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## SAMPLE ASSESSMENT MATERIALS (SAMs)

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**HB3D2** - Level 3 Diploma in Barbering  
(601/6992/8)

**HB3ED2** - Level 3 Extended Diploma in Barbering  
(601/6993/X)

## External Sample Assessment Material

There are two written exams for this qualification.

The examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section.

Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.

Section B will largely include extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.

Photographs and diagrams are used where applicable to bring the examination to life.

The questions in Section B will vary year on year and will cover the full breadth of mandatory content over time. Learners will be required to answer all of the questions in Section B.

All mandatory units are assessed in each and every examination. The full breadth of mandatory content will be covered over the life of the qualification.

The mandatory units assessed in Paper 1 (EX.1) and Paper 2 (EX.2) are set out below:

External examination (HB3D2.EX1)	
Units covered	UCO28M - Health and safety in the salon UHB139M - Hairdressing consultation UHB132M - Cutting hair using barbering techniques
External examination (HB3D2.EX2)	
Units covered	UHB130M - Creating facial hair shapes UHB148M - Shaving services UHB144M - Men's styling services

External examination (HB3ED2.EX1)	
Units covered	UCO28M - Health and safety in the salon UHB139M - Hairdressing consultation UHB132M - Cutting hair using barbering techniques
External examination (HB3ED2.EX2)	
Units covered	UHB130M - Creating facial hair shapes UHB148M - Shaving services UHB144M - Men's styling services

## External Sample Assessment Material



**HB3D2** - Level 3 Diploma in Barbering  
(601/6992/8)

**HB3ED2** - Level 3 Extended Diploma in Barbering  
(601/6993/X)

Please write clearly in block capitals.										
Centre number										
Learner number										
Surname										
Other names										
Learner signature										
Date										

## SAMPLE EXAM QUESTIONS

**Time allowed:**

### Instructions

- Use black ink.
- Answer all questions.
- You must answer questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- There are two sections to this paper.
- Both sections should be attempted.
- The marks for the questions are shown in brackets.

### Advice

- Please read each question carefully before answering.

**SECTION A – 13 Marks**

**Answer ALL questions. Write your answers in the spaces provided.**

Simon has noticed that he has developed small yellow spots in his beard. It is starting to cause an irritation and it is beginning to look inflamed.

1 (a) Identify the condition being described.

(1 mark)

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(b) Describe the cause of this condition and explain how to deal with this situation within a barbershop environment.

(2 marks)

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**Total for Question 1 = 3 marks**

Yuri has not visited the barber's for a while and his hair and beard have grown completely out of shape. Yuri has requested that the barber restyles both his hair and beard. Yuri has a round face shape with hair classification 3c.

2 (a) Discuss a suitable beard shape for Yuri and justify your reasons of choice.

(4 marks)

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**Total for Question 2 = 4 marks**

Ren often suffers from excessively oily hair and has tried several different shampoos to solve this problem.

3 (a) From the list of options, select the main cause of the Ren's problem.

(1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A Hair is being shampooed too often.          |
| <input type="checkbox"/> | B It is a genetic condition.                  |
| <input type="checkbox"/> | C Overactive sebaceous gland.                 |
| <input type="checkbox"/> | D Sweat gland is blocked.                     |
| <input type="checkbox"/> | E Too much product being applied to the hair. |

**Total for Question 3 = 1 mark**

During consultation, Tim explained to the barber that he would like to have clippers used on his hair. Tim wanted his hair cut short but not so short that you could see the scalp. Tim has selected a grade 2 clipper attachment.

4 (a) From the list of options, select the length of Tim's hair following the service.

(1 mark)

- |                          |   |           |
|--------------------------|---|-----------|
| <input type="checkbox"/> | A | 4mm long  |
| <input type="checkbox"/> | B | 6mm long  |
| <input type="checkbox"/> | C | 8mm long  |
| <input type="checkbox"/> | D | 9mm long  |
| <input type="checkbox"/> | E | 10mm long |

**Total for Question 4 = 1 mark**

A beard must be softened prior to the shaving procedure. Softening of the beard is achieved through the application of hot towels and lather.

**5 (a)** Discuss safe working practices that must be adhered to when using hot towels on a client.

(3 marks)

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**Total for Question 5 = 3 marks**

Anish had visited the barber's for a wet shave. Once the barber had completed the service it became apparent that Anish had several cuts to his skin.

6 (a) From the list of options, select the possible cause:

(1 mark)

- |                          |   |                                      |
|--------------------------|---|--------------------------------------|
| <input type="checkbox"/> | A | Ingrown hairs present.               |
| <input type="checkbox"/> | B | Insufficient tension on the skin.    |
| <input type="checkbox"/> | C | Shaving against the hair growth.     |
| <input type="checkbox"/> | D | The use of a new razor.              |
| <input type="checkbox"/> | E | Too much lather applied to the skin. |

**Total for Question 6 = 1 mark**

**TOTAL FOR SECTION A = 13 MARKS**

**SECTION B – 10 Marks**

Answer ALL questions. Write your answers in the spaces provided.

Andrew has hair classification of 1b with medium texture and density hair. Due to his busy lifestyle, Andrew had not had his hair cut for over 6 months. Andrew provided the barber with an image of how he would like his hair cut and styled see **Figure 1**.

**Figure 1**





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**Total for Question 7 = 10 marks**

**TOTAL FOR SECTION B = 10 MARKS**

**TOTAL FOR PAPER = 23 MARKS**

**END OF EXAM**

## HB3D2/HB3ED2 - Marking Guide

### Section A

Simon has noticed that he has developed small yellow spots in his beard. It is starting to cause an irritation and it is beginning to look inflamed.

**Q1 (a) Identify the condition being described.**

UHB148M L02	Answer	Total marks
	<ul style="list-style-type: none"> <li>1 mark awarded for identifying folliculitis.</li> </ul>	1 mark

Simon has noticed that he has developed small yellow spots in his beard. It is starting to cause an irritation and it is beginning to look inflamed.

**Q1 (b) Describe the cause of this condition and explain how to deal with this situation within a barbershop environment.**

UHB148M LO2	Answer	Total marks
	<ul style="list-style-type: none"> <li>1 mark awarded for - caused from a bacterial infection of the hair follicle.</li> <li>1 mark awarded for - folliculitis is infectious and therefore no service should be undertaken, advise medical treatment.</li> </ul>	2 marks

Yuri has not visited the barber's for a while and his hair and beard have grown completely out of shape. Yuri has requested that the barber restyles both his hair and beard. Yuri has a round face shape with hair classification 3c.		
Q2 (a) Discuss a suitable beard shape for Yuri and justify your reasons of choice.		
UHB130M LO2, LO5	Answer	Total marks
	<p><b>Award 1 mark</b> for suggestions of a partial beard such as a goatee or full beards - for example a King Edward to suit a rounded face shape.</p> <p><b>Award 2 marks for all of the above and</b> if learners suggest:</p> <ul style="list-style-type: none"> <li>beard shape to kept longer at the chin to make the face appear longer to compensate for the round face shape.</li> </ul> <p><b>Award 3 marks for all of above and</b> if learners explain why a beard shape should be kept longer:</p> <p><b>Example</b></p> <p>'For a round face shape, the beard shape should be kept longer at the chin to make the face appear longer and less round. If the beard was not kept longer the face shape would appear rounder'.</p> <p><b>Award 4 marks for all of the above and</b> if the learner justifies:</p> <ul style="list-style-type: none"> <li>avoidance of 'bushy' sideburns should be considered as this would widen the face.</li> <li>sides of the hair to be kept short (without width) as this would widen the face and the face would appear rounder.</li> <li>why other beard shapes should be avoided – for example a beard that is fuller at the sides and shorter at the chin as this would accentuate the round face shape.</li> </ul>	<b>4 marks</b>

Ren often suffers from excessively oily hair and has tried several different shampoos to solve this problem.		
Q3 (a) From the list of options, select the main cause of the Ren's problem.		
UHB132M LO2	Multiple Choice Question	Answer
A	Hair is being shampooed too often.	<b>Incorrect</b> answer because this is not the cause of the problem.
B	It is a genetic condition.	<b>Incorrect</b> answer because this is not the cause of the problem.
C	Overactive sebaceous gland.	<b>Correct</b> answer because if the sebaceous gland was overactive it would create more sebum which would make the hair become excessively oily.
D	Sweat gland is blocked.	<b>Incorrect</b> answer because this would not allow sebum to the hair to cause excessive oiliness.
E	Too much product being applied to the hair.	<b>Incorrect</b> answer because this would not be the cause of the problem, product can be shampooed from the hair.

Most correct answer

Least correct answer

C	A	E	D	B
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During consultation, Tim explained to the barber that he would like to have clippers used on his hair. Tim wanted his hair cut short but not so short that you could see the scalp. Tim has selected a grade 2 clipper attachment.		
Q4 (a) From the list of options, select the length of Tim's hair following the service.		
UHB132M LO3	Multiple Choice Question	Answer
A	4mm long	<b>Incorrect</b> answer because the correct length is 6mm.
B	6mm long	<b>Correct</b> answer because this is the length of a grade 2 clipper attachment.
C	8mm long	<b>Incorrect</b> answer because the correct length is 6mm.
D	9mm long	<b>Incorrect</b> answer because the correct length is 6mm.
E	10mm long	<b>Incorrect</b> answer because the correct length is 6mm.

Most correct answer

Least correct answer

B	A	C	D	E
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A beard must be softened prior to the shaving procedure. Softening of the beard is achieved through the application of hot towels and lather.		
Q5 (a) Discuss safe working practices that must be adhered to when using hot towels on a client.		
UHB148M LO3, LO4, LO5	Answer	Total marks
<p><b>1 mark awarded for</b> each suitable description of any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• <b>1 mark awarded for</b> - always use clean, fresh towels for each client.</li> <li>• <b>1 mark awarded for</b> - prepare and apply towels efficiently (the quicker the barber is at applying the towels, the more effective the towels are on the skin).</li> <li>• <b>1 mark awarded for</b> - avoid covering the client's nose - ensure the client can breathe.</li> <li>• <b>1 mark awarded for</b> - remove the last towel before it becomes too cold - lather should be applied to a warm face.</li> <li>• <b>1 mark awarded for</b> - always test the temperature of the towel before applying to the client's face to ensure that it is not too hot.</li> </ul> <p><b>(maximum – 3 marks)</b></p>		<b>3 marks</b>

Anish had visited the barber's for a wet shave. Once the barber had completed the service it became apparent that Anish had several cuts to his skin.

Q6 (a) From the list of options, select the possible cause.

UHB148M LO5	Multiple Choice Question	Answer
A	Ingrown hairs present.	<b>Incorrect</b> answer because this would cause hair follicles to become inflamed or the client to have bumpy skin.
B	Insufficient tension on the skin.	<b>Correct</b> answer because the skin has to be kept taut when performing a wet shave on a client.
C	Shaving against the hair growth.	<b>Incorrect</b> answer because this would cause a shaving rash and shaving can become painful.
D	The use of a new razor.	<b>Incorrect</b> answer because the use of a blunt razor would be a possible cause of cuts to the skin.
E	Too much lather applied to the skin.	<b>Incorrect</b> answer because this is not the cause of cuts to the skin.

Most correct answer

Least correct answer

B	C	A	D	E
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## Section B

Andrew has hair classification of 1b with medium texture and density hair. Due to his busy lifestyle, Andrew had not had his hair cut for over 6 months. Andrew provided the barber with an image of how he would like his hair cut and styled see Figure 1.

Q7 (a) Describe the growth pattern that is present in the front hair line in Figure 1.

UHB148M LO2, LO5 UHB132M LO2, LO3, LO5	Answer	Total marks
	<p><b>1 mark awarded for</b> identifying correct growth pattern in figure 1 - Widow's Peak</p> <p><b>1 mark awarded for</b> suitable description - the hair grows into a point at the front hairline. Care should be taken when cutting not to accentuate the look.</p>	<b>2 marks</b>
<p><b>Do not award marks for</b></p>	<ul style="list-style-type: none"> <li>Any other hair growth patterns</li> </ul>	

Andrew has hair classification of 1b with medium texture and density hair. Due to his busy lifestyle, Andrew had not had his hair cut for over 6 months. Andrew provided the barber with an image of how he would like his hair cut and styled see Figure 1.

Q7 (b) Discuss and justify how Andrew's desired look would be achieved.

UHB148M LO2, LO5 UHB132M LO2, LO3, LO5	Answer	Total marks

Discuss and justify how Andrew's desired look would be achieved.  
This must include the following:

- The cutting techniques that are used to achieve this finished look
- The styling and finishing products that could be used to finish and hold the style in place

**Award (1 - 2 marks)**

Learners have made reference to one cutting technique and one styling or finishing product with no or limited qualifying detail on uses and instructions.

**Award (2 – 4 marks)**

Learners have made reference to two or more cutting techniques and two products with some in-depth qualifying detail on techniques and products uses and instructions.

**Award (4 – 6 marks)**

Learners have made reference to 3 cutting techniques and included 3 or more products with extensive qualifying detail on uses and instructions.

**Award (6 – 8 marks)** – Learners have made reference to 3 cutting techniques and included 3 or more products with extensive qualifying detail on uses and instructions and then justified the use of products with reasons for suitability.

**Cutting Techniques**

**Clipper cut**

- Use at the back and sides to achieve the short lengths required.

**8 marks**

- Use a grade 2 or 3 to achieve the correct length.
- Worked up to just below the temple area and just above the occipital bone.
- Angled off to avoid creating a harsh lines.

#### **Scissor over comb**

- To blend in clipper line to top section.
- Hair is picked up with the scissors, comb placed into the hair at an angle to hold the section, hair is removed to desired length, sections worked until all hair is blended and any weight line removed.

#### **Club cutting**

- Used to remove length on top.
- Hair is held at a 90 degree angle in fingers.
- Working in section, remove desired length.

#### **Point cutting**

- Hair is held in fingers with the length of the hair visible.
- Scissors cuts into the ends of the hair, keeping it shallow to avoid removing too much hair.
- Will create an uneven and choppy finish.

#### **Products**

Learners should **select** and **justify** the products with reasoning of suitability to:

- Hair classification
- Hair texture and density
- Hair style created

Sample of styling products (learners can make reference to any products but must be suitable for the style created).

**Mousse** - strong hold as it dries it stiffens giving hair more lift and strength. Shake can, dispense mousse in hands and apply sparingly and in sections using hands or a comb, ensure product is evenly distributed.

**Wax** - enhances hair volume, shine, structure and texture. Dispense wax into hands and work into fingers, apply sparingly to hair ensuring product is worked in to avoid clumps in hair.

**Clay** - matte styling used for messy and casual hairstyles. Dispense clay into hands and work into fingers, apply sparingly to hair ensuring product is worked in to avoid clumps in hair.

**Gel spray** - ideal for short styles that require a firm hold, spray from a distance.

**Hairspray** - to hold a style in place, strong hold required - spray distance minimum of 10cm ensuring all hair is covered.

## Internal Sample Assessment Material



### Graded Synoptic Assessment – Assessor Pack

Qualification title	Level 3 Diploma in Barbering Level 3 Extended Diploma in Barbering
Qualification product code	HB3D2 HB3ED2
Graded synoptic assessment code	HB3D2.SYN HB3ED2.SYN
Units covered	UCO28M - Health and safety in the salon UHB139M - Hairdressing consultation UHB132M - Cutting hair using barbering techniques UHB130M - Creating facial hair shapes UHB148M - Shaving services UHB144M - Men's styling services
Series	Sample

### What is in this pack?

- Instructions for assessors
- Client requirements
- Marking pack

### Instructions for assessors

1. The purpose of the graded synoptic assessment is for learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification.
2. The graded synoptic assessment is set by VTCT and requires learners to carry out a complete commercial service in a real or realistic working environment on a real and unfamiliar client, thus simultaneously drawing together a range of skills and

knowledge, and using them in an integrated way. Learners will provide a complete barbering service, whilst taking into account unpredictable, client-centred variable factors, which will mirror commercial practice in industry.

3. The complete service must be completed in a commercially acceptable time frame. Learners are permitted up to a maximum of one hour to complete the service.
4. The Learner Pack details the services to be provided and includes a set of tasks, which specify the activities that need to be demonstrated.
5. Assessments must be conducted on real clients. It is the centres responsibility to source suitable clients. Learners must not be assessed on a client they have previously worked on – assessments on family members, friends and peers are strictly prohibited (see client requirements section for more information).
6. This graded synoptic assessment has been designed with employers and professional associations to reflect industry practice. It has also been informed by the experience and assets of WorldSkills International.
7. The information in this pack should be read in conjunction with the Learner Pack, the qualification specification and unit specification, in particular the assessment requirements and assessment guidance sections.
8. Centres should involve industry practitioners or employers in the synoptic assessment process.

#### Scheduling the graded synoptic assessment

9. VTCT sets the graded synoptic assessment, which is changed annually. It is the responsibility of the centre to internally assess and internally quality assure the assessment, which is subject to external verification by VTCT.
10. Learners must complete the graded synoptic assessment towards the end of their learning programme; this might be in the final term or last third of the qualification.
11. Assessments should be conducted only when learners are suitably prepared for assessment. Centres may determine the precise timing of graded synoptic assessments to suit local needs.
12. Centres must produce and maintain an assessment plan which includes the graded synoptic assessment. VTCT EQAs will arrange with centres to conduct quality assurance visits to observe graded synoptic assessments, to quality assure the consistency of assessment decisions and that learner work is to the required national standard. VTCT will also conduct random spot-checking of graded synoptic assessments.

#### Preparing for the graded synoptic assessment

13. Centres must identify clients for the graded synoptic assessment. Potential clients must meet the specified client characteristics.
14. It is the responsibility of the centre to meet with potential clients at the centre to establish suitability and to meet the health and safety requirements for chemical and/or product sensitivity testing.

15. Clients deemed suitable must be provided with the date and time they are required to attend the centre for the graded synoptic assessment.
16. Learners must carry out their assessment on a new client, that is, one not previously worked on.

### Conducting the graded synoptic assessment

17. *Time*: All services must be completed in a commercially acceptable time frame. Learners are permitted up to a maximum of one hour to complete the service. The exact time taken must be documented.
18. *Environment*: Assessments must take place in a real or realistic working environment on a real client.
19. *Resources*: Learners must be given access to the full range of products, tools and equipment required to carry out all services within the graded synoptic assessment.
20. *Supervision/Authenticity*: The assessment must be supervised at all times by an assessor.
21. *Collaboration*: Whilst learners can work in groups to practise and prepare for this assessment, the graded synoptic assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.
22. *Reflective discussion*: Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. VTCT will provide specific questions for assessors which cover justification and evaluation of learner choices and actions, and recommendations for future practices. Assessors must use these questions to conduct a reflective discussion with learners on completion of their practical assessment. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.
23. *Feedback*: Learners must not be provided with feedback throughout the assessment. The centre must not release results or provide feedback to learners until internal verification has taken place and the centre has had a recent EQA visit, and the grades awarded have been externally verified.

### Judging and grading the synoptic assessment

24. Learner performance must be internally assessed by centre staff.
25. The synoptic assessment is graded Fail, Pass, Merit or Distinction.
26. Assessors must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided. Judgement is made against specified characteristics that define the Pass, Merit and Distinction grades.

Assessors must not attempt to assign a grade to each and every task, instead they must weigh up the strengths and weaknesses of the service provided as a whole and decide on which grade best reflects the learners overall performance.

27. Assessors must use the marking grid to record assessment decisions which includes:

- the grade awarded
- justification for the grade awarded
- details of reference material or supporting evidence (i.e. consultation cards/records, photographs of the outcome etc)

#### Internal quality assurance of the graded synoptic assessment

28. Centres must ensure the internal quality assurance and quality control of all learner assessment including reliability, validity, fairness and authenticity.

29. It is the responsibility of the centre to ensure that rigorous internal standardisation has taken place to ensure:

- the correct procedures relating to the delivery of the graded synoptic assessment are administered
- the grading criteria and standard of evidence required by grade, is clearly understood
- assessment decisions taken by different assessors (across sites, where applicable) are consistent, fair and reliable

30. Once learners have completed the graded synoptic assessment and grades have been determined, centres must internally quality assure a suitable sample of learner work. As a minimum, centre sampling must meet all criteria, which includes:

- a minimum sample of 20 or the square root (whichever is the largest), for cohorts below 20, a 100% sample is required
- all assessors and internal verifiers, and all sites (where applicable).
- learner work at all grades, including learner work which has been given a Fail grade

31. Centres must ensure that assessors have:

- been consistent in their application of the grading criteria
- applied grading criteria fairly and consistently across all learners

Internal quality assurance outcomes for the graded synoptic assessment, including changes to learner grades must be recorded and made available to the EQA

#### External quality assurance of the graded synoptic assessment

32. The graded synoptic assessment is subject to external quality assurance by VTCT. EQAs will schedule visits to observe graded practical assessments.

33. On a centre visit an EQA will:

- verify that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
- check that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements

- review the quality of meaningful employer involvement
  - in line with VTCT's sampling strategy, sample learner work to verify that it is to the required standard for a given grade, this includes observation of graded synoptic assessments
  - review evidence of the activities that have been undertaken to standardise assessments
  - sample work and observe assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the IQA
34. Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre, so that external verification can take place.
35. Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.
36. Depending on their findings, the EQA may take different courses of action; including agreeing an improvement plan and timeline for improvement with the centre, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.
37. VTCT will conduct targeted and unannounced spot checks on centres. An EQA independent of the centre may visit a centre without prior notice to sample learner evidence, and observe graded synoptic assessments.
38. In addition to the two normal EQA visits per year, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of VTCT's formal quality assurance process. Spot checks are carried out by VTCT EQAs and will interrogate the delivery, assessment and internal quality assurance of the graded synoptic assessment.

The EQA conducting a spot check will:

- be independent of the centre
- ensure graded synoptic assessments are conducted appropriately and in line with VTCT procedures
- judge and grade learner performance in graded synoptic assessments alongside centre assessors to ensure the national standard is being achieved
- compare judgements between assessors to ensure grading criteria and characteristics are being consistently applied

VTCT will draw on centre assessment plans to conduct unannounced spot checks.

### Submitting grades for the graded synoptic assessment

39. The centre should submit learner grades to VTCT using Linx2Online on the VTCT website.

#### Retaking the graded synoptic assessment

40. *Retakes for learners who have failed* - Learners who fail to reach the required Pass standard in the graded synoptic assessment, are permitted ONE retake opportunity after feedback and appropriate tuition have taken place. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.
41. *Retakes for underperforming learners* - Learners who achieve the Pass standard or above but are deemed to have underperformed in the graded synoptic assessment, are permitted ONE retake opportunity. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.

Evidence of underperformance must be recorded and retained by centres. Evidence may include grades achieved by learners in other assessments which demonstrate comparative underperformance. This evidence must be made available for external quality assurance.

## Client requirements

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Centres must identify suitable clients for the graded synoptic assessment. Centres may ask learners to identify suitable clients.

Clients must meet all of the following requirements. Specifically, clients must:

- be male
- be 16 years or over
- have sufficient facial hair to trim/cut
- be willing to have a minimum of 3cm of hair removed
- be willing to have a visible change to the look of the existing haircut and finish
- be prepared for the service to be carried out by a learner unknown to them
- not have hairdressing or barbering knowledge or experience
- provide consent to participate

Potential clients must meet with centre staff who will establish suitability in relation to the specified client requirements, and health and safety requirements for chemical and/or product sensitivity testing.

## Marking pack

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Learner name:	
Date:	
Graded synoptic assessment code:	HB3D2.SYN HB3ED2.SYN
Series:	Sample
Theme:	Prepare a client for an important job interview by cutting and finishing hair into a new look and trimming/cutting facial hair
Assessor name:	

### Instructions

You (the assessor) must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided.

You must not attempt to assign a grade to each and every task, instead you must weigh up the strengths and weaknesses of the service provided as a whole and decide on which grade best reflects the learners overall performance. Grade characteristics must not be used as a tick list.

You are required justify the grade awarded.

### Support and guidance

Prior to conducting graded synoptic assessments, you are strongly encouraged to attend an 'Establishing the Standard' workshop hosted by VTCT, to explore best practice in conducting graded synoptic assessments and in particular, correctly using the grading rubric.

For more information, visit the VTCT website ([www.vtct.org.uk](http://www.vtct.org.uk)).

## Holistic grading rubric

Use the grading rubric below, to award the learner a grade for the synoptic assessment.

All or <b>most</b> of the characteristics must be achieved to award the given grade
Characteristics of a <b>Pass</b>
<p>The learner carried out a complete barbering service which satisfied the essential requirements of the client and mostly aligned with the consultation. The learner produced a cut and finish, and trimmed/cut facial hair using suitable methods and techniques, including compliance with health and safety and product specifications. The finished look was suitable for the client. The learner communicated with the client to check expectations, maintain positive personal contact and conclude the service to the client's satisfaction. The learner completed the service within the scheduled time, whilst maintaining a clean and tidy work area.</p> <p>The learner demonstrated sufficient knowledge and understanding throughout the assessment.</p> <p>The learner explained some aspects of the service, with reasons for the decisions taken and made suggestions for improvement to personal performance.</p>
Characteristics of a <b>Merit</b>
<p>The learner systematically carried out the agreed services which fully aligned with the consultation and employer expectations. The learner produced a cut and finish of equal quality to achieve a pleasing overall result. The learner used a range of techniques proficiently which were suitably tailored for the client. The learner used communication skills to establish and maintain a positive relationship with the client throughout. The learner maintained customer service, client comfort and confidence. The learner managed time, materials and equipment effectively whilst maintaining a safe working area. The learner discussed methods and products for future hair care, including the services and products available from the business. The learner demonstrated awareness of environmental sustainability with some eco-friendly measures employed.</p> <p>The learner demonstrated a broad and detailed knowledge and understanding throughout the assessment.</p> <p>The learner justified most aspects of the service given relative to the client's needs and wants, with reasons for the decisions and actions taken. The learner identified key strengths, weaknesses and opportunities for improvement.</p>
Characteristics of a <b>Distinction</b>
<p>The learner systematically and seamlessly integrated services, which fully aligned with the consultation and exceeded employer expectations. The learner produced a result that demonstrated equal mastery in cut and finish, which delighted the client. The learner used a range of techniques with a high degree of skill, confidence, flow and fluidity that were suitably tailored for the client. The learner achieved a finish that demonstrated mastery, creativity and innovation. The learner used a communication strategy that was courteous, considerate and attuned to the clients responses, which established a positive relationship with the client throughout. The learner provided a high degree of customer service and actively sought opportunities to make the client feel special. The learner managed time, the work area, equipment and materials for optimal safety, efficiency and effectiveness. The learner used strategies to provide advice and guidance, and promote and sell products and services, discussing the relative advantages and disadvantages of future options; demonstrating a strong commercial focus. The learner demonstrated commitment to environmental sustainability employing eco-friendly measures throughout.</p> <p>The learner demonstrated a broad and comprehensive knowledge and understanding throughout the assessment.</p> <p>The learner reflected upon and justified all aspects of the service, covering the options available, and the reasons for the decisions and actions taken. The learner explained strengths and</p>

weaknesses, the benefit to the barbershop, and identified opportunities for improvement; supported by clear, self-planned actions to improve further.

**Grading decision**

Duration of  
assessment:

Grade  
awarded:

Justification  
for grade  
awarded:

Reference  
material /  
supporting  
evidence:

Assessor  
name:

IQA name:

## Graded Synoptic Assessment – Learner Pack

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Qualification title	Level 3 Diploma in Barbering Level 3 Extended Diploma in Barbering
Qualification product code	HB3D2 HB3ED2
Graded synoptic assessment code	HB3D2.SYN HB3ED2.SYN
Series	Sample

### What is in this pack?

- Instructions for learners
- Assessment brief

### Instructions for learners

1. This graded synoptic assessment requires you to complete a commercial service on a new client to industry standard, in a commercially acceptable time frame. You have up to a maximum of one hour to complete the service.
2. You are required to demonstrate knowledge, understanding and skills from across a range of mandatory units.
3. You will have access to the full range of products, tools and equipment required to carry out services.
4. You will be supervised by your assessor at all times.
5. You must not communicate or collaborate with your peers at any time throughout the assessment.
6. At the end of your assessment, your assessor will ask you a number of structured questions. You will be required to justify and evaluate your choices and use of products, tools, equipment and techniques used throughout the service.

7. Your assessor will make an overall judgement of your performance and will award you with a grade of Fail, Pass, Merit or Distinction. You will not be issued with your grade until a later time. This assessment is worth 20% of your overall qualification grade.
8. The assessment brief section details the theme of the service and the tasks you are required to undertake.

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

## Assessment brief

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### 1. Service to be provided

You must **prepare your client for an important job interview by cutting and finishing hair into a new look and trimming/cutting facial hair**

### 2. What you must do

When carrying out your service you must:

- carry out all of the tasks detailed in this assessment brief
- bring about a visible change to the look of the existing haircut, finish and facial hair
- remove a minimum of 3cm of hair
- complete the service in a commercially acceptable time frame

At the end of the assessment, you will be required to justify and evaluate all aspects of your service, identifying opportunities for improvement. This will take the form of a reflective discussion.

### 3. Time

You must complete the service in a commercially acceptable time frame. You have up to a maximum of one hour to complete the service.

## 4. Tasks

Throughout your service you must complete all tasks in the table below.

Tasks		Links to units and learning outcomes
1	Observe health and safety practices throughout the service	UCO28M (LO1,2,3)
2	Meet and consult with the client and agree the finished style	UHB139M (LO1,2,3,4,5) UHB144M (LO1,2)
3	Plan and prepare for agreed services, to include self, client and work area	UHB139M (LO2,4) UHB132M (LO1,4) UHB130M (LO1,4) UHB144M (LO1,4)
4	Follow your plan to provide a cutting and facial hair trimming service	UHB139M (LO5) UHB132M (LO2,3,5) UHB130M (LO2,3,5) UHB144M (LO2,3,5)
5	Enhance the haircut with the agreed finish	UHB132M (LO3,5) UHB130M (LO3,5) UHB144M (LO3,5)
6	Provide aftercare advice and recommendations	UHB132M (LO5) UHB130M (LO5) UHB144M (LO5) UHB139M (LO2,5)
7	Complete post-service maintenance and maintain client records	UHB132M (LO5) UHB130M (LO5) UHB144M (LO5) UHB139M (LO2,5)
At the end of your assessment you will be required to justify and evaluate all aspects of your service.		