



VTCT

Chief Examiner Report

AM20530 - VTCT Level 2 Certificate in Hairdressing
and Beauty Therapy (VRQ)

Autumn 2018 Series

Version 1.0

Contents

Introduction	3
UV21578 – Understanding the hair and beauty sector	3
UV21579 – Hair and beauty research project	3
UV21580 – Enterprise in the hair and beauty sector	3
UV21581 – Marketing hair and beauty products and services.....	4
UV21582 – Hair and beauty science	4
UV21583 – Responding to a hair and beauty design brief.....	4
Academic Recommendations.....	6

Introduction

This report has been prepared by the Principal Examiner, Principal Moderator and 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.

UV21578 – Understanding the hair and beauty sector

The achievement data for the UV21578 *Understanding the hair and beauty sector* unit in the Autumn 2018 assessment series was 61%.

Learners demonstrated a good understanding of the treatments and services that are available in the hair and beauty sector.

Learners were able to demonstrate their understanding of the types of qualifications that can be studied within different training establishments.

Centres should strengthen the learner's understanding of how the hair and beauty sector supports and works alongside other industries. Centres are advised to support the learners to understand the types of businesses that fall into the category of related industries. Centres should also strengthen the learner's understanding of the job opportunities that are available in the industries related to the hair and beauty sector.

Centres are advised to strengthen the learner's knowledge of the services that professional organisations offer, and the role that they play within the hair and beauty sector.

Centres should also strengthen the learners knowledge of the key consumer and retail legislation that is related to the hair and beauty sector.

Learners demonstrated a good understanding of the importance of personal hygiene and the PPE requirements when working within the hair and beauty sector. However, centres should strengthen the learner's knowledge of the necessary skills and attributes that are required to work within the hair and beauty sector.

All of the learners would benefit from clarification of the requirements of the command verbs used in examination questions to ensure that their responses reflect the level of detail required for the command verbs used within the question stem.

UV21579 – Hair and beauty research project

The achievement data for the UV21579 *Hair and beauty research project* unit in the Autumn 2018 assessment series was 91%.

Learners were able to provide examples of the types of research projects that could be undertaken on the topics highlighted in the task requirements and learners were able to explore the factors that have to be considered when planning a research project. However, centres should strengthen the learner's understanding of the reasons why these should be considered in order to meet the Distinction criteria.

The majority of learners were able to effectively produce a research proposal for their chosen topic. However, a minority of learners did not include all of the required elements for the research proposal.

Learners were able to present their research findings on the "safety of hair services and beauty treatments" in a well-structured format.

Learners were able to reflect on the reliability, relevance and quality of their chosen research methods and sources. However, learners did not always provide full descriptions of the reliability, relevance and quality of their sources in order to meet the requirements of the Merit criteria.

Centres should ensure that learners demonstrate a sound understanding regarding the use of grade descriptors. Centres are advised to refer to the VTCT Examinations Resource for Teachers and Assessors – Command Verb document, which gives guidance of the verbs used within the grade descriptors.

UV21580 – Enterprise in the hair and beauty sector

The achievement data for the UV21580 *Enterprise in the hair and beauty sector* unit in the Autumn 2018 assessment series was 97%.

Learners were able to explore the key features of entrepreneurship in the hair and beauty industry, and how the development of new products and services contributes to an increase in profits for businesses within the sector.

Learners explored real examples of hair and beauty entrepreneurs, and were able to explain the positive impact of the entrepreneurs on the hair and beauty industry, society and the economy.

Learners successfully carried out research into the hair and beauty market, and explored the current and emerging trends. From their research, learners were able to provide ideas for new or improved products or services.

Learners were able to produce business plans for their new or improved product or service, and were able to justify how the business plan would help to ensure the success of the business idea.

UV21581 – Marketing hair and beauty products and services

The achievement data for the UV21581 *Marketing hair and beauty products and services* unit in the Autumn 2018 assessment series was 80%.

Learners were able to demonstrate an understanding of the theories of marketing, and the key marketing terminology relating to the hair and beauty sector.

Learners were able to explore the factors that can affect the marketing activities of hair and beauty businesses. Learners were also able to explain how these factors impacted on a specific hair and beauty business.

Learners were able to outline the range of products, equipment and services that are used in the hair and beauty industry.

The majority of learners were able to explore the marketing techniques of their chosen hair and beauty business. The learners were also able to analyse the strengths and weakness of the businesses' chosen marketing techniques and provide recommendations for improvement.

The majority of learners were able to select a product or service of their choice to promote and produce a marketing plan.

The majority of learners were able to produce promotional material to support their marketing plan.

UV21582 – Hair and beauty science

The achievement data for the UV21582 *Hair and beauty science* unit in the Autumn 2018 assessment series was 96%.

Learners were able to demonstrate an understanding of the overall effects that individual products have on the hair and/or skin to meet the Pass criteria. However, not all of the learners provided a description of the function and the effect that the individual ingredients have on the hair and/or skin to meet the requirements to achieve a Merit.

The learners demonstrated that they were able to state the different components of the hair and skin structure to achieve the Pass criteria. A minority of learners were not able to provide a sufficient description to achieve a Merit.

Learners were able to state the main characteristics of skin and hair types to achieve the Pass criteria. A minority of learners did not provide a sufficient description to achieve the Merit criteria, particularly whilst describing the characteristics of the different hair and skin types.

Learners composed a wide range of product formulations, making specific links to the ingredients used, and the desired effects on the hair and/or skin to achieve the Pass criteria. The majority of learners were able to demonstrate knowledge and understanding of the benefits to the hair and skin when using different ingredients, and were able to justify their product formulation to achieve the Distinction criteria.

Centres should ensure that learners demonstrate a sound understanding regarding the use of grade descriptors. Centres are advised to refer to the VTCT Examinations Resource for Teachers – Command Verb document, which gives guidance of the verbs used within the grade descriptors.

UV21583 – Responding to a hair and beauty design brief

The achievement data for the UV21583 *Responding to a hair and beauty design brief* unit in the Autumn 2018 assessment series was 94%.

The majority of learners were able to successfully outline the required design briefs, the key factors and describe the importance of analysing the briefs prior to developing the design ideas.

Learners were able to use appropriate sources to carry out effective research to inform their design ideas and outline their relevance, quality and reliability. A minority of learners did not evaluate the strengths and weaknesses of their sources used, and instead linked these requirements to their design idea for the Distinction criteria.

The majority of learners demonstrated excellent creativity and innovation when presenting their design idea for an event of their choice. The majority of learners provided a sound justification of the different elements for their presentation to enable the Distinction criteria to be achieved.

Learners were able to outline the reasons for their choice of design idea.

Centres should ensure that learners demonstrate a sound understanding regarding the use of grade descriptors. Centres are advised to refer to the VTCT Examinations Resource for Teachers – Command Verb document, which gives guidance of the verbs used within the grade descriptors.

Academic Recommendations

- Centres who have learners completing the examinations on paper, are advised to reinforce the importance of the learners ensuring that their responses to the questions are legible and clear.
- All centres are required to ensure that they are using the correct assignment briefs for each academic year.

The 2018-2019 assignment briefs are available in the secure Linx2Achieve area on the VTCT website.

From January 2019, VTCT will not accept any resubmissions using the 2017-2018 assignment briefs.

- VTCT has published a new and updated *Examinations Resource for Teachers and Assessors – Command Verb* document. This resource has been revised in order to incorporate the command verbs used within the new style external examination.

The *Examinations Resource for Teachers and Assessors* document has been created as a tool to help teachers and assessors prepare their learners for the external examination. It will help to differentiate between the requirements of the command verbs in the short response and extended response questions. It can also be used for the command verbs in the Pass, Merit and Distinction grade descriptors of the internal assignment briefs.

VTCT strongly advises all staff involved with the delivery and assessment of this qualification to familiarise themselves with this document. The link to the “Examinations Resource for Teachers and Assessors” can be found below:

[Examinations Resource for Teachers and Assessors](#)

- Centres are required to ensure that all of the work that is uploaded is clearly labelled with the learner’s name, the unit code/title and the task. Any image or scanned handwritten work that is included in the submission must be legible. It is the centre’s responsibility to ensure that all of the evidence is uploaded for each individual learner.
- **Centres are required to ensure that any research completed by the learner is referenced clearly, and that the learner has demonstrated their knowledge and understanding of the subject in their own words.**
- All learners must have evidence of their own individual work for their assignment brief. VTCT cannot accept or award individual marks for learners when they have not produced it independently.
- Centres should ensure they follow the VTCT guidelines on marking and internally moderating the assignment briefs on the XAMs system.