6002-23 Level 2 Technical Certificate for Hair Colouring Services

2018

Qualification Report

Contents

Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.
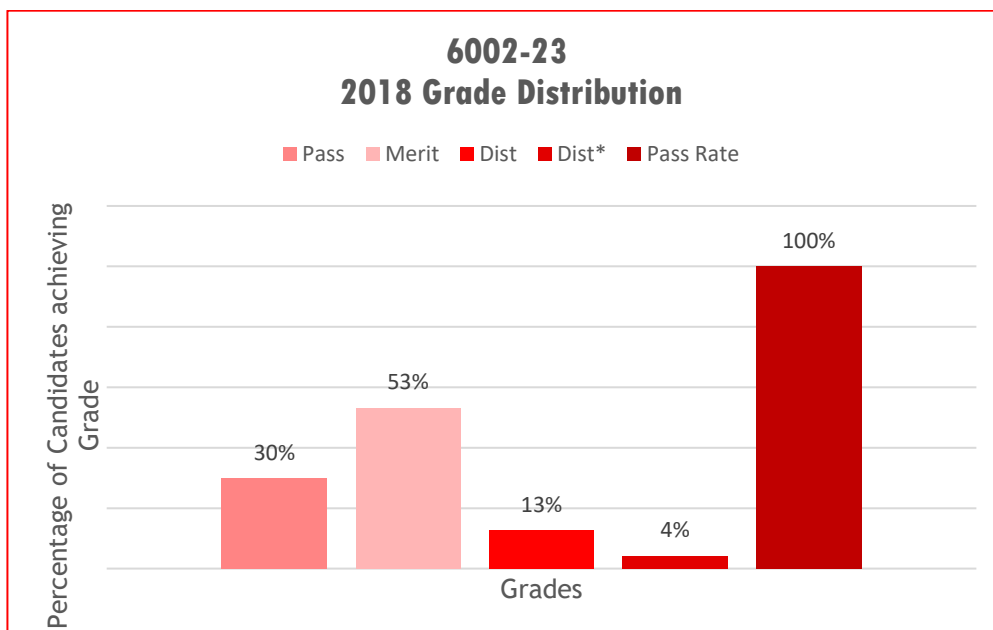
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6002-011/511 - Level 2 Hair Colouring Services - Theory exam
  - March 2018 (Spring)
  - June 2018 (Summer)

- 6002-012 - Level 2 Hair Colouring Services - Synoptic assignment

Qualification Grade Distribution

The grade distribution for this qualification is shown below;

6002-23
2018 Grade Distribution

Pass   Merit   Dist   Dist*   Pass Rate

Percentage of Candidates achieving Grade

- 30% (Pass)
- 53% (Merit)
- 13% (Dist)
- 4% (Dist*)
- 100% (Pass Rate)

Grades

Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.
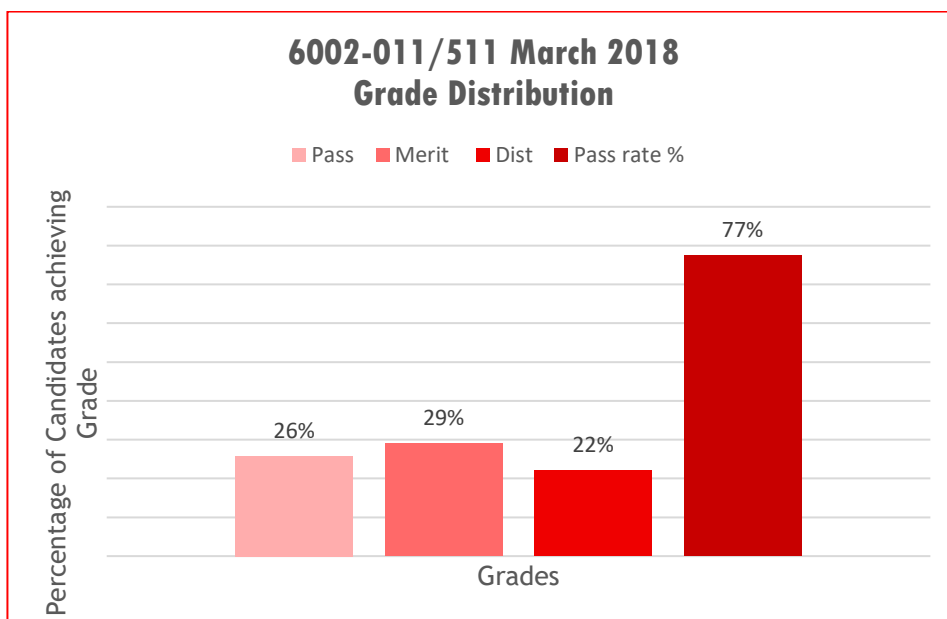
Theory Exam

Grade Boundaries

Assessment: 6002-011/511
Series: March 2018 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks availible	60
Pass mark	22
Merit mark	31
Distinction mark	40

The graph below shows the distributions of grades and pass rate for this assessment;

Assessment: 6002-011/511
Series: June 2018 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks availible	60
Pass mark	21
Merit mark	30
Distinction mark	40

The graph below shows the distributions of grades and pass rate for this assessment;
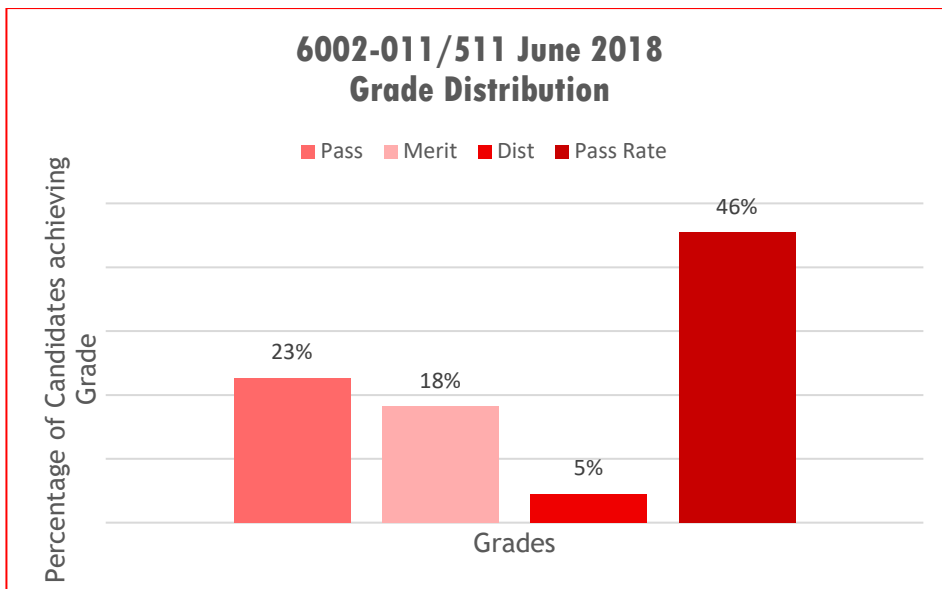
Chief Examiner Commentary

6002-011/511 - Level 2 Hair Colouring Services - Theory exam

Series 1 – March 2018

March 2018 saw the first series for the 6002 – 011/511 externally set and marked examination. It should be noted that future exams will include sampling of some different topics and learning outcomes from the qualification, so this commentary relates to the March 2018 examination only.

Overall the paper enabled candidates to be stretched and challenged at a good Level 2 standard. Candidates who were successful in this examination showed that they could link theory into practice and use industry specific terminology. These candidates showed that they had a professional level of knowledge and understanding and could solve routine problems presented to them using a breadth of topics and scenarios.

There was a broad range of total marks achieved for this question paper showing that the paper differentiated across candidates. Those candidates achieving the higher spectrum of marks showed evidence of justification through reasoning, as well as their recall of knowledge across all mandatory units. Candidates often missed marks due to not reading the question accurately or their lack of exam techniques, e.g. not answering the question according to the command verb prescribed. Candidates also missed opportunities for further marks due to their lack of literacy skills, especially where they were asked to describe a process. At times, candidates got confused when trying to put a process into writing, e.g. getting the description around the wrong way or contradicting themselves as the text progressed. Common themes included when questions asked for an explanation, candidates often gave one or two word answers or gave a description of how they would do something rather than going further and explaining why/impact/alternatives. A question asking for an explanation requires some reasoning to be given. This was especially apparent in the extended response question.

Opportunities to gain full marks within each question were missed due to candidates not understanding Working Time Regulations, the difference between verbal and non-verbal communication skills and explaining how to give a positive first impression to a client. Other areas where marks were lost included: the impact on a colouring service for hair with poor porosity, how previous use of incompatible products may affect a colour and lightening service, the chemical impact on the hair structure when permanent colour is applied, the impact a percentage of white hair has on the colouring product chosen and different sectioning techniques used for setting e.g. many candidates included sectioning used for perming.

Candidates gaining a pass displayed a basic level of technical knowledge and their use of terms were mainly accurate. There was a good level of knowledge and understanding displayed with some occasional explanations. Candidates gaining higher marks displayed a higher level of technical knowledge on the shorter answer question and consistently gained marks and displayed good science and technical knowledge. They confidently explored most of the topics across the paper. The Extended response question explored the consultation but with limited expansion, however, candidates displayed understanding on technical and scientific terms.

Extended response question

This is a question which requires the candidate to discuss the service options for a client based on a case study. Candidates missed opportunities to gain more marks due to them concentrating on the tests and missing out on the different colouring options available. Candidates gaining higher marks listed and included the factors they needed to consider at the start of their response.

The majority of candidates did gain marks for recognising head lice and the salon procedure for dealing with a client that has presented with Infestation, the purpose of protecting the client, and how to carryout tests. Candidates who achieved higher marks showed clarity in their explanation skills and had responded well to the command verb. These candidates also showed a deeper understanding of the breadth of topics and had developed a higher level of understanding of all technical requirements.

Series 2 – June 2018

June 2018 saw the second series for the 6002 – 011/511, Level 2 Colouring Services, externally set and marked examination. The cohort was very small and consisted of some resit candidates. It should be noted that future exams will include sampling of some different topics and learning outcomes from the qualification, so this commentary relates to the June 2018 examination only.

Overall the paper enabled candidates to be stretched and challenged at a good Level 2 standard. Candidates who were successful in this examination showed that they could link theory into practice and use industry specific terminology. These candidates showed that they had a professional level of knowledge and understanding and could solve routine problems presented to them using a breadth of topics and scenarios.

There was a broad range of total marks achieved for this question paper showing that the paper differentiated across candidates. Those candidates achieving the higher spectrum of marks showed evidence of justification through reasoning, as well as sound knowledge recall across all mandatory units. As observed during the March 2018 series, candidates often missed marks due to their lack of exam techniques, e.g. not answering the question according to the command verb prescribed. Questions asking for an explanation require some reasoning to be provided, however, candidates often gave a description of "how" they would do something rather than explaining further and justifying the "why". This is a common area where candidates will benefit from having further practice on examination techniques.

Candidates missed opportunities for further marks due to their inability to describe a process. Where some candidates got confused when trying to put a process into writing, e.g. getting the description around the wrong way or contradicting themselves as the text progressed.

Some gaps in knowledge became apparent amongst the cohort where most candidates struggled to recall knowledge on evident hair damage, whilst some still managed to gain marks by showing understanding when they needed to explain how a service could be adapted.

Face shapes seemed to pose issues for the majority of candidates, with some being unable to show an understanding of face shapes and their suitability, whilst others demonstrated a good recall of knowledge on this topic. However, some candidates seemed confused when they provided answers calling face shapes, hair styles.

Candidates gaining higher marks displayed a better level of technical knowledge on the shorter answer question, where they displayed good recall of science and technical knowledge and confidently explored most of the topics which allowed them to gain marks across the paper. On the other hand, candidates who fared less well, did not perform so well on science questions with some being unable to expand on the effects of different types of colouring products.

Extended response question

The extended response question required candidates to discuss the possible causes and recommendations. In most cases, opportunities to gain higher marks were missed due to candidates failing to discuss or expand on future recommendations.

When answering the extended response question, some candidates failed to identify the immediate action that would be needed, however, the majority of candidates did gain marks for recognising the instant removal of product from the hair. Some candidates managed to gain good marks by displaying a good use and understanding of technical and scientific terms. Candidates who achieved the higher marks discussed a breadth of causes and the recommendations, and clearly linked them back to the scenario.
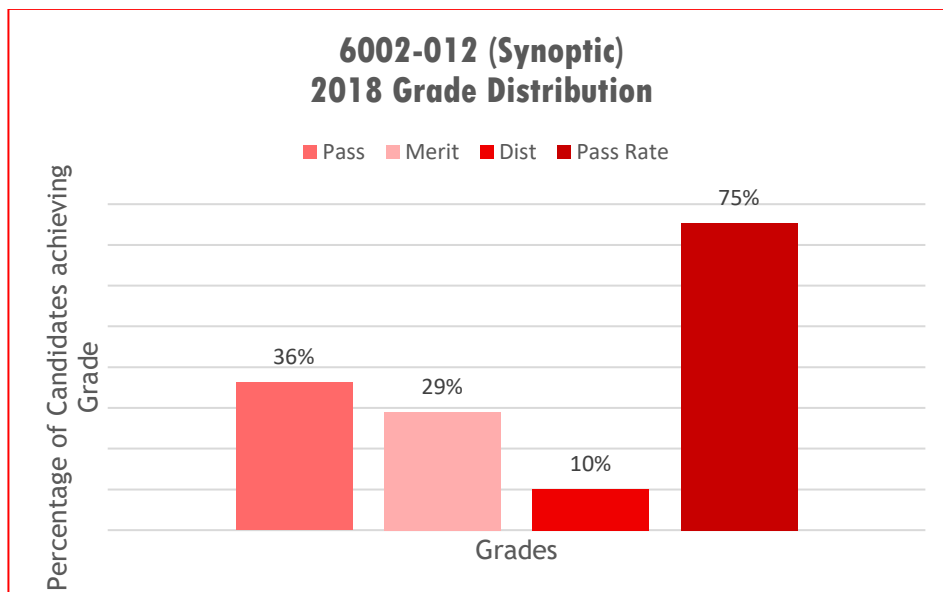
Synoptic Assignment

Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6002-012
Series: 2018

Total marks availible	60
Pass mark	30
Merit mark	40
Distinction mark	51

The graph below shows the distributions of grades and pass rate for this assessment;

Principal Moderator Commentary

These were the first level 2 cohorts for 6002-23 - L2 Colouring Services Synoptic Assignment. Many centres delivering the technical qualifications for the first time.

Task 1

For this task, centres and candidates are reminded to use the City & Guilds pro-formas to present their evidence. A few centres included centre devised consultation sheets, this practice is discouraged by City and Guilds as these centre devised forms are deemed to give candidates an advantage, but can also supress candidates' opportunities to show their knowledge and understanding at a higher level. It should also be noted that this does not comply with the national evidence submission requirements.

Candidates should understand that plans they produced need to support their vision for each service, therefore, images should be included to support the commentary. Higher scoring candidates produced detailed plans, accurately reflecting on how they would achieve each look they attempted. There were images and annotated drawings that showed; the final look to be achieved, the application techniques for colouring services, the sectioning patterns as well as the cutting angles to be used during the process. Lower scoring candidates did not use images to create explicit links between their plans and outcome/s to be achieved. They had often generically described how they to carry out services, the techniques they would use, the products and use of tools, etc. These candidates are encouraged to make their plans as concise as possible, ensuring they encompass the above-mentioned factors, with the addition of some reasoning to evidence their considerations with regards to clients' hair characteristics and any other influencing factors

Higher scoring candidates produced detailed plans that contained images and annotated drawings showing colour swatches, some of these from actual test cuttings conducted prior to the service. Candidates should ensure that they consider all factors, including application techniques and sectioning patterns, Hair and scalp analysis and a wide range of hair characteristics and contra-indications. This will enable them to demonstrate sound recall of knowledge and allow them to expand further by providing justifications for their choices.

For this assignment, best examples were seen where candidates accurately documented the products they would use, and frequently, this included a breakdown of the mixing ratio, a rationale for the products use, and in some cases, alternatives that could be used to gain similar results or be considered for use on the day if the situation changed.

Pre-treatments for colour services, and their functions, were only discussed by the highest scoring candidates as was the use of heat doe styling purposes. Post treatments were discussed by most candidates even those at the lower end of the spectrum. Surprisingly, plans for hair-up designs were more adventurous in the high scoring, incorporating a wider range of techniques, although ornamentation was not widely considered. Candidates are encouraged to personalise the finished looks to demonstrate creativity, which in turn, allows for access to higher marks.

Candidates are advised to give a detailed account of the services they plan to carry out and ensure they create strong links to the particular clients' hair characteristics and any influencing factors, reflecting on how these might specifically influence their choices in the actual service/s being conducted. Although all candidates were clear on lightening product having visual development and the use of toners, they should ensure that when referring to colours with an ICC reference, they provide mixing ratios to highlight knowledge recall.

In some cases, the aftercare advice they planned to offer was specific, the use of products related accurately to the services / hair & scalp condition. There was reference to future services, home maintenance / styling and timelines for follow-up services. Best examples suggested truly 'tailor-made' aftercare advice, specific to the plan / client. Hair testing had been considered, allowing candidates to show they can create links between theory and to practice in regards to changes in product use, tension and timings. There was also acknowledgement of the use of visual aids and communication methods that would be used during services, with a few candidates linking the reasoning and effect of their use.

Task 2

A significant number of candidates had not planned their day realistically, relative to working a salon column, with some struggling to work in times that aligned to being commercially viable. However, there were some examples of good practice where candidates performed in line with commercial working patterns and demonstrated the ability to work within realistic service times, considered to be feasible for a junior stylist entering on to the salon floor.

In most cases, the assessment (service) requirements of the synoptic assignment were fully met, with some candidates completing a full head of highlights or lowlights. High scoring candidates demonstrated consistent levels of skill across the full range of services. Finished looks, whilst not always flawless, clearly showed colour results with even coverage, highlights were close to the root area and evenly woven. Additionally, styling / finishing services were well-balanced and looks 'flowed' and complimented the clients overall image.

Those candidates performing in the mid-range were demonstrating sound Health and Safety practices and professional behaviours were embedded. For some candidates in this range, the highlighting / lowlighting service presented its challenges, with examples of incorrect foil placement, sectioning being 'unclean', weaving being uneven or product application not close enough to the root. Having said this, the majority of the learners in this range gained acceptable results for junior stylists entering on to the shop floor.

Lower scoring candidates, showed the ability to work safely and with a level of professionalism, although a few had some difficulties sustaining this. There was a limited ability demonstrated in the skills employed across the range of styling & finishing techniques, with some finished looks sometimes looking untidy rather than professionally finished. Candidates achieving marks in the lower bands struggled to work autonomously during the colour services. In most cases, candidates considered aftercare advice at the end of the service, but this was mainly limited to products for shampooing & conditioning.

Task 3

Candidates generally performed well here, sometimes reflecting on issues that were not documented on the observer notes / PO forms which gave a better picture of overall performance.

The higher scoring candidates had been able to discuss further improvements, giving suggestions of techniques, products and tools that could be used, and they also included further commentary detailing why / how these would improve outcome next time around.

Going forward, lower scoring candidates are encouraged to employ this method as most provided a descriptive account of 'what they had done' during the service, rather than trying to produce a reflective evaluation of their performance across the services, with comments on what they might do to improve performance moving forward.

Whilst the task was mainly completed using the correct form as provided by City & Guilds, this was not consistent across the full submission and so centres are reminded again of the importance of using all the required documentation during the assessment of the 6002-23 synoptic.

Candidate performance against each AO

AO1 – Recall of knowledge
Generally a good performance in this AO, with most candidates demonstrating sound knowledge recall for health & safety, professional behaviours and hair/scalp analysis. Those gaining higher marks showed greater accuracy of recall in regards to aftercare, procedure / timings, products, tools & techniques and their accuracy of application.

AO2 – Understanding
In this AO, performance varied significantly. Some understanding was disjointed with inaccuracies in understanding being clearly apparent in regards to reasons for completing porosity & elasticity testing. In the best examples, students showed embedded understanding of scientific aspects. They could clearly relate the assignment to services, product ingredients and their use to treat specific conditions to gain the required results. Higher achieving candidates demonstrated the ability to discuss structural changes during drying services, as well as the impact of different massage techniques on hair/scalp and their uses in differing situations.
Generally, aftercare advice was also well documented, but this was not always followed through to the practical performance.

AO3 – Application of practical/technical skills
Candidate's ability to complete the full range of services/techniques required of the synoptic assignment was not consistently demonstrated in this AO. Candidates were not meeting the full requirements for the hair-up service, e.g. the minimum amount of hair to be dressed up. Examples of best practice showed candidates meeting all the requirements of the brief and doing so with the accuracy and the timeline expectation of a junior stylist entering the 'shop floor'.

AO4 – Bringing it all together
Candidates gaining better marks were able to show that they could work within commercially realistic timings. They showed an awareness for the salon environment as a whole, rather than the focus just being on their services. They also considered aftercare for the client but this was not always embedded within practice.

AO5 – Attending to detail
Candidates gaining marks in the top of band 2 and in band 3, demonstrated accuracy when working across the full range of services. They were focussed on producing their best work, checking stages of progress with the client, as well as cross-checking for balance and accuracy. Some of the lower scoring candidates, whilst starting the assessment well, were unable to maintain professional levels of focus that ensured 'attention to detail' throughout.

Examples of Best practice:

- City and Guilds assessment paperwork was used for candidates, observers and markers for tasks 1, 2 and 3.
- The assessment was carried out accurately according to the guidance. Completing task 1 no more than 3 days before task 2, and allowed the candidate reflection time before the completion of task 3 without giving feedback on performance that would influence the reflection.
- Marks were not allocated during the observation of task 2, but made descriptive notes using the marking grids that differentiated the quality of performance. These descriptors being substantiated with examples of working practice to help with marking at a later date.
- Evidence was uploaded with file names that were clear. Files logically organised and minimal. Images clear and accurately annotated.
- Learners were prepared with 'mock' opportunities and had actively encouraged candidates to showcase a full range of services that reflected a range of skills / techniques.
- Side / front view images clearly showed the root area on completion of colouring services and the technique and placement was clearly displayed with close-ups focussing on the foiling / hair in pli.
- Images clearly displayed long hair with nothing covering the finished look.

- Band descriptors, differentiating performance level from the marking grid bands, were used to describe how well the service / activity had been carried out.