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

2019

Qualification Report

Contents

Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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 2019 (Spring)
    - June 2019 (Summer)

- 6002-031 - Level 3 Barbering - Synoptic assignment

Qualification Grade Distribution

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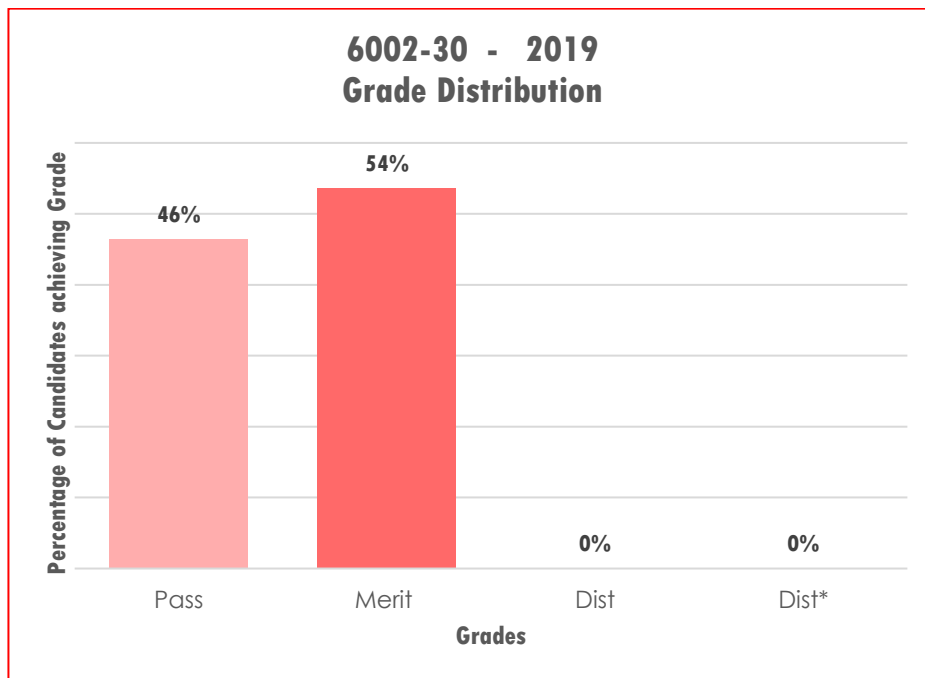
Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown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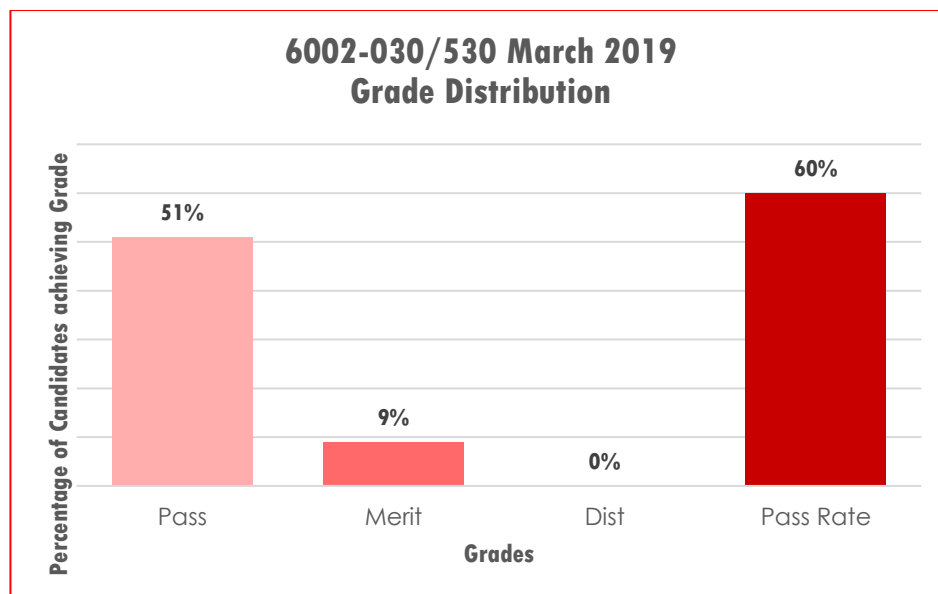
Theory Exam

Grade Boundaries

Assessment: 6002-030/530
Series: March 2019 (Spring)

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

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

The graph below shows the approximate distributions of grades and pass rate for this assessment:
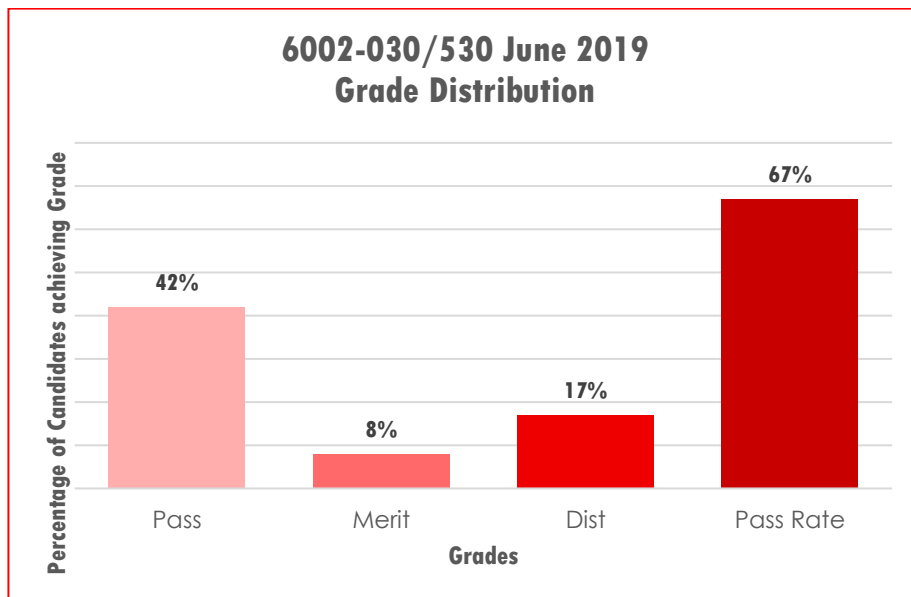
Assessment: 6002-030/530
Series: June 2019 (Summer)

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

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

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

**6002-030/530 June 2019
Grade Distribution**

Percentage of Candidates achieving Grade

Pass	Merit	Dist	Pass Rate
42%	8%	17%	67%

Grades

Chief Examiner Commentary

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

Series 1 – March 2019 (Spring)

This was the third year of the 6002-30 externally set and marked examination. Overall, the paper allowed for candidates to be stretched and challenged to reflect a good Level 3 standard. The broad range of total marks achieved across this question paper showed that the paper differentiated across the range of candidate abilities.

Most candidates generally demonstrated good recall of knowledge by gaining marks on topics such as methods used to reduce cross infection, facial structures, hair characteristics and structures of the hair and skin. Higher scoring candidates demonstrated the ability to recall knowledge across all of the mandatory units and evidence their understanding, through accurately targeted justification and reasoning. The combination of these skills, supported by the accurate use of industry specific terminology, enabled them to solve routine problems presented in scenarios which covered the breadth of the syllabus.

Some candidates missed the opportunity to gain higher marks due to a lack of exam technique, this was especially evident where responses provided identified the main point(s) but did not include the explanation or description. Candidates will benefit from reading and fully understanding what the question is asking for before attempting to answer. 'Describe' type question require a response detailing what something is like, whereas 'explain' type questions require candidates to demonstrate reasoning by providing further justification to the points made within their responses. For example, when asked to explain to adapt a service to cater for scalp conditions, some responses described the condition, some identified one or two adaptations, but many lacked the reasoning behind the adaptation suggested.

Opportunities to gain full marks within each question were missed where candidates struggled to demonstrate secure knowledge of contra-indications, where some provided causes instead of visible sings as required by the stem. Some candidates confused the function of the cortex with layers of the skin whilst others were confused between hair texture and hair density. Other areas where marks were lost included: candidate's inability to explain adaptations which could be made to service, taking into consideration the client's face shape and explaining the benefits of using specific cutting techniques to achieve a desired style.

Some candidates were better prepared for the external exam and this was evident where they gave 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. Use of technical language was relevant and accurate as expected from the barbering industry.

Candidates would benefit from further practice on exam techniques, specifically around reading the question more than once before attempting to answer to ensure that the answers provided are focussed to the main requirements of the stem. Responses should be consistent with sound reasoning which will help to demonstrate a broad knowledge and understanding across all technical areas.

Candidates should also be reminded to request for additional paper if they run out of space. This is to ensure that they do not continue their response outside of the lines given for a question as it could result in a loss of marks.

Extended response question

Generally, there was some improvement with the approach to the extended response question than seen in previous years with more candidates showing planning and structure. However, further development is required in analysis and reasoning skills with justifications and examples to enable candidates to gain more marks.

Many candidates described the consultation and service procedure in great detail, without providing justification for the decisions made to demonstrate further understanding. Some responses did not consider any alternatives or link back to the factors given in the scenario.

Candidates would benefit from demonstrating clarity in their explanation skills and offer a coherent discussion with links to the influencing factors given in the scenario. Responses should contain a range of recommendations to highlight a deeper level of understanding of the breadth of topics and should also be supported with a relevant use of industry terminology.

Series 2 – June 2019 (Summer)

This was the second exam of the 2019 series for Level 3 Advanced Technical qualification in Barbering. The cohort consisted of a small number of candidates, however, a broad range of total marks was attained showing that the paper differentiated across the range of candidate abilities. The paper enabled candidates to be stretched and challenged across the mandatory units of this qualification to a good level 3 standard.

It was evident that exam techniques had improved from the previous series as many started to include some justification within their responses to 'explain' and case study/scenario type questions. This practice should be encouraged as these questions aim to test a candidate's depth of understanding.

Higher mark achievers were consistent across the paper and provided responses that were written in a clear and logical format. They demonstrated the ability to make links between theory and practice and their recall of knowledge across the paper was mostly accurate. Responses to the more challenging and problem-solving questions included justification and sound reasoning across the subject area.

Candidates who fared less well missed the opportunity to gain marks where they were unable to demonstrate accurate recall of knowledge for some of the anatomy and physiology questions around the structure of the hair and skin. These candidates gained some marks for their responses to technical questions on hair and facial hair cutting, however, responses were mostly brief with limited breadth and depth of knowledge and understanding which limited their access to higher marks. Occasionally, candidates were able to identify key factors but were unable to build on this by explaining their points. Some struggled with their responses to consultation techniques, however, most candidates responded well to the effects of the environment on the skin and were able to describe the function of facial muscles. As well as methods used to remove lines within a graduated haircut.

A few answers suggested that candidates may not have read or understood the main focus of some questions, this is especially applicable to lower scoring candidates who provided responses which were not specific to the requirements of the stem. Candidates should ensure their responses are focussed with sound reasoning which will help to demonstrate a broad knowledge and understanding across all technical areas.

Extended response question

Generally, there was improvement with the extended response question this series, where candidates showed a reasonable attempt to discuss some of the considerations within the scenario and supported their points with suggestions and justification.

On the other hand, a few responses did not consider any alternatives or link responses back to the factors given in the scenario and focused on the importance of consultation services and discussing factors that were not necessarily related to the scenario. A few described the process of the service they would carry out with no or limited discussion.

As with previous extended response questions, candidates would benefit from demonstrating clarity in their explanations and offer a coherent discussion with links to the influencing factors prescribed in the stem, with consideration for the client requirements. Responses should contain a range of recommendations with analytical conclusions to highlight a deeper level of understanding of the breadth of topics. Candidates will benefit from supporting their response with an accurate and relevant use of industry terminology.
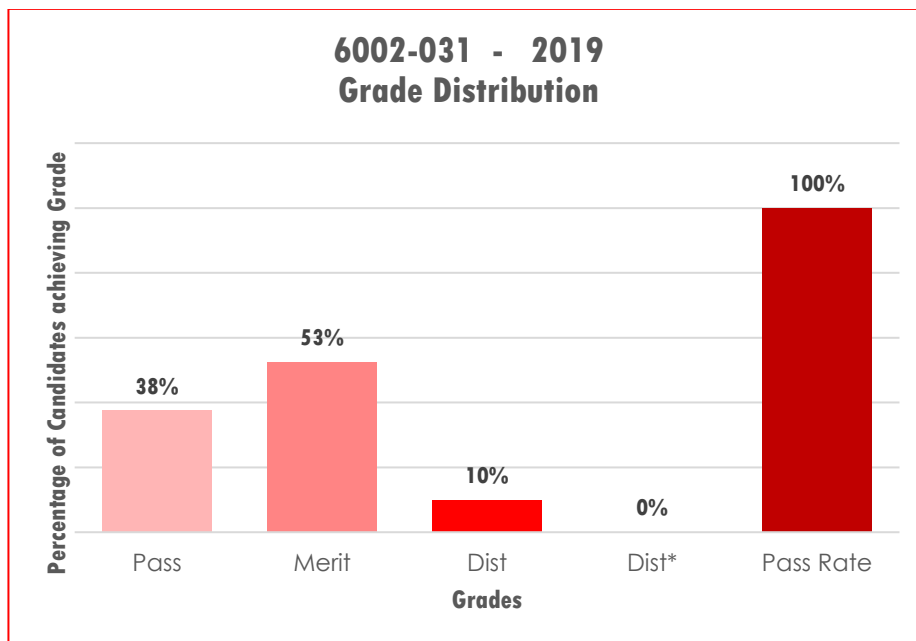
Synoptic Assignment

Grade Boundaries

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

Assessment: 6002-031
Series: 2019

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

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

Principal Moderator Commentary

This is the third year of the L3 Technical Diploma in Barbering and it was evident that centres were more familiar with the moderation process and deadlines. Most evidence submitted was collated into one document, or one file and labelled clearly to identify the content. Centres uploaded all the relevant documentation, including Practical Observation (PO) forms, Candidate Record Forms (CRFs) and Candidate Declaration of Authenticity. Some submissions did not include signatures and therefore were not valid. Whilst centre staff responded speedily to requests by moderators to correct this, centres need to ensure this is completed for future submissions.

Given the changes made to directives within the assignment for the 2019 series, there was a better understanding of when to make the different parts of the assignment available to candidates. Generally, centres were effective in the use of the templates provide with detailed information documented. Comments on the PO forms varied with some containing relevant detailed notes supported with examples of candidate's performance, however, some lacked sufficient detail with comments such as: "good knowledge shown for health and safety" with limited or no justification for the statement. Some PO forms lacked any reference to the skills and techniques demonstrated during shaving or beard cutting, or styling and finishing of the hair or beard. Centres should make comments on the candidate's performance and cover all elements of each service, with reference to strengths and weaknesses. The same applies to the CRF forms where justification for the marks is required. Some centre comments mostly related to Task 2 and did not take a holistic approach with very little reference to Task 1 and little or no reference to Task 3. As a result, some centre judgments were out of alignment with the moderator.

It is also important that templates for consultation and aftercare advice are only completed during Task 2 and not before or after. Therefore, it is expected these two templates are mostly handwritten notes. Some submissions included a centre or candidate devised consultation checklist, centres are reminded that they 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.

There was some confusion with the directives for the supervised conditions for the Tasks within the assignment. Candidates must be supervised by a tutor or assessor to ensure candidates work independently and allow the tutor to authenticate each candidate's whole work. For further information refer to City and Guilds Technical Qualifications "Marking and Moderation Centre Guide".

There were a few issues with some of the models used for the practical activities, e.g. suitability (sufficient hair density/length to cut) and reliability of models. Candidates are advised to ensure models selected have sufficient/long enough hair for a restyle (change of hair and beard shape). Models need to be aware of the importance of attending and punctuality for the synoptic Task 2 exam, as this could impact on the candidate's performance. There was evidence of centres stopping the clock on serval occasions when this happened. This practice should not be the norm and only employed in exceptional circumstances (and documented on the PO form). Centres should re-arrange another date for the candidate to complete the Task 2 practical exam.

Photographic evidence submitted was generally of good quality and followed the requirements of the assignment brief. In some cases, the photos submitted had been taken too close and were out of focus, this was particularly evident for the shave service. Additionally, a small number of candidates did not include the before photos for some services. This is a requirement for this assignment and centres should ensure candidates are clear on the correct evidence to submit.

Overall, whilst the cohort was fairly small, there was a good demonstration of breadth and depth of knowledge and understanding across the assignments and all tasks were completed within the time given, suggesting candidates were comfortable with their time management skills. Higher scoring candidates produced thorough consultations with reference to scientific facts for hair, skin and scalp analysis. Advice given was in-depth, relevant and personalised across the services maintaining professionalism of the industry. These candidates demonstrated sound technical skills in Task 2, with their finished looks showing evidence of refinement with some detailing and occasional personalisation.

Some assignments contained good evidence of research and planning, with services well thought out and annotated images of style ideas were included. Higher scoring candidates provided additional detail of the considerations and possible adaptations for services, taking into account their model's hair characteristics and facial features. Researched information was referenced with relevant links to the practical tasks planned Lower scoring candidates displayed a lack of attention within Task 1, where plans were brief and did not always cover all services. Some lacked research evidence or images to illustrate the looks they intended to achieve during Task 2, which meant that the evidence submitted was at times disjointed as there were no link between the tasks. Candidates should ensure that any images included within their plans are annotated and sources are referenced. Failure to do this means that the images would not be deemed to be the candidates own work or relevant to the planned services.

There was some good skills seen in Task 2, where candidates had covered two different creative restyles on different hair classifications and showed creativity within the finished looks with precision across the services. At times, Task 2 haircuts were carried out on the same hair classification, were not total restyles or sufficiently different to show creativity or refinement. Candidates are encouraged to try and source models with varying hair types to give them the opportunity to demonstrate a broad range of techniques and skill. For the facial hair cutting, some candidates fared better than others where beards were cleansed, restyled and groomed to a good finish. However, in sine cases there was little evidence of preparation for the service to show good industry practice.

Task 3 evaluations varied, however the majority were brief with limited reference to the services carried out. They did not identify problems encountered during styling or blending and overlooked any viable adaptations. Candidates should be reminded that evaluations should identify strengths and weaknesses, be reflective of personal performance and discuss how well the planned looks were realised as well as how the services could have been improved.

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. Some used Task 1 plans to include Health and Safety legislation, although this is not asked for, safe working practice would be relevant to the planning of Task 2 services. Some provided evidence of knowledge recall in Task 3 around issues that arose due to hair growth patterns etc and how these were addressed.

Some candidates were slightly over marked on this outcome when health and safety issues had been identified on the PO form and/or CRF. There was very little evidence of sustainable working practice, or efficient use of utilities and waste disposal.

AO2 – Understanding
Marks varied for this assessment objective with some candidates showing understanding of how plans and techniques were adapted across the services to address issues and personalise the services. Quite a few candidates developed detailed service plans that clearly linked and flowed throw all services and tasks within the assignment demonstrating an understanding of concepts and theories throughout the tasks. Aftercare was planned by most, but generally missed when carrying out the skills or not evidenced on the template in Task 3.

AO3 – Application of practical/technical skills
There was some good evidence of creative restyles with both hair cuts being sufficiently different on different hair classifications, with candidates being able to demonstrate a broad range of techniques. Higher level candidates demonstrated a good level of skill and dexterity during the shaving skills and facial hair cutting. They challenged themselves on problematic issues with creativity and flair whilst remaining professional throughout.
Some evidence did not exhibit a consistent, high level of skill across all the services carried out. Often there was limited reference to the skills demonstrated during the facial shave, or the beard reshape and finishing off the haircuts. Some submissions lacked evidence of using a broad range of techniques and limited evidence of products used relevant to the client/models needs across the services within Task 2.

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, addressing problems, 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, with sequence and application in a logical and methodical order of delivery. These candidates were organised throughout the three tasks within the assignment brief, with detailed planning that linked and flowed through. Application of skills and adaptations were made where necessary, 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, hair cut not restyles. 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 of the Task 1 did not relate to the corresponding Task 2. 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 services with photographic evidence showing unrefined finish in parts.
However, some 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. And, familiarised themselves with the assignment brief requirements prior to the synoptic exam.

- Task 1 included evidence (images) of research on style ideas, these were annotated, relevant to the services planned and used during task 2 to discuss the model/client requirements during the consultation.

  There was evidence of good practice during moderator centre visits, with most centre staff going through Task 2 of the assignment prior to the start of the practical task to ensure candidates fully understood what was expected.

- 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 (and taken back in prior to the start).

- Centres had sufficient and relevant products, tools and equipment readily available for use.

- The observer/marker documented any oral questions asked during the practical Task 2 stage and included these with the Centre Observation Form.

- Clocks were clearly visible, and a staff member advised candidates on how much time was left until the end of the assessment.

- Candidates were reminded to take before and after, 360o photographs and check them to ensure they are clear.

- The standardisation declaration form was completed and submitted onto the moderation platform when uploading candidates work.