6002-31 Level 3 Advanced Diploma in Hairdressing

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.

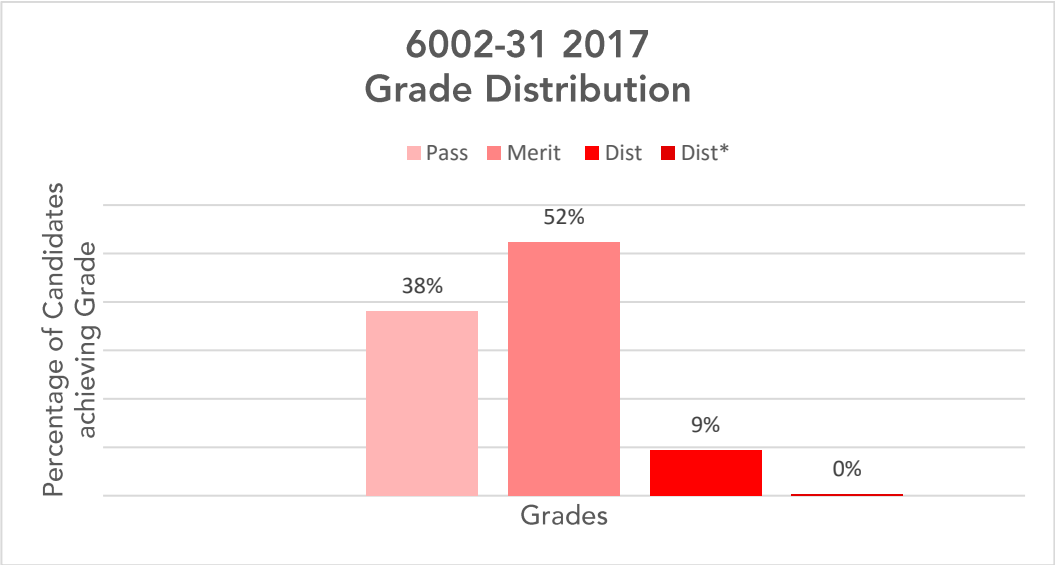
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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;

- 6002-033 Level 3 Advanced Diploma in Hairdressing - Synoptic assignment
- 6002-032/532 Level 3 Advanced Diploma in Hairdressing - Theory exam
    - April 2017
    - June 2017

Qualification Grade Distribution

The grade distribution for this qualification during the 2016-2017 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

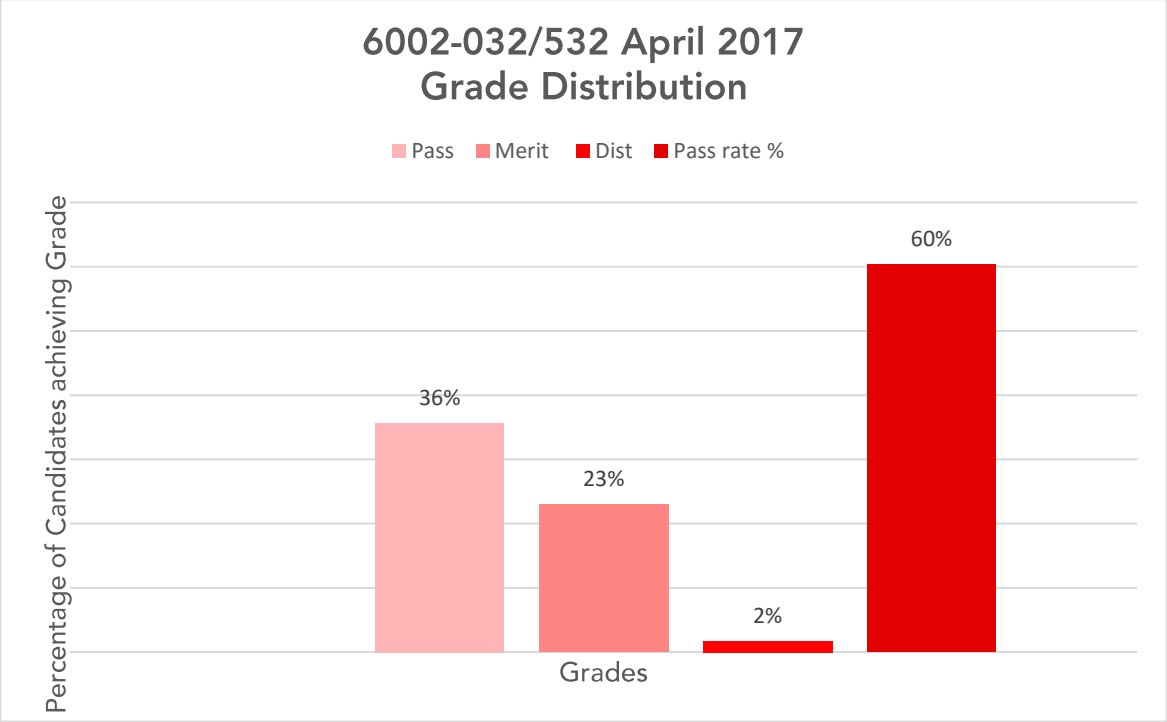
Grade Boundaries

Assessment: 6002-032/532
Series: April 2017

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

Total marks availible	60
Pass mark	30
Merit mark	42
Distinction mark	55

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



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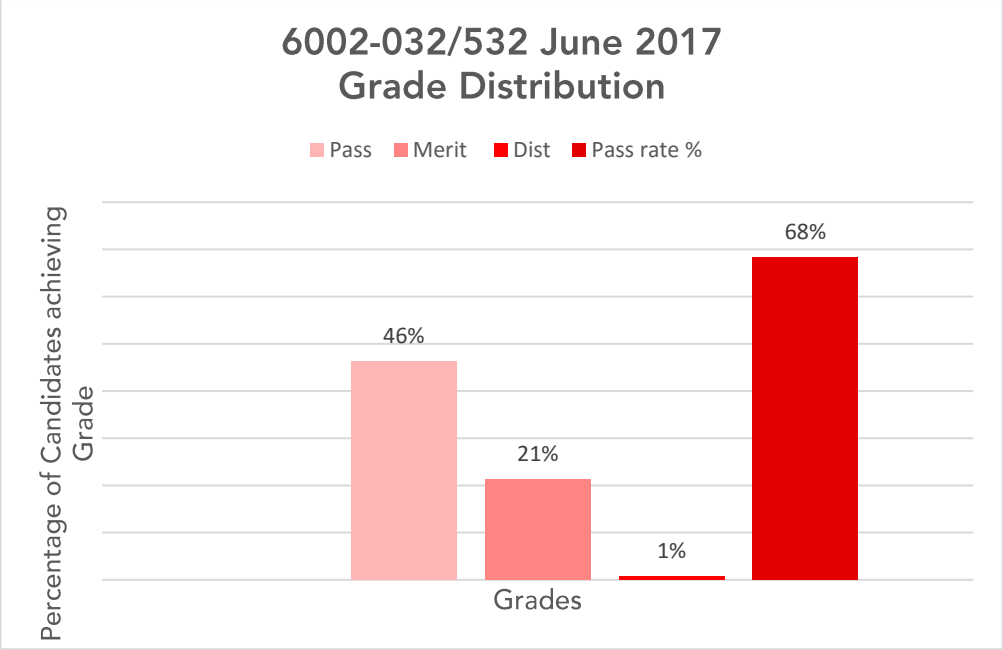


Chief Examiner Commentary

6002-032/532 Level 3 Advanced Diploma in Hairdressing - Theory exam

Series 1 – April 2017

April 2017 saw the first entries for the 6002-31 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 April 2017 examination only.

Overall the paper enabled candidates to be stretched and challenged at a good Level 3 standard. Candidates that were successful in this examination showed that they could use industry specific terminology, solve non-routine problems and had sufficient knowledge and understanding to be able to work safely and independently when carrying out services.

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 reasoning, critical thinking as well as the recall of knowledge across all

mandatory units. Candidates often missed marks due to not reading the question accurately or their lack of exam techniques, eg not answering the question according to the command verb prescribed.

Common themes included when questions asked for an explanation, candidates often gave a description of how they would do something rather than going further and explaining the why/impact/alternatives. A question asking for an explanation requires some reasoning to be given.

Similarly when questions focused around the implications of not doing something candidates often described the process of doing it rather than implications of not doing. When questions asked for a comparison, to achieve maximum marks candidates needed to provide the information and also compare the differences and similarities. For example, in the comparison question relating to the effects of different light sources, many learners failed to identify the type of light eg fluorescent, halogen or the tone of the bulb, even though they made a reference to artificial light and its effects. To achieve full marks, candidates will need to make clear comparison between the different light sources.

One question within the question paper required candidates to have an understanding of the epidermal structure of the skin. A few candidates showed evidence of this knowledge, however, many candidates did not attempt the question. The mark scheme for this question was modified to take into account the level of knowledge being generated across the candidate's responses, and during awarding the question was considered when setting grade boundaries to ensure candidates were not disadvantaged. Going forward question papers will not focus on this level of detail around the function of the epidermis.

Many candidates lacked knowledge and understanding of sustainability practices. They provided answers that reflected Health and Safety practices and how to market/promote the business. Tutors will need to reinforce the factors and impacts of sustainability eg: recycling, reusing, reducing waste, reducing utility usage and using eco-friendly products.

Candidates were often unable to distinguish between colour correction methods (oxidation and reduction) and colouring techniques (ombré and balayage). Candidates need to understand the theory and practice of colour removal, eg: how to remove unwanted artificial colour/tones, pre-pigmenting, pre-softening, restoring depth/tone after lightening services.

Extended response question

The extended response question is included in the question paper to enable candidates to demonstrate depth and breadth across the mandatory units. Candidates achieved good marks if they showed depth across one particular area of the scenario or showed breadth across all areas.

All candidates that attempted the question achieved some marks for this question. Many candidates' responses included how they would apply the colour or carry out the cut but few candidates justified their decisions that would have gained higher marks. There was good use of salon terminology and most candidates discussed the tests that they would need to carry out prior to the colouring service.

For candidates to achieve high marks they need to show a breadth of knowledge across a wide range of considerations and to apply reasoning to their decisions and discussions made.

Series 2 June 2017

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

Candidates achieved marks across the full range of grades. This showed that the differentiating questions performed effectively, allowing candidates to achieve their most appropriate grade. There was a balance of recall of knowledge questions to those that tested understanding. The less-able candidates gained marks that demonstrated their breadth of knowledge across the whole paper, however they often lost marks when their responses lacked depth of understanding.

Candidates achieving higher marks in the paper showed their ability to accurately provide explanations with well-justified reasons in their responses to scenario-type questions. Some candidates missed marks where they misread the questions and gave similar responses to previously published papers.

Many candidates lacked knowledge of the legal requirements of the Data Protection Act. They often gave a description relating to what they did in a salon eg what information goes onto a record card, tests, names, addresses, telephone numbers, etc.
When preparing candidates for the exam, it is important to reinforce how to answer scenario-based questions. For example, when given a scenario situation, the decisions about the service to be carried out, on what hair type, sometimes what tools etc, has already been made, unless stated. Many candidates used up time and space discussing why a particular service should **not** be carried out, rather than actually saying how they would adapt the service effectively according to the scenario.

Some questions required candidates to give a specific number of responses eg two hair growth patterns linked to a particular situation - candidates often listed three of four growth patterns..

Candidates are reminded to provide full answers to describe and explain style questions. It is best if candidates use sentences to make clear what they are saying and in the case of explain questions they also need to provide reasoning. Candidates should not spend time re-writing the question in their response.

Extended Response Question

The extended response question is not only used as a differentiation question, it also allows candidates to demonstrate their knowledge and understanding of practicalities and problem-solving skills they would use every-day in a salon environment.

Most candidates missed the legal implications outlined in the extended question – miss-selling by a stylist stating that a colour care product would prevent colour fade. However, many candidates gained marks for explaining how they would rectify the issue and the higher achieving candidates gained marks for analysing the situation and recognising that complaints can have an effect on the salon's reputation.
For candidates to achieve higher marks in the extended question, it is important for them to answer it by considering all the implications and outcomes that are associated with the scenario, in a reasoned and comprehensive way.

Overall this exam gave candidates the opportunity to show depth and breadth across the mandatory units. Candidates only showing breadth of knowledge and understanding were able to gain sufficient marks to achieve a pass. Candidates' use of industry-specific terminology was captured well in scenario type questions. This showed that candidates gaining a good result from this exam would be able to enter the hairdressing industry with confidence that they have sufficient knowledge and understanding to solve routine and non-routine problems and work safely and independently.

Synoptic Assignment

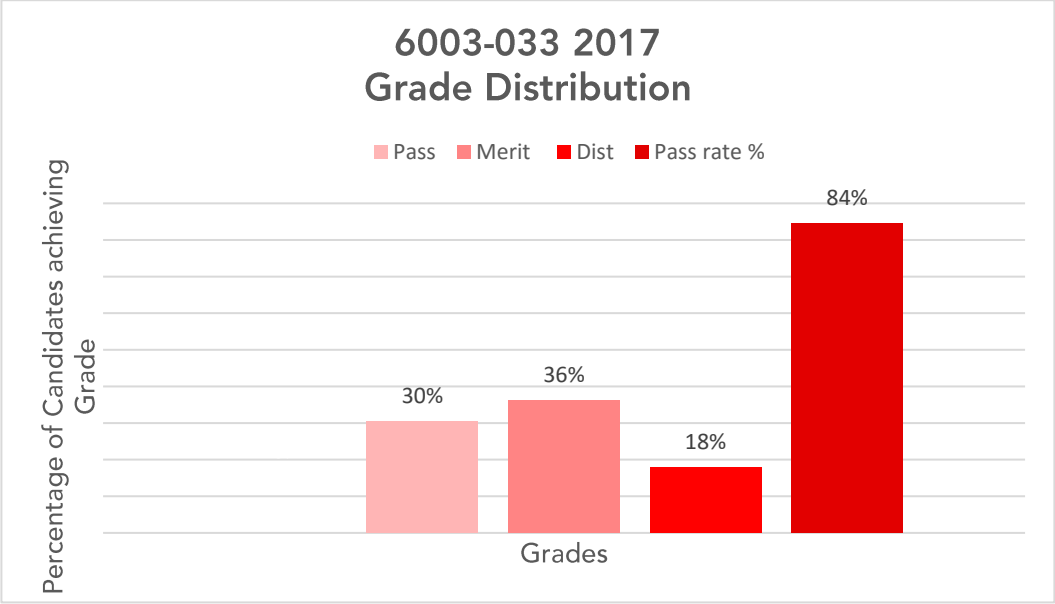
Grade Boundaries

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

Assessment: 6002-033
Series: 2017

Total marks availible	60
Pass mark	28
Merit mark	38
Distinction mark	48

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



Principal Moderator Commentary

This is the first cohort of candidates who have taken this style of qualification for the new 6002 series. The candidates achieved marks across the bands. Some candidates struggled with the reflective part of the synoptic tasks, whilst others found the 6 hours practical part of the synoptic challenging, having to carry out the three services within a time constraint.

Candidate evidence for the first task varied between detailed researched planning that had taken a wide variety of areas into consideration, to a few scribbled notes that merely listed what they would do. Most used images to show their planned finished look.

The majority of candidates used their planning notes to show consultation had taken place, especially with regard to testing client's skin in preparation for the colour service.

Candidates who received higher marks showed creativity in the second task with their use of cutting techniques, elements of colour correction and mastery of colour choice, technique and application. They also showed clear attention to detail and used a variety of dressing skill techniques to create their finished looks.

Some candidates lacked attention to detail and produced looks that failed to suit the client's hair, lifestyle, age or face shape. In some cases, candidates failed to follow the requirements specified in the task brief, which then resulted in them scoring lower marks.

Candidates that received higher marks for the evaluation of services in the third task reflected well on how they met the client's requirements and the service plan. They justified the techniques used and how well they made any changes, including how they might have improved the result. Candidates that received lower marks merely listed what they had done during the service with little or no evaluative response.

The photographic evidence varied widely with regard to quality of definition and clarity of colour.

Overall comments on the assignment

The Synoptic covered a broad range of topics across the qualification and considered a range of recall, understanding, practical, bringing it together and attending to detail to meet the brief.

• AO1 - the majority of candidates gained good marks for this assessment objective. They showed that they were able to recall knowledge regarding safe working practices, personal presentation and hygiene.

• AO2 – the majority of candidates gained good marks for this assessment objective. They were able to show their understanding of concepts and theories through the way they planned the services and how they used resources and techniques to gain the finished look. Some candidates were observed carrying out aftercare and recommendations, but on the whole this was an area that candidates did not focus on and many lost marks.

• AO3 – candidates were able to show their application of knowledge and understanding through their application of their practical and technical skills for this assessment objective. Candidates that gained higher marks were those who had planned well and taken into consideration the time constraints. Higher level candidates managed their time well throughout and showed they were skilled and practiced in their sequence of application.

• AO4 – candidates given higher marks were able to show that they worked logically and methodically, kept their work areas organised and were able to respond and adapt to factors that affected the service. Their finished looks were personalised demonstrating balance, precision, skill and creativity.

• AO5 –candidates that received higher marks showed their attention to detail through cross-checking, colour development, balance and finished shape. They were persistent in their personalisation, refinement and accuracy.

• AO7 – candidates that received higher marks showed creativity and carried out the services with originality and imagination. They took risks and were experimental in their approach. During their planning they had shown that they had explored options using a variety of ideas and/or adaptations. Their planning showed a strong creative vision, which they followed through to completion during the practical application. They challenged themselves and creatively applied different techniques.

• AO8 – candidates that received higher marks showed clear presentation of their ideas during the planning stage and were able to articulate well during their evaluation of the services they carried out. Images used for planning were clearly annotated and in their evaluation they had included their own images created during the service to reflect on what went well, what adaptation they had to make and/or how they might improve in the future. Higher order candidates communicated well with their clients verbally and non-verbally in their body language.

Risks/Issues
• Photographic evidence required varied immensely with regard to clarity of image, angle and colour. Where lighting was poor or where candidates had used low definition mobile phone equipment, it was very hard to make moderation judgements on the finished looks. Some centres uploaded far too many images that were not labelled or annotated.
• In task 3, candidates did not always appear to be prepared on how to reflect and evaluate the services carried out.
• Some centres did not include the observer notes to support the marks given by the marker. This made it difficult to moderate if the photographic evidence was of poor quality.