

6002-30 Level 3 Advanced Technical Diploma in Barbering (450)

2018

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.

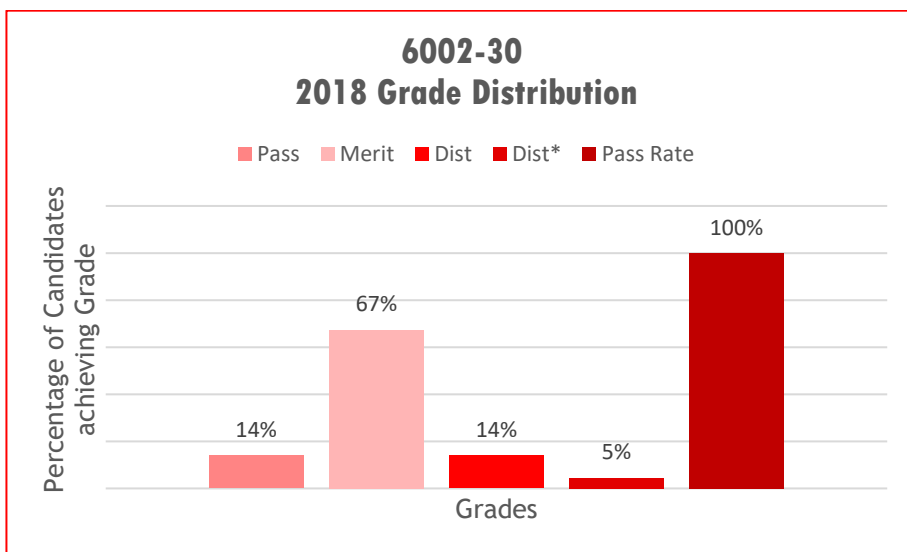
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6002-030/530 - Level 3 Barbering - Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6002-031 - Level 3 Barbering - Synoptic assignment

Qualification Grade Distribution

The grade distribution for this qualification 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. The grade distribution shown above could include performance from previous years.

Theory Exam

Grade Boundaries

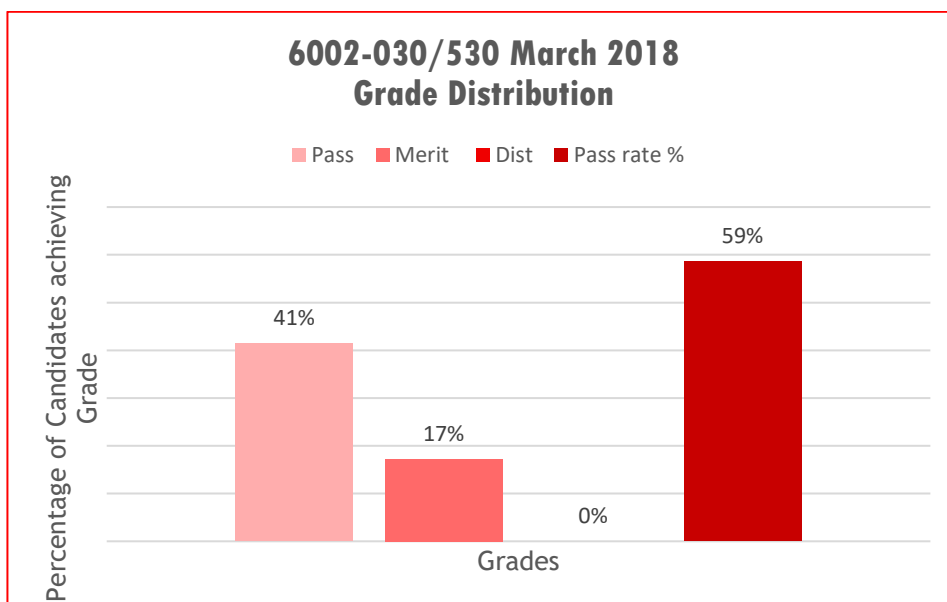
Assessment: 6002-030/530

Series: March 2018 (Spring)

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

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

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

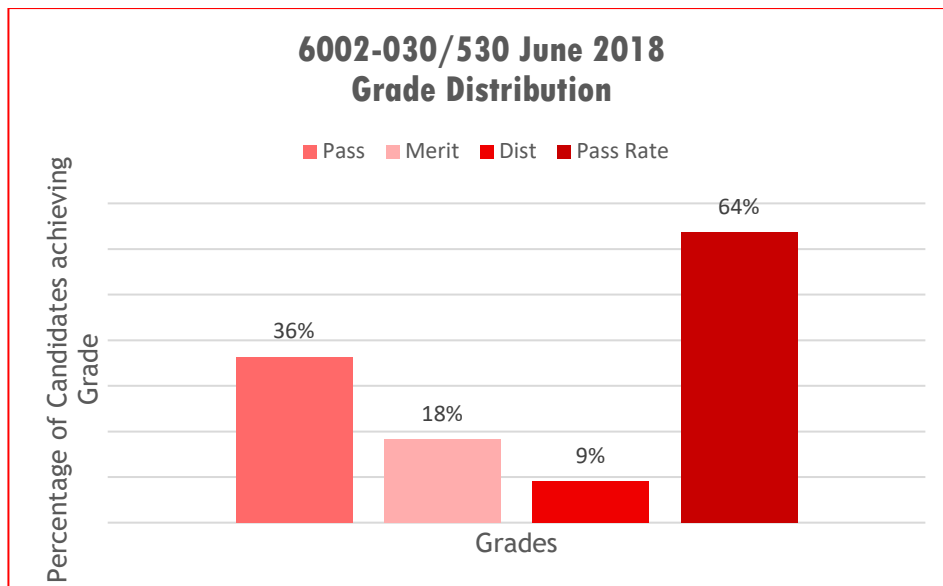


Assessment: 6002-030/530
Series: June 2018 (Summer)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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



Chief Examiner Commentary

6002-030/530 - Level 3 Barbering - Theory exam

Series 1 – March 2018

This is the second year of the 6002-30 externally set and marked examination. The overall paper enabled candidates to be stretched and challenged across the topics within the mandatory units of the qualification to a good Level 3 standard. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates.

Candidates who were successful in this exam showed that they could use industry specific terminology, solve routine and non-routine problems, demonstrated sufficient knowledge and understanding within the main topics of the qualification to be able to work safely when carrying out barbering services.

Most candidates attempted all questions within the paper. However, for the lower scoring candidates some answers were poorly structured, while others were brief and did not fully address the question. Some responses lacked evidence of knowledge in the main topic areas to the standard expected for industry at Level 3 in Barbering. Some candidates were unsure of the massage techniques that might be used during shaving services, with most being able to identify one or more of the techniques but the description given of the technique was not always the correct one.

Some candidates did not read the question correctly when asked to describe something, answers stated what it was rather than give a description of what the question was asking for. For example, when asked to describe the typical pattern of androgenic alopecia, some responses stated it was “male pattern baldness” but did not include a description of the pattern. Some were unable to identify the visible signs of folliculitis or what the possible causes might be. Some also lacked knowledge to identify the muscles of the face, with some responses recalling the names of the facial bones instead.

Some of the more challenging questions tested candidates understanding to identify and solve problems, regarding a full facial beard finish being unbalanced and uneven. Candidates were required to identify the possible causes and how to address the problem. Some did not read the question correctly with answers referring to the hair cut instead of the facial hair. Some only gave one possible option, instead of exploring more options. One question required candidates to compare the effects of different cutting tools, here, most could identify the differences, but didn't refer to the similarities. This type of question requires the candidate to consider both differences and similarities when answering.

It should be noted that scenario-based questions draw out depth and breadth of understanding on a specific topic. Candidates are required to consider all aspects and impacts related to the topic, and tailor their responses to these scenarios, while providing relevant justifications and responded in a methodical and thorough manner. Such questions generally provide candidates with the opportunity to gain higher marks. 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

Lower scoring candidates tended to talk through how they would deliver the different parts of the service with little or no consideration of the factors and implications of style achievability. Some identified the hair not being suitable for the look, but again didn't expand any further on this. Some responses described a service option for the hair and face, but didn't explore/discuss other options, focusing on one option only. Generally, responses lacked discussion and reasoning, with limited use of examples for the "why".

Higher scoring candidates discussed the factors identified in the scenario by exploring options with reasons supported with justifiable examples of choices across the range of services, to meet the client requirements or not, justifying the "why".

For future examinations, candidates should ensure they fully understand what the question is asking for, responding to the command verbs, taking into account the marks allocated to the question.

Discussion questions, require candidates to explore a range of options, taking into account the variant factors within the scenario, to include reasoning on the options and including justifiable and accurate explanations and recommendations.

Series 2 – June 2018

This is the second exam of the 2018 series for Level 3 Advanced Technical qualification in Barbering. The cohort consisted of a small number of resit candidates. The paper enabled candidates to be stretched and challenged across the mandatory units of this qualification, to a good level 3 standard. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates.

Some candidates seemed to be better prepared for the external exam than others, giving more detailed responses across the question paper. Recall of knowledge was generally more accurate and challenging questions included more comprehensive responses with reasoning and justifications across the subject content.

Candidates who fared less well, provided poorly structured and/or brief responses, and did not fully address the topic in the scenario type questions. Some misread questions entirely or misunderstood what was required from them which resulted in answers that did not demonstrate the level 3 knowledge expected by the barbering industry.

Responses to questions on cutting techniques and the use of cutting tools generally showed a limited ability to adapt techniques with reasoning. This trend was also observed with questions on facial hair cutting techniques during the first exam series. Candidate's responses on similar topics in the second sitting were generally more comprehensive and accurate, although a few candidates still struggled.

When testing knowledge and understanding on the science of the hair, skin and scalp, some candidates struggled with questions relating to contra-indications of the hair and skin. They were unsure of the signs and symptoms of the different contra-indications and the possible impact on barbering services; some were unsure of the anatomy and physiology of the head and face. However, most fared better with the structure of the hair.

Higher mark achievers generally demonstrated a broad range of understanding across the topics with a few gaps and accurately used industry specific terminology within their responses.

Extended response question

Generally, there was a good response to the extended question in this series, with most candidates exploring more than one option with reasoning supported by some justifications.

Lower mark achievers tended to talk through the service, highlighting ‘how’ they would deliver the service, but did not expand or discuss their choices, nor did they explain why they would carry out that service, or why they would use a specific technique etc.

Some learner’s responses were generally more detailed and accurate, exploring more than one option and included some reasoning, supported with justifications. In some cases there was evidence of reasoning and critical thinking, showing that candidates were more confident in their approach to the extended response question. It was evident that some candidates were starting to demonstrate the ability to solve non-routine problems with justifications and sound understanding across the breadth and depth in parts of the qualification. Responses were more comprehensive and coherent with relevant use of industry terminology.

Higher mark achievers discussed the factors highlighted in the scenario, explored different options and supported their answers with justifiable examples of choices across the range of services to meet the client requirements, justifying the “why”.

Synoptic Assignment

Grade Boundaries

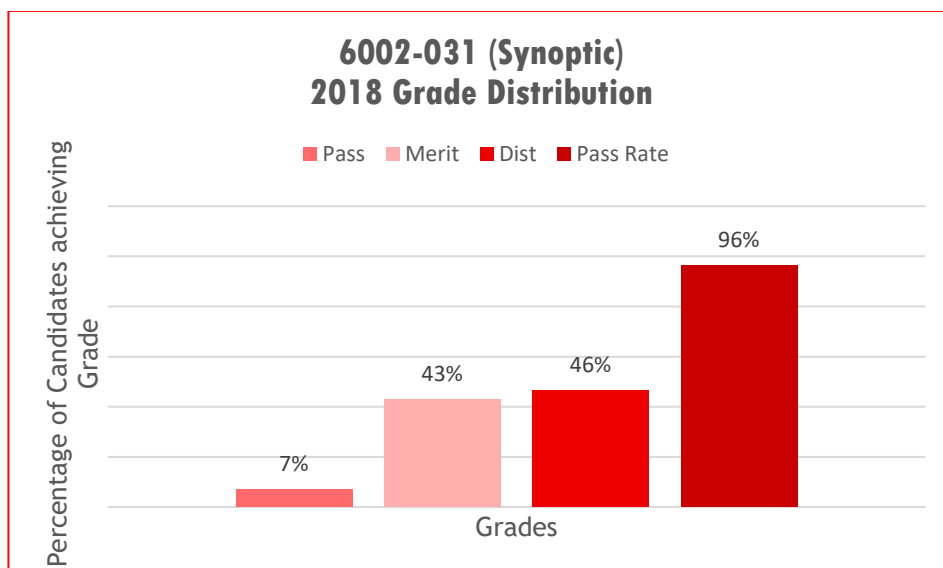
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6002-031

Series: 2018

Total marks available	60
Pass mark	25
Merit mark	36
Distinction mark	47

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



Principal Moderator Commentary

This is the second year for the 6002-30 Advanced Technical Diploma in Barbering L3 Synoptic Assignment. It was observed that centres are becoming more familiar with the moderation process and centre requirements.

Most centres submitted marks and uploaded evidence within the deadline. A few had difficulties uploading evidence. For future assignments, centres will need to reflect on this when preparing for the synoptic practical exam to ensure enough time is available for marking and collating paperwork.

There was evidence of good practice with some centres who had familiarised themselves with the Assessment Objectives (AOs) and how to link the evidence observed to the AOs. Some 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 was some confusion on which part of the assignment brief should be given out prior to the practical exam, this is clearly documented within the assignment pack. 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. They will also be able to research style ideas suitable for their models in readiness to complete the tasks. Centres must ensure staff delivering the qualification, have fully read and familiarised themselves with the assignment brief requirements, as well as the timings for when each task can be given to candidates.

Some assignments contained good evidence of research & planning and looks were well thought out. Finished looks showed more precision across the services; beard, shave and restyle. High level candidates presented clear and detailed plans, which included areas expected e.g. use of hot/cold towels for the shaving service and planned finished looks, demonstrating a full understanding of hot and cold towels and use of different shaving techniques. A few candidates showed an ability to problem solve e.g. looks were adapted due to moles on the face, whilst others had to adapt their plan to suit the new model due to last minute model changes. These are some examples of good problem solving skills which are expected to be seen.

Lower scoring candidates displayed some lack of attention to detail in areas such as personalising haircuts and facial hair shaping. Some candidates struggled with client positioning e.g. chair positioning - which affected the finished look. There were occasional errors seen in the application of products used, to ensure a smooth shave. Task 2 must be a re-style and must be creative. The facial shave should show evidence of clearly defined outlines and neat finishes. Some inconsistencies were seen where not all of the looks were a total restyle and lacked some creativity in parts. Some finishing skills were quite poor across the services for this level. There was also a lack of product use by some. Others worked solely on dry hair instead of creatively finishing the style to a good standard. Candidates should try to personalise styles where possible.

It was observed that a few candidates followed the task brief very well, especially for the third client, with regards to re-styling of the hair, however, there was an inconsistent skill level seen across all three tasks e.g. not all plans and evaluations were strong and there were some errors that effected the final look.

Some evaluations were brief showing gaps in understanding. Candidates should be reminded that evaluations should be reflective, identifying strengths and weaknesses, and how the services could have been improved. Higher achieving candidates reflected on the practicalities of the services e.g. processes and timings, however, occasionally, evidence demonstrated limited reflections on the technical aspects of the services.

There were a few issues with some of the models used for the practical activities, e.g. suitability of models. Candidates are advised to ensure that the models they select have sufficient/long enough hair for a restyle (change of shape). Some did not create restyles or remove sufficient amount of hair. Some candidates completed two very similar haircuts which limited their opportunity to demonstrate creativity and a range of skills.

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

Breakdown of performance against each AO – strengths & weaknesses

AO1 – Recall of knowledge

Most candidates gained good marks for this assessment objective by implementing safe working practices and following manufacturer's instructions across the range of tasks carried out for the synoptic assignment. Evidence showed that some learners used their Task 1 plans to determine what they will need and included reference to this in their evaluations – However, in Task 3, there were instances during the shaving service, where a few candidates lost marks because they did not take the appropriate safety action when issues came up.

Some candidates were slightly over marked on this outcome when health and safety issues had been identified on the centres observation form and/or CRF.

AO2 – Understanding

Marks varied for this assessment objective. Some candidates carried out little or no planning for the tasks, while others were quite basic with the concepts presented or missed evidence of style research. Aftercare was planned by most, but missed out when carrying out the skills. Most missed plans for hair restyles and there was generally poor planning for facial hair reshaping and the shaving service. 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/technical skills

The evidence did not exhibit a consistent, high level of skill across all the services carried out. Regarding the techniques carried out, there was little reference to the skills demonstrated during the facial shave, or the beard reshape. Most evidence focused on the haircuts.

To demonstrate a range of skills, both the haircuts and restyles must be sufficiently different and they should be creatively cut and finished. Facial hair cutting and shaving services should be neat and tidy, and should include the use of hot towels and facial massage.

Candidates achieving higher marks showed evidence of extensive planning. They worked methodically and effectively throughout, and were skilled and practiced with their sequence of application.

AO4 – Bringing it all together

This AO encompasses many aspects, from research of style ideas, service planning to the application of understanding to using an integrated range of skills, evaluating services carried out and meeting all parts of the assignment brief and tasks within it.

Some candidates planned and managed their time more efficiently than others. These candidates were well organised throughout the three tasks within the assignment brief, with detailed planning that flowed through to methodical application of skills and adaptations were made where necessary. Their finished looks were personalised, demonstrating balance, precision, skill and creativity. Reflective evaluations identified strengths and weaknesses, and how these could have been improved. Resulting in the assignment brief being fully covered across the services.

Some centres allocated marks where the styling, planning and evaluation parts of the assignment brief were not met e.g. shaving service might only have been a partial shave.

Some struggled with timings, spending too long on one or more of the practical tasks. This resulted in a hurried last service and the finished looks reflected this.

AO5 – Attending to detail

Some Task 1's did not relate to the corresponding Task 2 and/or the evaluation lacked detail or were not a true reflection on the services planned and carried out.

Some candidates were slightly inconsistent and did not check each stage of the process across one or all of the services. On the other hand, others demonstrated good attention to detail throughout all three tasks, from the planning and exploring a range of style options, with the help of visual aids, through to ensuring all requirements of the tasks were fully met. Some learners adapted techniques to personalise the finished results pushing for accuracy and precision.

Examples of best practice:

- Standardisation was carried out in different ways by most centres and is a requirement of the qualification as part of internal quality assurance.
- Centres had fully prepared candidates and themselves for the synoptic assignment, by previously carrying out a mock assignment and standardisation.
- Task 1 included evidence (images) of research on style ideas, these were used during task 2 to discuss with models/clients.
- The assignment brief was fully explained to candidates prior to the start of the practical and a hard copy of the task given to the candidates.
- Staff checked that there was a sufficient amount of products, tools and equipment readily available for use.
- Clocks were clearly visible, and a staff member advised candidates on how much time was left until the end of the assessment.
- Candidate start times were staggered to ensure barber chairs were available for shaving and facial hair cutting services.
- Candidates were reminded to take before and after, 360° photographs and check them to ensure they are clear.
- The observer/marker documented any oral questions asked during the practical Task 2 stage and included these with the Centre Observation Form.
- The standardisation declaration form was completed and submitted onto the moderation platform when uploading candidates work. Quite a few centres did not do this until requested to do so.