

# 6002-30 Level 3 Advanced Technical Diploma in Barbering

2016/17

## Qualification Report

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# 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.

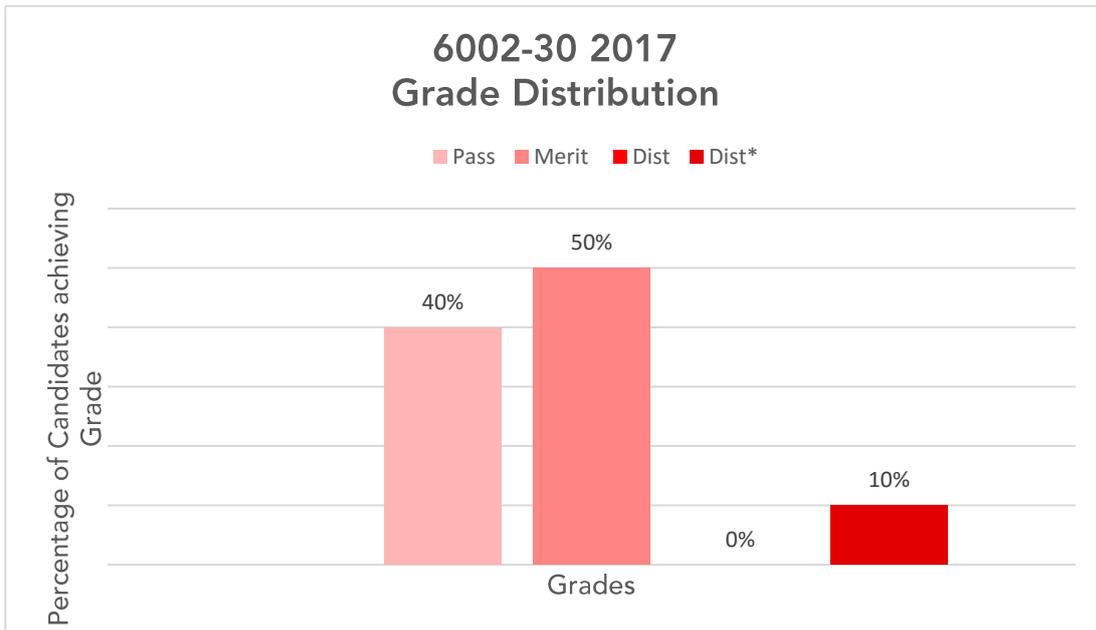
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6002-031 Level 3 Advanced Technical Diploma in Barbering - Synoptic assignment
- 6002-030/530 Level 3 Advanced Technical Diploma in Barbering - Theory exam
  - April 2017
  - June 2017

# Qualification Grade Distribution

The grade distribution for this qualification during the 2017 academic year is shown below;



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.

# Theory Exam

## Grade Boundaries

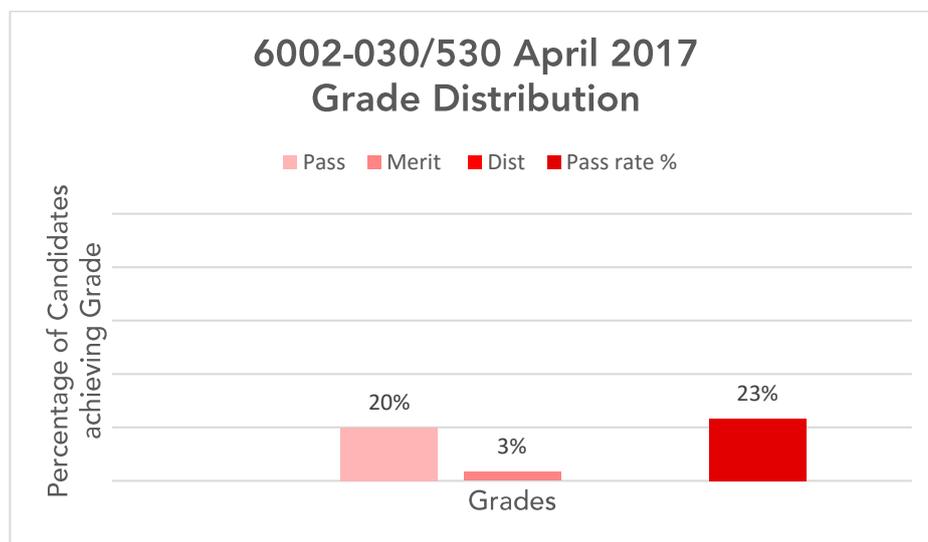
Assessment: 6002-030/530

Series: April 2017

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	43

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



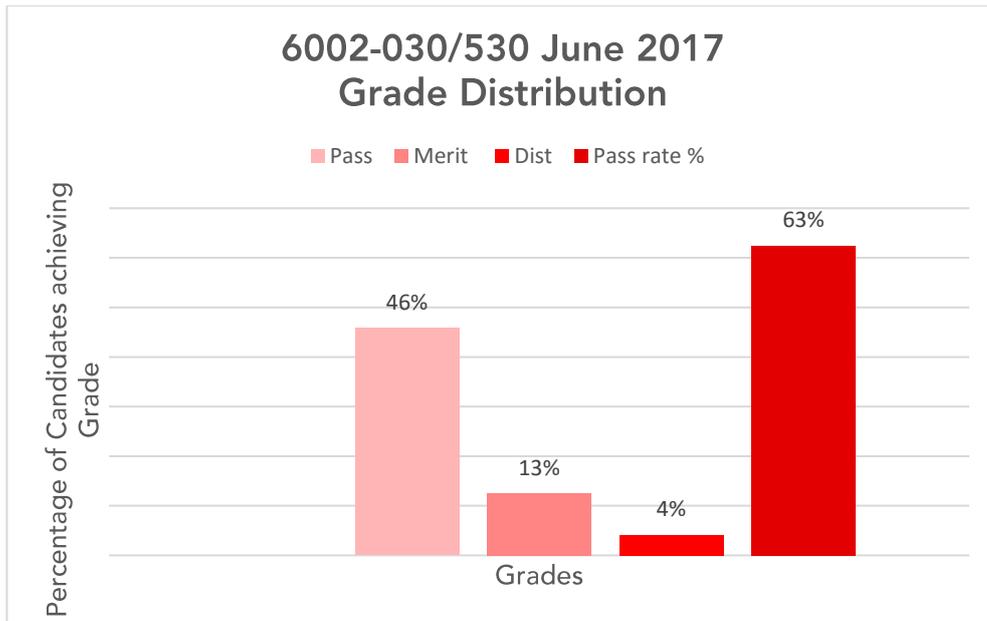
Assessment: 6002-030/530

Series: June 2017

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	43

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



## Chief Examiner Commentary

### 6002-030/530 Level 2 Technical Award in Hair & Beauty Studies - Theory exam

#### Series 1 – April 2017

This was the first exam for the Level 3 Advanced Technical Diploma in Barbering, where candidates had the opportunity to take the paper based written exam, or online via the City & Guilds Evolve platform.

The paper included a range of question styles to draw out knowledge and understanding including questions to test learning across the subject areas of the mandatory units, giving the opportunity to demonstrate a broad understanding of the qualification. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates.

Candidates often missed marks because they failed to read the question correctly or due to gaps in exam techniques, for example, not answering the question according to the command verb required - describe, explain, discuss.

Candidates are reminded that an understand question asking for an explanation will require some reasoning to be provided. Candidates often gave a description of how they would do something rather than explaining further and justifying the "why".

Responses were limited on questions which asked for considerations; where candidates were asked to explain adapting a services for a client, many candidates only answered with two points rather than fully explaining the considerations and adaptations and therefore missed the opportunity to gain full marks.

A similar trend was seen where candidates were not able to demonstrate the depth of their understanding and instead answered with a recall of facts. In the scenario question which asked for adaptations for a service taking into account a range of factors, candidates lost marks where

they did not cover all the factors, or explain how the service could be adapted. Some candidates only listed a few points, whereas the question required an explanation.

Candidates were also unfamiliar with the characteristics of hair porosity and hair texture. It is expected that at this level candidates have good knowledge and understanding of the wording and subject area. Responses for this question were limited and lacked further explanation.

Scenario-based questions help to draw out depth and breadth of understanding on a specific topic/situation. Candidates were required to consider all aspects and impacts related to the topic, and tailor their responses to these scenarios, while providing justifications. Such questions generally provide candidates with the opportunity to gain higher marks, if approached in a methodical and thorough manner. For future examinations, candidates should consider the amount of marks allocated for the question. For example, a 6-mark question would require more than one or two points to be made on the impacting factors.

Candidates showed a misunderstanding of the concept of 'sustainability' and how it relates to the environment. This was noticed in the question that discussed the adopting of environmental and sustainable working practices. This concept of sustainability is very current and is implemented across barbering qualifications; it is also a topical concept across other industry sectors. Many responses to this question referred to health and safety legislation and/or implementation.

### *Extended response question*

There was good use of industry terminology for this question. Some candidates made a reasonable attempt to cover the main considerations and implications of style achievability with some detail and accuracy. Candidates achieving higher marks demonstrated evidence of reasoning, critical thinking as well as the recall of knowledge across most of the assessment criteria being tested from the mandatory units. Generally, the use of industry terminology was accurate. For future examinations, to access higher marks, candidates need to explore more than one service option, include relevant factual justifications across a variety of considerations and implications.

Overall the paper gave candidates the opportunity to be stretched and challenged to a good level 3 standard. Candidates who fared well in the examination demonstrated the use of industry specific terminology, ability to solve non-routine problems and had sufficient knowledge and understanding to work safely and independently when carrying out barbering services.

## **Series 2 June 2017**

### **June Exam**

This was the second exam in this series for the Level 3 Advanced Technical Diploma in Barbering, where candidates had the opportunity to take/retake the paper based written exam, or online via the City & Guilds Evolve platform.

The paper included a range of question styles to draw out knowledge and understanding including questions to test learning across the subject areas of the mandatory units, giving the opportunity to demonstrate a broad understanding of the qualification. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates.

During this exam series, there has been a marked improvement from the previous examinations in April with most answers reflecting the detailed responses required at this level and responses more relevant to the question command words and subject. Improvements have also been made

with questions seeking understanding of knowledge with candidate responses including some reasoning and justifications.

Candidates were unfamiliar with the characteristics of tinea capitis (ringworm) and the possible cause with vague responses referring to a variety of different hair and scalp disorders. Some candidates also struggled with the function of the lymphatic system in relation to the skin. It is expected that at this level candidates have good knowledge and understanding of the wording and subject area. Responses for this question from some candidates were limited.

One or two candidates had difficulty with questions which asked for considerations of adapting a service for a client, with some responses referring to how they would carry out the service rather than explaining how the service could be adapted. Generally, responses to this type of question have improved when compared to the previous examination series.

The scenario-type questions were generally answered more comprehensively within this paper, taking into account more of the factors and tailoring responses around a variety of relevant points. However, some candidates did not explore this fully and only outlined a few points when the question required an explanation.

Generally, there has been a marked improvement in candidate's responses in the scenario type questions from the last series. However, it is worth reminding candidates that scenario-based questions help to draw out depth and breadth of understanding on a specific topic/situation. Candidates were required to consider all aspects and impacts related to the topic, and tailor their responses to these scenarios, while providing justifications. Such questions generally provide candidates with the opportunity to gain higher marks, if approached in a methodical and thorough manner. For future examinations, candidates should consider the amount of marks allocated for the question. For example, a 6-mark question would require more than one or two points to be made on the impacting factors.

#### *Extended response question*

There was good use of industry terminology for this question. Some candidates made a reasonable attempt to cover the main considerations and implications of style achievability with some detail and accuracy. Some referred to relevant aftercare advice, although most missed considering this within their answers. Candidates achieving higher marks demonstrated evidence of reasoning, critical thinking as well as the recall of knowledge across most of the assessment criteria being tested from the mandatory units. Generally, the use of industry terminology was accurate. For future examinations, to access higher marks, candidates need to explore more than one service option, include relevant factual justifications across a variety of considerations and implications.

Overall the paper gave candidates the opportunity to be stretched and challenged to a good level 3 standard. Candidates who fared well in the examination demonstrated the use of industry-specific terminology, ability to solve non-routine problems and had sufficient knowledge and understanding to work safely and independently when carrying out barbering services.

# Synoptic Assignment

## Grade Boundaries

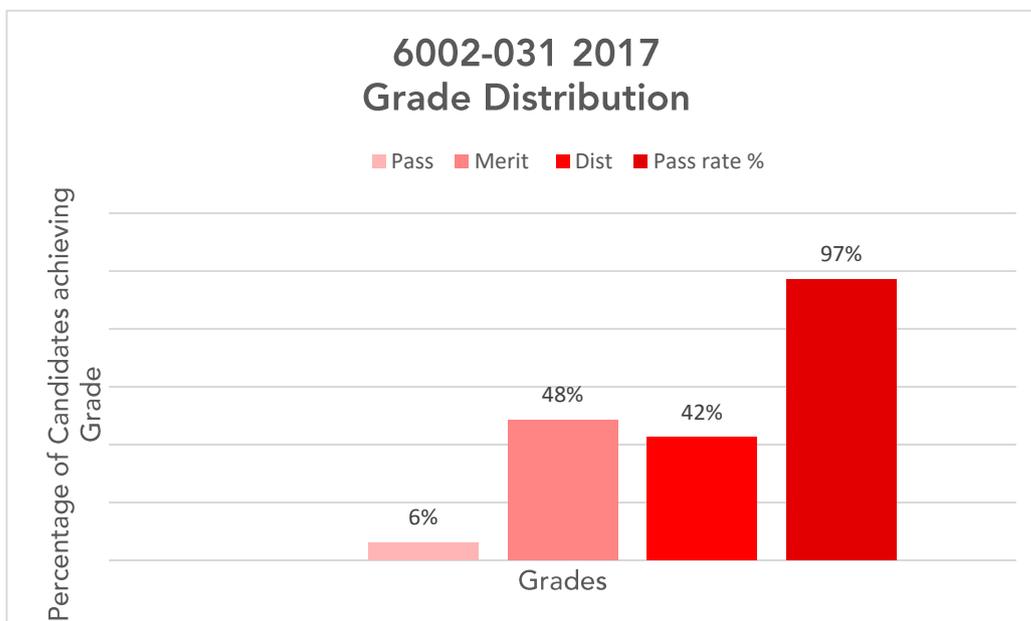
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6002-031

Series: 2017

Total marks available	60
Pass mark	25
Merit mark	35
Distinction mark	46

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



## Principal Moderator Commentary

This is the first year for the 6002-30 Advanced Technical Diploma in Barbering L3 and a different type of qualification for centres to deliver and assess.

The administration of the qualification is slightly different to other vocational qualifications for barbering, requiring centres to familiarise themselves with the planning of end assessment for synoptic practical assignment tasks and exams.

Some centres have familiarised themselves with the Assessment Objectives (AOs) and documenting the evidence observed. Some have carried out mock practical assignment tasks to help both candidates and centre staff involved in the delivery and assessment of the qualification

to familiarise themselves with the paperwork and documenting against the AOs. This helped those centres that carried out standardisation activities and is good practice.

There were a few issues regarding health and safety; markers/assessors who was observing are reminded to flag up any health and safety issues to the candidate. Guidance on health and safety is clearly documented in the assignment brief. It is important that centre staff fully understand the requirements of the brief prior to planning the practical tasks with the candidates.

A few centres had problems with the number of barber chairs available for beard and shaving services, which is a health and safety requirement. When planning the practical observations, centres need to consider the availability of resources and plan accordingly; this could be planning on more than one day, and/or staggering the start time of the practical for different candidates to ensure the smooth and efficient running of the observations. As well as ensuring candidates have access to sufficient resources as required for the different services (eg range of shaving products, styling products & hot towels, hot water etc).

There were a few issues with some of the models for the practical activities and centres are reminded to follow the below requirements:

- suitability of models, eg the hair is sufficiently long enough for a restyle (change of shape)
- models have sufficient facial hair growth in readiness to demonstrate shaving skills
- sufficient growth for a reshape of the facial hair/beard. This should not be just trimming back into shape.

The practical tasks is about showcasing practical skills, therefore it is important that candidates find the most suitable and willing models as possible.

Standardisation has been carried out in different ways by most centres and is a requirement of the qualification as part of internal quality assurance. Where differences arise, the IQA needs to take responsibility to oversee quality assurance of standards and assessment are implemented across all centre staff involved. The standardisation declaration form must be completed and submitted when uploading candidates work onto the moderation platform.

The synoptic assignment covered a broad range of topics across the assessment objectives.

**AO1 Recall of knowledge** – Most candidates gained good marks for this assessment objective, by implementing safe working practice and following manufacturer's instructions. However, there were a few instances during the shaving service where a few candidates lost marks by not taking the appropriate action regarding safety when issues arose.

**AO2 Understanding** – Marks varied for this assessment objective, with some candidates carrying out little or no planning for the tasks. While others were quite basic in concepts. Aftercare was planned by most, but most missed this when carrying out the skills. However, quite a few developed detailed service plans, clearly taking into account a variety of factors demonstrating an understanding of concepts and theories throughout the tasks.

**AO3 Application of practical skills** – Most achieved good marks for the application of practical skills. A few candidates struggled with some of the techniques where clipper work was required without the use of attachments and some struggled with the application of a full facial shave. Candidates who achieved higher marks had planned extensively and worked methodically and effectively throughout and showed they were skilled and practiced in their sequence of application.

**AO4 – Bringing it all together** – Some candidates planned and managed their time more efficiently than others, these candidates were well organised throughout the three tasks, with

detailed planning that flowed through to methodical application of skills, adapting where necessary, their finished looks were personalised, demonstrating balance, precision, skill and creativity. Some struggled with timings, spending too long on one or more of the practical tasks resulting in a hurried last service with finished results that reflected this and service plans from task 1 not met.

**AO5 Attending to detail** – Candidates achieving higher marks maintained attention to detail across the different services carried out, persistently pursuing accuracy and precision. A few were slightly inconsistent and did not check each stage of the process all of the time, losing valuable marks.

**AO7 Originality and creativity** – Some candidates demonstrated creativity throughout, from the planning and exploring a range of style options with the use of visual aids for the services within the assignment brief. Creatively adapting techniques to personalise the finished results. Some candidates lacked vision with restyles being similar in design which were created using similar cutting techniques. Beard restyles lacked originality and skill, resulting in lower marks.

**AO8 Communication** – Candidates who gained higher marks showed clear planning of their ideas using visual and written plans. These were discussed with the client/models to explore and confirm their agreement, maintaining professionalism, tact and diplomacy throughout. Advice/ aftercare advice was tailored to the individual's needs. Evaluations were comprehensive and relevant to services completed and consistently link from the planning to the completion.

### ***Best practice***

Centres are reminded to:

- fully prepare candidates for the synoptic assignment, by previously carrying out a mock skills test
- check Task 1 service plans and give out to the candidates prior to the start of Task 2
- check that there are sufficient products, tools and equipment readily available for use, as well as sterilising equipment for tool
- stagger candidate start times to ensure availability of barber chairs for shaving and facial hair cutting services.
- have a member of staff take the before and after 360° photographs who will also check them to ensure they are clear and relevant. The model/client should also hold a card with the candidate's name and enrolment number on.