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**Level 2 Technical Certificate for Cutting and Styling Services**

**(6002-22-010)**

**General guidance for candidates**

***General guidance***

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

***Plagiarism***

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person’s work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

***Timings and planning***

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

***Health and Safety***

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to continue the assessment until they are sure you are ready for assessment and can work safely.

***Presentation of work***

Presentation of work must be neat, legible and appropriate to the task.

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

**Assignment Brief**

Assignment brief to be given to candidates 4 weeks before start of the synoptic assessment date

You are required to carry out the following hairdressing services:

* Shampoo and cut. The cut must remove a minimum of 2 cm throughout the head. The cut must cover one of the following looks:
* One length above shoulder
* Uniform layer
* Graduation
* Blow-dry and finish.
* Dry set using a using a minimum of **one** of the following techniques:
* Heated rollers
* Tongs, wands or straighteners to create spiral curls
* Velcro rollers
* Blow drying and rollering hair into curls and securing with pin-curl clips
* Dress hair up – a minimum of 80% of the hair needs to be dressed up
* Plait and twist – a minimum of 50% of the hair needs to be incorporated into the finished look.

These services can be combined or carried out separately. It is recommended that the services are carried out on **three** clients, but you must provide services to a **minimum of** **two** clients.

You will need to carry out a consultation including any tests required, agree service requirements with your clients and then plan your services. It is expected that this will be completed in **2** hours and can be carried out up to 7 days prior to completing the services.

It is expected that the services will be carried out within **five** hours.

At a time agreed with your tutor you will be required to evaluate your performance. It is expected that this will be completed in **1.5** hours.

In advance of the assessment you are required to source appropriate clients.

Tasks

Assignment task sheet to be given out at the start of the assessment

**Task 1**

**Plan and agree services**

Plan and agree the services to include a consultation, any testing, images of desired outcomes for each service and planned timings for the day.

You must use the ‘Planned services form’ provided for this task.

***Conditions of assessment:***

* Planning must be completed individually under supervised conditions.

***What you must produce for marking:***

* Completed Planned services form.

**Task 2**

**Carry out planned services**

Your tutor will provide you with your ‘Planned services form’ completed in task 1.

You are required to verbally recap your consultation before carrying out the following hairdressing services and giving relevant aftercare advice.

You must use the ‘Aftercare advice and recommendations form’ provided for this task to record your advice.

It is expected that all services will be carried out within **five hours**. Your tutor will observe you throughout the services, will be taking notes and may ask you questions.

Shampoo and cut

You must carry out **one** shampoo service followed by a cut. The cut must remove a minimum of 2 cm throughout the head.

The cut **must** cover one of the following looks:

* One length above shoulder
* Uniform layer
* Graduation.

Blow-dry and finish

* You must carry out **one** blow-dry and finish.

Dry set and dress out

* Heated rollers
* Tongs, wands or straighteners to create spiral curls
* Velcro rollers
* Blow drying and rollering hair into curls and securing with pin-curl clips

Dress Hair-up

You must carry out **one** long hair-up service where a minimum of 80% of the hair needs to be dressed up.

The hair-up must include curls and/or rolls plus one of the following:

* Back- combing
* Back- brushing

Plait and Twist

You must carry out a plait and twist service. The plaits and twists must cover a minimum of 50% of the head and be incorporated into the whole look.

***Conditions of assessment:***

* You must carry out the services on your own under supervised conditions.
* Your tutor will observe your performance and take notes.

***What you must produce for marking:***

* Completed task 2 ‘Aftercare advice and recommendations form’.
* Cleary labelled photographs of your work, before, during and after each service.

Your tutor will advise you of the specific photographic evidence that is required.

***Additional evidence of your performance that must be captured for marking:***

* Your tutor’s notes of your working practice, the standard and accuracy of your work, this should include any responses to questions asked.

**Task 3**

**Evaluation of services**

Evaluate how well you managed to achieve each of the planned looks. You must use the task 3 ‘Evaluation form’ provided for this task. Your tutor will provide you with your ‘Planned services form’ and ‘Aftercare advice and recommendations forms’ that were collected at the end of tasks 1 and 2.

***Conditions of assessment:***

* The evaluation must be carried out individually and conducted under supervised conditions.
* You are not permitted to bring any **additional** notes to the assessment, other than the photographs taken before, during and after practical tasks.

***What you must produce for marking:***

* Completed evaluation form.

**Task instructions for centres**

***Resources***

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

***Task specific guidance***

***Time***

Centres can release only the **assignment brief** to candidates **four weeks** ahead of the assessment so that there is sufficient time for candidates to source clients. Please note that this relates only to the assignment brief, details of the assignment tasks **must not** be circulated ahead of the assessment.

Task 1, 2 and 3 may be carried out consecutively, however, this is not a requirement. If separated, it is recommended that no more than 7 working days are left between the completion of tasks 1 and 2, and 3 working days between tasks 2 and 3.

The total recommended time allocated for the assignment is **eight and half** **hours**.

The following timings are provided to support centre planning:

* Task 1, **two** hours.
* Task 2, **five** hours and this **must be completed in one day**. It is recommended that task 2 should be completed within 7 working days of task 1. Candidates may be given breaks at the discretion of the centre in line with industry practice and these breaks will be in addition to the time allocated for the task.
* Task 3, **1.5 hours**. It is recommended that task 3 should be completed within 3 working days of task 2. This includes any time required for the candidate to collate all task evidence into an acceptable format in readiness for centre marking.

***Clients/Models***

Candidates may source their own clients/models to use during the assessment. If the candidate is unable to source their own client/model, the centre is permitted to do this on their behalf. Clients/models should be open to having their hair photographed as appropriate to support assessment decisions.

***Task 1***

Candidates must use the Planned services form provided as part of this assessment. It has been designed specifically for this assessment and written in a way so as to provide candidates with opportunities to show their breadth of knowledge and depth of understanding during consultation with clients, which will enable tutors to differentiate between candidates. Centres may re-format the form, but must ensure the content is the same and does not include additional prompts, detail or structure to guide candidates’ responses. Candidates should provide an image for each of the planned services to illustrate the desired outcome.

Candidates are required to complete the Planned services form provided for this task under supervised conditions. At the end of task 1 the tutor must collect the Planned services form, and hand it back to candidates prior to the start of Task 2.

***Task 2***

When recapping consultations before carrying out the services, candidates **must** be provided with their ‘Planned Services’ form completed in Task 1, and are **not** permitted to use pre-populated consultation sheets.

Blow-dry and finish

Heated styling equipment can be used to **enhance** the finished look of the blow-dry.

Dry setting and dress out

* Heated rollers
* Tongs wands or straighteners to create spiral curls
* Velcro rollers
* Blow drying and rollering hair into curls and securing with pin-curl clips.

***Combining the services and the number of clients***

If the services are combined, it is up to the candidate to choose which services are combined and how many clients they choose to use. Candidates may choose to carry out the services on **three clients** in order to maximise the quality and finished look of the services, however, the services must be carried out of a **minimum of two clients**.

If combining the ‘Plait and Twist’ with the ‘Hair up’, candidates should ensure they satisfy the requirements for both services by plaiting and twisting 50% of the hair, as well as dressing up a minimum of 80% of the hair. The overall look will still incorporate curls and/or rolls with either back-brushing or back-combing.

An example of how the tasks can be combined is given below.

Three clients:

* shampoo, cut and blow-dry
* dry set and dress hair up
* plait and twist.

Two clients:

* shampoo, cut, blow-dry and plait and twist
* dry set and dress hair up.

Candidates may be allowed to use the help of a junior during the service. The junior can assist with meeting and greeting requirements for the service along with any tidying up that may be required. It is recommended that the junior is someone that is working towards a qualification at least one level below that of the candidate. The person in the junior role must not at any time prompt, coach or assist the candidate. Tutors must record as part of their working practice what the junior did and how the candidate interacted with them.

***Task 3***

Candidates must use the Evaluation form provided as part of this assessment. It has been designed specifically for this assessment and written in a way so as to provide candidates with opportunities to show their breadth of knowledge and depth of understanding, which will enable tutors to differentiate between candidates. Centres may re-format the form, but must ensure the content is the same and does not include additional prompts, detail or structure to guide candidates’ responses.

The candidate’s completed Planning and Aftercare advice and recommendations forms must be returned to them to support the evaluation. Candidates can only refer to their planned services and are not permitted to make any amendments at this stage. The plan, aftercare advice and recommendations, completed evaluation, photographic evidence and any other supporting evidence should be collected by the tutor at the end of the assessment.

***Taking and uploading photographic evidence for task 2***

Tutors should ensure supporting evidence including photographs can be easily matched to the correct candidate, are clear, well-lit and show the **areas of particular interest** in **sufficient detail** and **clarity** for assessment.

Photos must clearly show the before and after of each service and should be taken in line with the requirements below

Each photo should be clearly referenced/labelled against the service that has been carried out.

Photos should be taken and uploaded in colour.

Shampoo and cut – before the service

A maximum of two photos that show:

* Front view of the head
* Side view of the head

Shampoo and cut - during the service

* One image to show the amount of hair being removed

Shampoo and cut – after the service before styling

A maximum of **four** photos that show:

* front
* back
* both sides.

Pictures before styling should be taken after shaking the head to ensure the natural fall / texture of any layering is visible.

Blow-dry and finish after the service

A maximum of **four** photos that show:

* front
* back
* both sides.

If heated styling equipment has been used to enhance the finished blow dry, candidates must supply **one additional** photo which shows the finished look **before** it has been enhanced by heated styling equipment.

Dry set and dress – during and after

A maximum of **four** photos that show:

* Hair in pli (in rollers, pin curls, spiral curlers, wrap set materials)
* The finished look from the front, back and a side view

Hair up – after the service

A maximum of **three** photos that show:

* The finished look from the front, back and a side view

Plait and twist – after the service

A maximum of **four** photos that show:

* Shows the design of the plait and twist.

**Centre guidance**

Guidance provided in this document supports the administration of this assignment. The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

* ***Technical qualifications – marking***
* ***Technical qualifications – moderation*** (updated annually)
* ***Technical qualifications – teaching, learning and assessment***

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

***Health and safety***

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

***Compliance with timings***

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create an appropriate assessment environment.

It is the centre’s responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor’s notes of how far over time the task has taken.

***Observation evidence***

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

* the complexity of evidence collection for the task
* local conditions eg layout of the assessment environment,
* amount of additional support available (eg to capture image/ video evidence), staggered starts etc,
* whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate’s evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate** and **differentiating**.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate’s contribution must be noted separately. The tutor may intervene if any individual candidate’s contribution is unclear or to ensure fair access (see below).

The ***Technical qualifications guides on marking and moderation*** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

***Video evidence in Technical qualifications***

The assessment materials for each synoptic assignment identify the minimum candidate and tutor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and tutor notes alone) plays a significant part of the synoptic practical assessment, some centres may record video evidence of candidates undertaking practical assessments. They may then elect to submit this as supporting evidence.

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators:

* As per the guidance in section 2.3.2 of The *Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).

* The qualitative written evidence provided by tutors must
* clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
* include their judgement on the performance being demonstrated
* Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission, however for Technical Qualifications videos must be no longer than 5 minutes long.

Please note that where video evidence is unclear, or does not meet these minimum requirements, it will be disregarded by moderators.

**Minimum evidence requirements for marking and moderation**

The sections in the assignment:

* ***What you must produce for marking***, and
* ***Additional evidence of your performance that must be captured for marking***

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre’s responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

*Note: Combining candidates’ individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.*

Where the minimum requirements have **not** **been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

***Preparation of candidates***

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the ***Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

***Guidance on assessment conditions***

The assessment conditions that are in place for this synoptic assignment are to:

* ensure the rigour of the assessment process
* provide fairness for candidates
* give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre’s responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate’s work.

***Security and authentication of candidate work***

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.**

***Accessibility and fairness***

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate’s grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

***Guidance and feedback***

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

* recorded fully on the candidate record form (CRF),
* taken into account along with the candidate’s final evidence during marking
* made available for moderation.

Tutors **must** **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates’ plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates’ plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

***What is, and is not, an appropriate level of guidance***

* A tutor **should** **intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
* The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor guidance provided, the less of the candidate’s own performance is being demonstrated and therefore the larger the impact on the marks awarded.
* A tutor **must** **not** provide guidance that the candidate’s work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
* The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

**All** specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

***Guidance on marking***

Please refer to the ***Technical qualifications – marking,*** *and* ***- moderation*** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

* Details of any guidance or the level of prompting the candidate has received during the assessment period
* Rough notes bringing together relevant evidence from across tasks during marking.
* Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

* Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

**Marking grid**

For any category, 0 marks may be awarded where there is no evidence of achievement.

| **%** | **Assessment Objective** | **Band 1 descriptor**  Poor to limited | **Band 2 descriptor**  Fair to good | **Band 3 descriptor**  Strong to excellent |
| --- | --- | --- | --- | --- |
| **20** | **AO1 Recall of knowledge relating to the qualification LOs**   * Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? * How accurate is their knowledge? Are there any gaps or misunderstandings evident? * How confident and secure does their knowledge seem? | **(1-4 marks)**  **Recall shows some weaknesses in breadth and/or accuracy.**  Hesitant, gaps, inaccuracy | **(5-8 marks)**  **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.**  Sound, minimal gaps | **(9-12 marks)**  **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.**  Accurate, confident, complete, fluent, slick |
| ***Examples of types of knowledge expected:***  Recollection of relevant influencing factors specific to services including all relevant tests, recognition of hair classifications and their characteristics; Health and Safety working practices, personal presentation and hygiene, legislation; scientific facts, different types of tools and equipment, characteristics of hair products and services, scientific facts, methods and sequencing of techniques (Consultation, shampooing & conditioning, colouring, cutting, styling and finishing). | | |
| Safe working practices and methods for specific techniques and procedures are limited. Any deviations may impact on the safety and quality of the service. | Safe working practices and methods for specific techniques and procedures are correct with only occasional instances of hesitancy. It is likely there may only be minor deviations, which do not significantly impact on the services. Demonstrates good knowledge of scientific facts, hair classifications and their characteristics throughout most of the services. Follows procedures for recording all relevant client information accurately. | Safe working practices and methods for specific techniques and procedures are meticulous, automatic and consistent. Demonstrates thorough knowledge of influencing factors, scientific facts, hair classifications and their characteristics throughout services.  Follows procedures for recording client information working meticulously to ensure clarity, sufficiency and accuracy. |
| **15** | **AO2 Understanding of concepts theories and processes relating to the LOs**   * Does the candidate make connections and show causal links and explain why? * How well theories and concepts are applied to new situations/the assignment? * How well chosen are exemplars – how well do they illustrate the concept? | **(1-3 marks)**  **Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.**  Misunderstanding, illogical connections, guessing, | **(4-6 marks)**  **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.**  Logical, slightly disjointed, plausible, | **(7-9 marks)**  **Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.**  Logical reasoning, thoughtful decisions, causal links, justified |
| ***Examples of understanding expected:*** Interpretation of outcomes of consultation and, hair scalp and skin analysis including all relevant test results, consideration of influencing factors, selection of tools, equipment and products and techniques across all services, the effects of scientific principles, methods and sequencing of techniques, provision of information to clients including aftercare advice and recommendations. | | |
| Has no or limited understanding of how to deal with influencing factors. Makes decisions that demonstrate limited understanding in the application of how tools, equipment and products are utilised.  Service decisions reflect no or little application of scientific principles or technique and as a result the service, hair and scalp condition could become compromised. | Shows a reasonable understanding during the consultation process in determining how to deal with applicable influencing factors and most tools, equipment and products. Has knowledge of how products and services can benefit clients demonstrated in the ability to provide some information for sales, aftercare and advice.  Has a reasonable understanding of the different techniques and makes adaptations in line with the desired look. Applies some scientific principles sufficiently to ensure an accurate service result and hair and scalp condition are maintained. | Shows an in depth understanding during the consultation process in determining how to deal with all applicable influencing factors and utilises all selected tools, equipment and products to best effect. Has thorough knowledge of how products and services can benefit clients, demonstrated in the ability to provide effective sales, aftercare and advice.  Has an accurate and broad understanding of different techniques and how to apply and adapt these to the individual needs of the client in order to maximise the potential look. Applies a broad range of scientific principles confidently to ensure an accurate service result that maintains or improves the condition of the hair and scalp. |
| **25** | **AO3 Application of practical/**  **technical skills**   * How practiced/fluid does hand eye coordination and dexterity seem? * How confidently does the candidate use the breadth of practical skills open to them? * How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? | **(1-5 marks)**  **Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.**  Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy. | **(6-10 marks)**  **Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.**  Somewhat successful, some inconsistencies, fairly adept/ capable. | **(11-15 marks)**  **Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.**  Dextrous, fluid, comes naturally, skilled, practiced, |
| ***Examples of skills expected:*** Conducts client consultation, skin and hair analysis and relevant tests, application of techniques for services, control and use of tools and products, communication of information to clients, selling and promoting services and products. | | |
| Performs limited hair and scalp analysis with little consideration of influencing factors.  Application of technique is limited or incorrect which is likely to impact upon the ability to create the desired look. Dexterity and co-ordination skills are likely to be hesitant and clumsy at times.  **Top of band**  Considers requirements which are relevant to the client and demonstrates some accurate application of technical skill but the range of techniques used are likely to be limited. | Throughout most of the service consults and communicates clearly and professionally with clients, providing some relevant information. Hair and scalp analysis is accurate but not all influencing factors may have been considered or some might be covered in more detail than others.  Demonstrates correct and methodical application of technical skills to show dexterity and coordination, may demonstrate some hesitancy. Adapts and combines techniques, tools and products during some aspects of the service to achieve desired look.  Promotion of products and services is likely to be at the end of the service rather than being considered throughout.  **Top of band**  Demonstrates some confidence in their communication with clients. Considers and deals with a range of factors. Services are carried out accurately and with limited instances of hesitancy or inconsistency and evidence of good dexterity and co-ordination skills. | Effectively consults and communicates with clients throughout the services, building good rapport and providing relevant information and recommendations on services. Hair and scalp analysis is full and detailed and all influencing factors are considered.  Demonstrates a confident and methodical approach to all services. Strong use of technical skills, dexterity and coordination. Throughout all aspects of the service the learner adapts and combines techniques, tools and products to deal with varying factors, meet individual client needs and maximise the potential of the look.  Maximises potential sales opportunities at varying points throughout the service.  **Top of band**  Carries out high quality services instilling confidence in the client and provides comprehensive information and recommendations throughout. Proficient use of a wide range of techniques. |
| **25** | **AO4 Bringing it all together - coherence of the whole subject**   * Does the candidate draw from the breadth of their knowledge and skills? * Does the candidate remember to reflect on theory when solving practical problems? * How well can the candidate work out solutions to new contexts/ problems on their own? | **(1-5 marks)**  **Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.**  Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting. | **(6-10 marks)**  **Shows good application of theory to practice and new context, some inconsistencies.**  Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice | **(11-15 marks)**  **Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.**  Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills. |
| ***Examples of bringing it all together:*** Creation of finished look, client satisfaction, planning own time, completing services within realistic timescales, sequencing of different services, adapting service for influencing factors , working professionally, promoting products and services. | | |
| Does not always utilise time to best effect and services may fall outside of realistic time scale. Focus is on own service provision with limited consideration to the wider work environment.  Limited ability to address the needs of clients.  There is little or inconsistent integration of theory and practical application shown through a lack of information to the client. There is limited or no evidence of the ability to address influencing factors, which may result in a finished look that does not meet the client’s requirements.  **Top of the band**  Attempt has been made to meet the client’s requirements and the service completed in acceptable time frame, however the end result is not correctly balanced or even. | Utilises time in order to complete most services in realistic time frame. Considers others when sharing tools and equipment. Services are sequenced but time is not always put to best use.  Conduct is professional and the needs of the clients are addressed.  There is a sound link between theory and practical application evidenced by clear explanations to clients on how services may be limited or affected. Relevant influencing factors across most of the services are addressed. Demonstrates understanding of how to use correct angles across services with some adaptation to achieve a finished look which meets the client’s requirements.  End result is balanced. Weight distribution will have been considered with some accuracy. Influencing factors such as density and hair growth patterns, in different areas of the head, may not have been fully addressed.  **Top of the band**  Works efficiently and makes up time if lost where applicable. Good level of professionalism is demonstrated with the client. | Plans and works productively in order to complete all services in line with organisational and industry standards. Shows consideration, good adaptation when working with others, sharing tools and equipment. Sequencing of services meet individual service needs, ensuring time is not wasted through repetition.  Conduct is professional. Throughout the service adapts own behaviour in line with the needs and behaviours of the client.  Comprehensive integration of theory and practical application is evidenced by clear and detailed explanations to the client on how services may be limited or affected. Furthermore, all applicable influencing factors are identified and addressed. Demonstrates in depth understanding of how to use correct angles across all services and adapts these in great variation.  The end result is perfectly balanced and weight distribution is even.  **Top of the band**  Provides an exceptionally professional service and goes above and beyond to respond to all customers’ needs to enhance service experience. Maintains calm composure throughout. Produces a polished and tailored look which meets or surpasses the client’s requirements, showing creative flair. |
| **15** | **AO5 Attending to detail/ perfecting**   * Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions * How much is accuracy a result of persistent care and attention (eg measure twice cut once)? * Would you describe the candidate as a perfectionist and wholly engaged in the subject? | **(1-3 marks)**  **Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.**  Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated. | **(4-6 marks)**  **Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.**  Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable. | **(7-9 marks)**  **Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.**  Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous. |
| ***Examples of attending to detail:*** Preparation for services, methodical working, positioning of self and client, checking accuracy/progress of services, weight distribution and balance, refinement of finished look. | | |
| Limited or incorrect preparation at the start of services.  There is little or no evidence of checking work during services and where work is checked the methods used are limited or inappropriate. The finished look presents very limited evidence of refinement. | Spends time at the start of service establishing methodical working patterns.  Generally checks work at most of the appropriate points in the service. Some occasional or intermittent adjustments are made that lead to improvements and refinements in the finished look. Some evidence of responding to verbal and non-verbal feedback from clients. | Gets it right first time by establishing clean, precise and methodical working patterns at the start of services.  Consistently checks work at all appropriate points across services using multiple techniques and paying attention to own posture and that of the client. Makes continual adjustments to services refining and perfecting the end look. A clear ability to read clients and make further refinements in light of verbal and non-verbal feedback. |

### Task 1 Planned services form

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| --- | --- | --- | --- |
| **Candidate Name** |  | **Assessment date** |  |

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| --- |
| **Planning and consultation** |
| * Details of hair and skin analysis, including tests carried out * Details of agreed client requirements |
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| **Service Plan and any adaptations** |
| Details on each service; products, tools, techniques required to carry out services |
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| **Planned timings** |
| Details of the planned timings for the day |
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**Task 2 Aftercare advice and recommendations form**

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| --- | --- | --- | --- |
| **Candidate Name** |  | **Assessment date** |  |

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| **Aftercare advice and recommendations** |
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**Task 3 Evaluation form**

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| --- | --- | --- | --- |
| **Candidate Name** |  | **Assessment date** |  |

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| **Evaluation of services** |
| *How could your services have been improved?*  *What adjustments were made to the service and why?*  *Did you encounter any problems and how were these addressed?* |