



**VTCT**

# Chief Examiner Report

Technical Level Qualifications

Level 3

Hairdressing and Barbering

Autumn 2017 Series

Version 1



ASSESSMENT  
GROUP



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## Introduction

This report has been prepared by the Chief Examiner. Centres are advised to use the report to support teaching and assessment. We advise that centres use this document when preparing learners for assessments.

### HB3D1.HB3ED1 - Level 3 Diploma/Extended Diploma in Hairdressing

#### Paper 1

Learners demonstrated a thorough understanding of the various hair and scalp conditions, the influencing factors and how these may impact on future hairdressing services. However, centres should expand the learner's understanding of the specialist services and the different referral pathways available.

Learner's knowledge was consistently demonstrated with regards to the selection of the correct tools, types of equipment and products used whilst working with different hair types and classifications.

Learners were able to establish the responsibilities and obligations of the numerous pieces of legislation and regulations. However, centres need to reinforce the learner's understanding of the requirements for carrying out risk assessments within a hairdressing salon.

Learners were often unable to demonstrate their understanding of the term 'hygroscopic' and also lacked knowledge of the physical changes that take place within the hair structure during the blow-drying process.

Evidence suggests that further support is required for a minority of learners to fully understand the question content and question requirements before recording their responses. Centres need to fully prepare learners for external examinations, developing their individual knowledge and understanding of the command verbs that are being used within the question stems.

#### Paper 2

Learners were able to demonstrate a sound knowledge of the effect that the various colouring products have on the hair structure and the chemical changes that take place. A minority of learners lacked knowledge of the principles of colour and the purpose of using the International Colour Code. Centres should also strengthen the learner's knowledge of how to neutralise unwanted colour tones in the hair.

Learners were inconsistent when applying their knowledge of the selection of the correct tools, different types of equipment and products used to achieve certain looks whilst working with different hair types and classifications.

Learners should be able to identify various problems and how these may affect future services. Learner's understanding requires development of how resistant hair may affect future services and the selection of product choice.

Evidence suggests further support is required for some learners to fully understand the requirements of the question and its content before recording their responses.

### HB3D2.HB3ED2 - Level 3 Diploma/Extended Diploma in Barbering

#### Paper 2

Learners demonstrated a good understanding of the selection of the correct tools, equipment and products required whilst working with different hair types and classifications. Learners were familiar with the different processes when creating different moustache shapes and the steps to take when re-designing facial hair.

Learners demonstrated sound knowledge of the influencing factors and the impact that these may have on future services. Learners gave comprehensive answers of the implications for the barber when not following the correct procedures.

Centres should reinforce the learner's understanding of how the density of hair can influence the shaving service and furthermore the reasons for the use of hot and cold towels during the shaving service.

For a minority of learners, further support is required to fully understand the question content and question requirements before recording their responses. Centres need to fully prepare learners for external examinations, developing their individual knowledge and understanding of the command verbs that are being used within the question stems.

## Academic Recommendations

Centres need to prepare learners for external examinations, building their individual knowledge and understanding of the command verbs that are being asked within the question stems.

The majority of learners were not demonstrating an understanding of how to *explain*, how to *describe* and how to *outline* when answering questions. This affected the marks awarded to a learner and the overall grade awarded. A bullet pointed list is not sufficient to cover the requirements of an explanation or a description. A minority of learners used examples that were provided within the question vignette itself, which resulted in marks not being awarded.

Centres should reinforce the importance of the vignette and question stem in each question, as not all information was taken into consideration when responding to questions.