

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

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results.](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star. Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

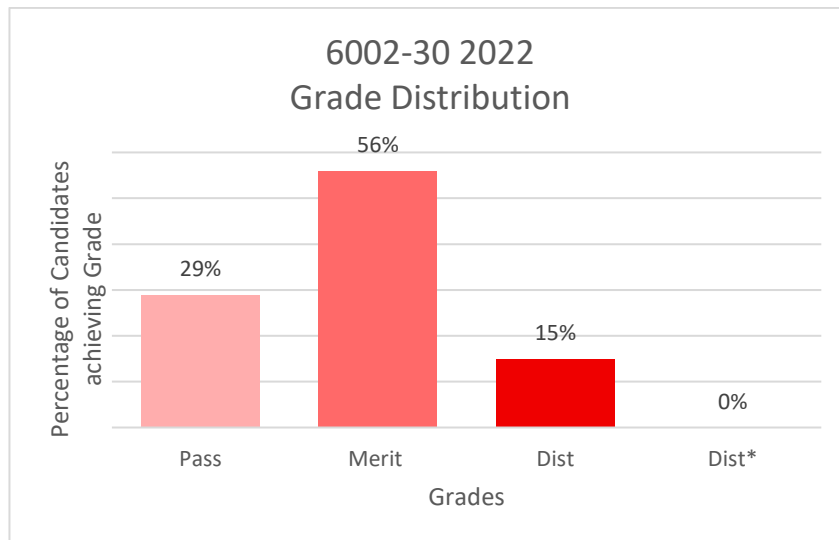
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 2022 (Spring)
 - June 2022 (Summer)
- 6002-031 - Level 3 Barbering - Synoptic assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of 16/08/2022

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

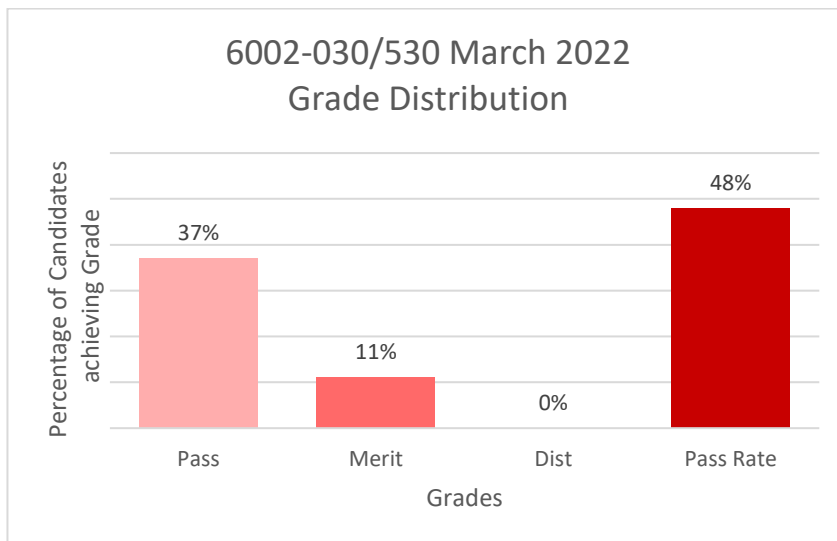
Assessment: **6002-030/530**
Series: **March 2022 (Spring)**

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 generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

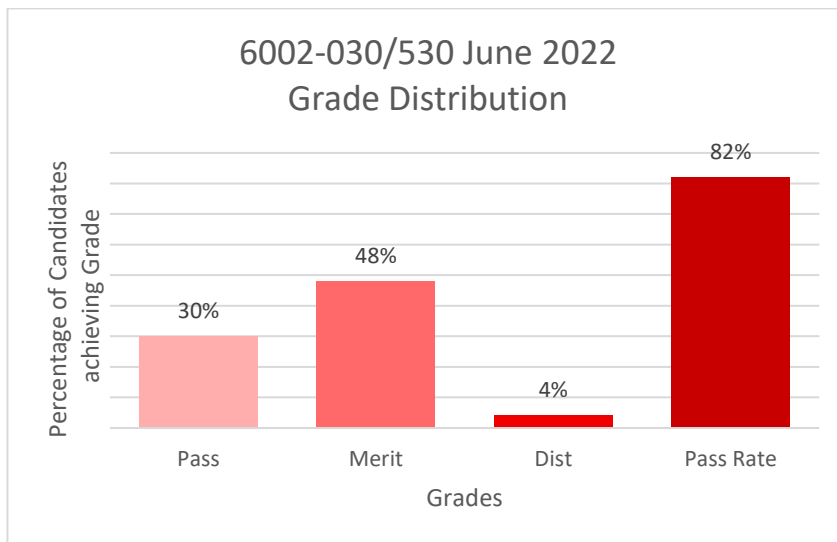


Assessment: **6002-030/530**
Series: **June 2022 (Summer)**

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

Total marks available	60
Pass mark	20
Merit mark	29
Distinction mark	39

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



Chief Examiner Commentary

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

Series 1 – March 2022

The examination paper covered a broad range of learning outcomes and was comparable to previous series in terms of range, topics and level, with candidates attempting to answer all questions. Overall, the cohort showed a good range of knowledge throughout the paper, but provided limited responses at times, resulting in being unable to access the higher marks for some questions. This was particularly evident in the Extended Response Question (ERQ).

Most of the cohort demonstrated good knowledge recall on questions testing practical themes, particularly around cutting equipment used when working on specific hair types or areas. They showed understanding on the importance of identifying skin disorders and the effect this may have on services. Candidates also generally performed well on questions drawing out understanding of the use of cutting techniques when working on a specific area.

Candidates showed good knowledge and understanding on questions testing the structure of the hair. Candidates were able to accurately show understanding of the effects of services on the hair structure, particularly around tension and the effect this has on both the scalp/hair and the end result.

Candidates missed the opportunity to gain marks on questions testing Anatomy and Physiology, particularly around broken capillaries and their effects to other services. Additionally, candidates were not able to show understanding on how to adapt beard shapes to suit client features and meet client requirements.

This cohort's approach to the Extended Response Question (ERQ) was broadly comparable to previous years with most candidates showing knowledge recall when discussing how to achieve the client's requirements. However, many candidates struggled to showcase their breadth of knowledge and depth of understanding when linking their own ideas to the scenario provided. This resulted in discussions describing the process they would follow. Candidates who accessed higher marks provided a discussion encompassing the factors given in the scenario with in-depth consideration of different style choices, ensuring they supported their discussion with reasoning for the choices made.

Candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Particular attention should be given to command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding by drawing on information from all units across the qualification, discussing potential style options and developing their response by supporting their points with recommendations linked to techniques, product choice and aftercare (where required) to feasibly meet the client requirements.

Series 2 – June 2022

A broad range of learning outcomes were covered across the whole paper and content was comparable to previous series in terms of range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions. The cohort generally showed a good range of knowledge throughout the paper, but responses were at times limited, resulting in some candidates being unable to access the higher marks available for some questions. This was particularly evident in the Extended Response Question (ERQ) and recognition of anatomy and physiology around the function of the skin and hair follicle (Dermal Papilla).

Candidates generally demonstrated good knowledge recall on questions testing most practical themes, particularly with the use of cutting equipment and techniques used to complete specific tasks and performed well on questions drawing out the use of tools when working on a specific area of a haircut. The majority of the cohort demonstrated sound product knowledge and this was apparent throughout the paper.

Candidates showed a lack of understanding on topics which were not linked to practical aspects and missed the opportunity to gain marks on questions testing Anatomy and Physiology (A&P). This was particularly seen in questions testing knowledge of the skin function and structure and the function of parts of the hair follicle. Legislation and consumer rights were also a challenge at times. Finally, candidates struggled to provide accurate adaptations needed to services e.g., specific beard types for a client with a given face shape. Many candidates provided a process driven response with little to no justifications which limited their access to higher marks.

This cohort's approach to the Extended Response Question (ERQ) was broadly comparable to previous years with most candidates showing knowledge recall when discussing how to achieve the client's requirements. However, most candidates did not demonstrate their breadth of knowledge and depth of understanding, often unable to link their own ideas to the scenario. Discussions for the majority of candidates were around the process they would follow, however candidates who accessed higher marks were able to give a more detailed discussions, considering the factors given in the scenario with in-depth justifications for choices made.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding by drawing on information from all units, discussing potential style options and developing their response by supporting their points with recommendations linked to techniques, product choice and aftercare (where required) to meet the client requirements in the scenario.

Overall, candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Particular attention should be given to command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

Synoptic Assignment

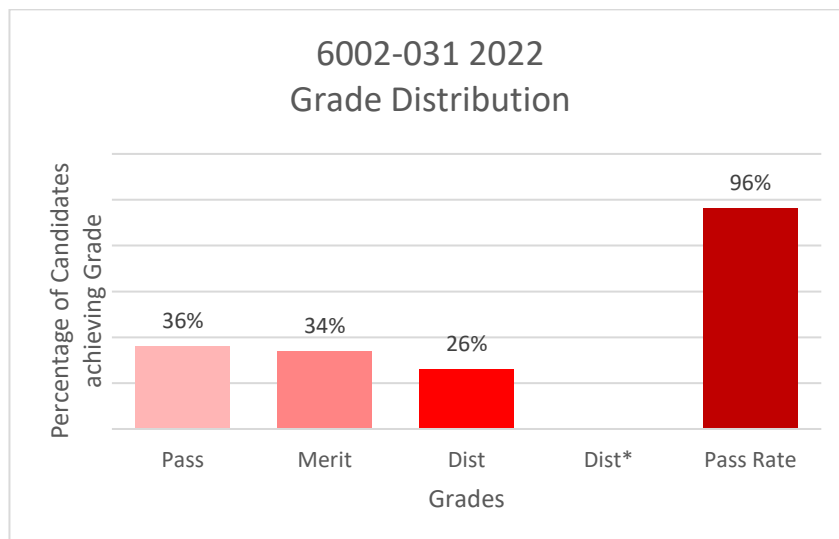
Grade Boundaries

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

Assessment: **6002-031**
Series: **2022**

Total marks available	60
Pass mark	22
Merit mark	33
Distinction mark	44

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



Principal Moderator Commentary

Photographic evidence was on the whole of better quality than previous years, with most centres using a plain background and a ring light where lighting was poor. Most centres checked photographs before and after the service demonstrating best practice, however some candidates were missing a few photos or photos taken were not clear. This could have an impact on grade outcomes where there is a lack of supporting evidence to justify marks allocated. Centres are reminded to ensure both teachers and candidates are aware of the requirements and importance for future submissions.

Most evidence submitted was collated into one document, or one file and labelled clearly to identify the content. Relevant documentation was uploaded with the evidence, although a few 'Candidate Declaration of Authenticity' forms were missing signatures. Whilst centre staff responded speedily to requests by moderators to correct this, centres need to ensure this document is fully signed prior to future submissions.

Content on the Practical Observation (PO) forms improved this year, with more descriptive commentary on the quality of the assessment process and linking to the AO band descriptors on the mark band grid. Some PO forms however lacked sufficient detail and were not a true reflection of the candidate skills observed and were not aligned to the to the AO bands, with some marked too harshly or leniently. Some referred to Tasks 1 and/or 3 on the PO forms, where these forms are designed purely for use with Task 2. Centres would benefit from carrying out standardisation activities prior to the synoptic assignments taking place, to ensure full understanding of the documentation to be used and the AO bandings.

Candidate Record Forms (CRFs) should reflect a holistic summary of all the Tasks within the synoptic assignment, however some included similar content to the PO forms and did not take into account the whole assignment (all tasks).

The assignment brief allowed candidates to make use of their knowledge, understanding and skills they have built up over the course of their learning. Researched information in Task 1 was mostly referenced with relevant links to the practical tasks planned. Although some candidates did not include the source reference for the images or annotate the images which resulted in little or no value to the images used. Lower scoring candidates generally lacked detail across all services and plans were brief, with lists of considerations but no reasoning or justifications of why influencing factors need to be considered or how these would impact on the use of products, techniques, or tools. Higher scoring candidates mostly included clear detailed plans with strong links across the services, with reference to scientific principles, safe working practice and strong justifications and reasoning for their choices.

Model selection was not always the best choice for restyles or creativity or show casing skills and ability with some models showing advanced signs of androgenic alopecia. A few candidates were subject to last minute model cancelation creating challenge for some. Haircuts were not always sufficiently different, or models used have the same (or similar) hair classification, although the assignment brief asks for different hair classifications. Some have limited evidence of sufficient removal of hair length to change the style or demonstrate fluidity, dexterity, and skill. Some of the beard reshapes were mainly a trim rather than a change of shape taking the safe option and not challenging themselves relevant to this level. It was evident that this cohort lacked the skills or confidence with shaving skills and blending techniques.

There was varying use of the proformas for consultation and aftercare advice with lists of influencing factors, tools products etc but, little reference or reasons for the selection, or how the influencing factors impact on services. Some centres included their own checklist for client consultation, centres were advised this would not be considered as evidence to support marks and should not be submitted with candidate evidence. Some aftercare proformas have been completed on a computer, although these can be handwritten or completed on a computer, all

observed during moderation visits were handwritten. Therefore, should not be altered or added to.

There was little evidence of hair preparation or drying and finishing the style and little or no reference to preparing and finishing the beard with some, and PO forms generally lacked detail on hair preparation, shaving services and facial hair cutting.

Higher scoring candidates produced thorough consultations with reference to scientific facts for hair, skin, and scalp analysis. Relevant, personalised, in-depth advice given across the services. These candidates demonstrated sound technical skills in Task 2, with their finished looks showing evidence of refinement and personalisation and challenging themselves.

Task 3 evaluations varied with some limited, or just talking through the service process without evaluation of performance or outcomes meeting planning aims. With little reference if the plan was adapted to address areas of complexity. Evidence of how to improve weaknesses was generally poor, although some covered this better than others with more detailed evaluations.

Breakdown of performance against each AO – strengths & weaknesses

AO1 Recall of knowledge

Candidates who gained higher marks were able to confidently articulate breadth of knowledge in their planning stating the types of products and techniques they would use. Some candidates demonstrated further recall by considering the models requirements including this into their plans. Some provided evidence of knowledge recall in Task 3 around issues that arose due to influencing factors and how these were addressed.

Health and safety considerations were often implied through the practical performances and relied purely on this, which limited opportunities to display depth of knowledge. Some used the service plan to include Health and Safety legislation, although this is not asked for, safe working practice and considerations would be relevant linking to the planning of Task 2 services.

Some centres supported the evidence by documenting oral questions asked during the practical assessment and recording candidates' responses, allowing the Moderator to see the accuracy of the candidate's knowledge and any gaps or misunderstanding. In most cases the lower scoring candidates demonstrated minimal knowledge of products and techniques with some inaccuracies. There was very little evidence of sustainable working practice, or efficient use of utilities and waste disposal. Candidates should consider this when completing the Task 1 plan.

AO2 Understanding

Generally, research for the service plan lacked detail or was minimal and did not consider all the services. There was little or no justification or reasoning included within the plan, for example: "why" a specific product is recommended for aftercare or identified for use on the plan, or why a technique(s) have been planned for use (e.g benefits, or consequences if not) or how hair classification might impact on cutting service, tools or style selection.

Higher achieving candidates were able to interpret the brief showing their understanding by linking theory to practice; this was evident in their planning as they were able to layout their findings in a logical manner with justifications to their plans and explanations of the models needs and suitability. These candidate plans clearly linked and flowed through all services and tasks within the assignment demonstrating an understanding of concepts and theories throughout. Aftercare was planned by most, but often missed when carrying out the practical in Task 2 or was not evidenced.

AO3 Application of practical/technical skills

Lower achieving candidates lacked creativity in their application of skills. Their haircuts were not always sufficiently different, were not always restyles and models chosen often had the same

hair classification. Insufficient hair length was removed to create restyles playing it safe with a limited range of skills used to demonstrate fluidity and dexterity across the services. There was little evidence of hair or beard preparation (shampooing, cleansing, detangling) or drying and finishing skills. Shaving skills were limited to a safe option and not always a full shave where some lacked confidence.

The higher achieving candidates demonstrated a broad range skills and dexterity across the services, combining a range of techniques and challenging themselves on problematic issues with creativity, flair and confidence, whilst remaining professional throughout.

AO4 Bringing it all together

This AO encompasses many aspects and links through the whole synoptic assignment brief from research of style ideas and service plans to the application of understanding using integrated range of skills, addressing problems, and evaluating services carried out, meeting all parts of the assignment brief and tasks within it.

Some candidates struggled with their timing, spending too long on one or more of the practical tasks. This resulted in a rushed last service and the finished looks reflected this, with some over time substantially. However, some planned and managed their time more efficiently 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 plans 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 included strengths and weaknesses, how tasks could have been improved and actions going forward. The above resulted in the assignment brief being fully covered across the services.

AO5 Attending to detail

During the practical element, some candidates were slightly inconsistent and did not always check each stage of the process across one or all services, with finished looks not always refined or perfected. Photographic evidence highlighted areas where blending was not polished, or the finish was unbalanced. There were also instances where beards were not always finished.

Evaluations did not always identify where additional checking might have improved finishes and presentation of the assignment lacked structure, refinement, and consistency with some lower achieving candidates.

Higher achieving candidates demonstrated attention to detail consistently throughout, with plans exploring a range of style options, through to ensuring all requirements of the tasks were fully met. Techniques were adapted to personalise the finished results pushing for accuracy and precision.

Examples of best practice:

- Some centres implemented standardisation activities throughout the academic year ensuring consistency of marks and a good understanding of the AO mark bands.
- Most centres carried out mini mock assignments. This helped candidates prepare the synoptic assignment and helped centre staff familiarise themselves with the process, PO forms and AO marking grids.
- 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 requirements prior to the start of the practical task to ensure candidates fully understood what was expected.
- The observer/marker documented oral questions asked during the practical Task 2 stage and included these with the Centre Observation Form. Although this is not mandatory it does help clarify candidate decisions, but candidates should not be overly questioned.
- Candidates were reminded to take before and after photographs, these were checked by centre staff to ensure sufficiency. Some centres also used a ring light to help with clarity.