	15
Full leg wax	45
Upper lip wax	10
Chin wax	10
Eyebrow shape	15
Eyebrow tint	10
Eyelash tint	20
Apply a full set of artificial lashes (flares)	20
Apply a full set of artificial lashes (strips)	10
Apply a partial set of artificial lashes (flares)	10
Apply a partial set of artificial lashes (strips)	10
Make-up lesson	75

Range of Service Times for Nail Services Technician

The recommended service times quoted below have been developed for assessment purposes.

Service	Minutes (recommended)
Standard manicure	45
Standard pedicure	50
Nail enhancements – full set	120
Nail enhancement maintenance – 1 colour	90
Nail enhancement removal	60
Natural nail overlaps	75
Nail art	30

the legal and organisational requirements for your own personal hygiene, protection and appearance -	4.3	5.3	4.3	4.3	10.3	4.3	4.3	4.3	4.3	4.3	5.3	4.3	6.3
the reasons for maintaining the client's modesty and privacy	4.4	-	4.4	-	-	4.5	-	-	-	-	5.4	4.4	6.4
safe positioning techniques for yourself and your client and why using these are <u>important</u> / how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury	4.5	5.4	4.4	4.5	10.4	4.4	4.6	4.4	4.4	4.4	5.5	4.5	6.5
the necessary environmental conditions for treatments such as heating, sound and ventilation and why these are important	4.6	5.5	4.5	4.6	10.5	4.6	4.6	4.5	4.5	4.5	5.6	4.6	6.6
why it is important to keep your work area clean and tidy	4.7	5.6	4.6	4.7	10.6	4.7	4.7	4.6	4.6	4.6	5.7	4.7	6.7
methods of cleaning, disinfection and sterilisation	4.8	5.7	4.7	4.8	10.7	4.8	4.8	4.7	4.7	4.7	5.8	4.8	6.8
methods of working safely and hygienically to avoid the risk of cross-infection	4.9	5.8	4.8	4.9	10.8	4.9	4.9	4.8	4.8	4.8	5.9	4.9	6.9
the different types of working methods that promote environmental and sustainable working practices	4.10	5.6	4.9	4.10	10.9	4.10	4.10	4.9	4.9	4.9	5.10	4.10	6.10
the hazards and risks which exist in your workplace and the safe working practices which you must follow	4.11	5.11	4.11	4.11	10.10	4.11	4.11	4.11	4.11	4.11	5.11	4.11	6.11
the legal requirements for waste disposal	4.13	5.13	4.13	4.13	10.02	4.13	4.13	4.13	4.13	4.13	5.13	4.13	6.13
the reasons for completing the treatment in a commercially viable time	4.14	5.14	4.14	4.14	10.13	4.14	4.14	4.14	4.14	4.14	5.14	4.14	6.14
why it is important to communicate with clients in a professional manner	5.1	6.1	5.1	5.1	11.1	5.1	5.1	5.1	5.1	5.1	6.1	5.1	7.1

how to complete a consultation taking into account the client's diverse needs	5.2	6.2	5.2	5.2	11.2	5.2	5.2	5.2	5.2	5.2	6.2	5.2	7.2
the legal requirements for providing treatment to minors under 16 years of age	5.3	6.3	5.3	5.3	11.3	5.3	5.3	5.3	5.3	5.3	6.3	5.3	7.3
the age at which an individual is classed as a minor and how this differs nationally	5.4	6.4	5.4	5.4	11.4	5.4	5.4	5.4	5.4	5.4	6.4	5.4	7.4
the importance of agreeing the treatment that meets the client's needs	5.5	6.5	5.5	5.5	11.5	5.5	5.5	5.5	5.5	5.5	6.5	5.5	7.5
the legal significance of gaining signed, informed client consent to receive the treatment	5.6	6.6	5.6	5.6	11.6	5.6	5.6	5.6	5.6	5.6	7.1	5.6	7.6
the legislative requirements for storing and protecting client data	5.7	6.7	5.7	5.7	11.7	5.7	5.7	5.7	5.7	5.7	-	-	7.7
the necessary action to take in relation to specific contra-indications when referring clients	5.10	6.8	5.10	5.10	11.10	5.10	5.10	5.10	5.10	5.10	7.4	5.9	7.10
the reasons for not naming specific contra-indications when referring clients	5.11	6.11	5.11	5.11	11.11	5.11	5.11	5.11	5.11	5.11	7.5	5.10	7.11

Appendix 3 Score report

Exam Reports

99ASQU - Assessment & Quality QA Centre

7003-690 Beauty Professional Cross Unit Knowledge Test



Candidate Name	Enrolment no.	ULN	Test Date	Result
Vivienne Adesanya			26/11/2018	Pass

Results Breakdown:

7003-690 Cross unit knowledge test	Percentage Correct of All Marks Available
01a your responsibilities for health and safety as defined by any specific legislation covering your job role (The Manual Handling Operations Regulations, Reporting of Injuries and Dangerous Occurrences Regulations (RIDDOR))	100.00
01b your responsibilities for health and safety as defined by any specific legislation covering your job role (The Health and Safety at Work Act, The Control of Substances Hazardous to Health Regulations (COSHH))	100.00
01c your responsibilities for health and safety as defined by any specific legislation covering your job role (The Health and Safety (First Aid) Regulations, The Regulatory Reform (Fire Safety) Order, The Electricity at Work Regulations, The Environmental Protection Act, The Management of Health and Safety at Work Regulations, The Health and Safety (Information for Employees) Regulations)	100.00
02 the legal and organisational requirements for your own personal hygiene, protection and appearance	100.00
03 the reasons for maintaining the client's modesty and privacy	100.00
04 safe positioning techniques for yourself and your client and why using these are important / how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury	100.00
05 the necessary environmental conditions for treatments such as heating, sound and ventilation and why these are important	100.00
06 why it is important to keep your work area clean and tidy	100.00
07 methods of cleaning, disinfection and sterilisation	100.00

This is not a certificate.

All marks and results shown are subject to moderation by the awarding organisation.

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