



**VTCT**

# Chief Examiner Report

Technical Award

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

Autumn 2019 Series

Version 1

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## Introduction

This report has been prepared by the Principal Examiner, Principal Moderators 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

Learners demonstrated a good knowledge of the hair and beauty career options and the links with other industries. However, centres should strengthen the learner's knowledge of the different job roles available in industries related to the hair and beauty sector.

Learners demonstrated a good understanding of the treatments and services available in the hair and beauty sector and the purpose of common make-up and hair products. Centres are advised to strengthen the learner's knowledge of terminology related to professional products.

Centres should strengthen the learner's understanding of the contribution that the hair and beauty sector makes to the UK economy.

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

Learners were able to demonstrate their knowledge of the education and training pathways and their understanding of the skills and attributes required to work within the hair and beauty industry.

Learners were able to demonstrate their knowledge of the key principles of health, safety and hygiene. However, centres should strengthen the learner's understanding of the key consumer and retail legislation.

All 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 centres whose learners are completing the exams on paper, centres must reinforce the importance of the learners ensuring that their responses to the questions are legible and clear.

### UV21579 – Hair and beauty research project

The majority of learners were able to provide examples of the types of research projects that could be undertaken on the topics highlighted in the task requirements. Learners were able to explore the factors that need to be considered when planning a research project. However, learners did not always provide descriptions of the importance of each of these factors to meet the requirements of the command verb for the Merit 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 the required elements. Centres should advise learners that the timeline is to support effective time management when planning their research project and should include a reference to time.

Learners were able to present their research findings on the effectiveness of products or services in the hair or beauty sector in a well-structured format. However, learners did not always provide a full explanation of their research findings to meet the requirements of the command verb for the Merit criteria. A minority of learners did not include all of the required elements when evaluating their research project to meet 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 and Assessors – Command Verb document, which gives guidance of the verbs used within the grade descriptors.

### UV21580 – Enterprise in the hair and beauty sector

Learners were able to explore the key features of entrepreneurship and how the development of new products and services improves business performance within the hair and beauty industry.

Learners were successful in carrying out research into the hair and beauty market and exploring the current and emerging trends. From the research, learners were able to provide ideas for new or improved products or services.

Learners were able to justify their product or service idea and analyse their research findings from a range of sources for the Distinction criteria.

The majority of learners were able to produce business plans for their new or improved product or service. A minority of learners did not include all of the required elements to meet the Pass 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.

## UV21581 – Marketing hair and beauty products and services

Learners were able to demonstrate an understanding of the principles of marketing used by the hair and beauty industry. However, a minority of learners did not relate the principles of marketing to the hair and beauty sector or give a full description to meet the requirements of the command verb for the Merit criteria.

Learners were able to demonstrate an understanding of the key terminology used within marketing. However, a minority of learners did not state why marketing is an important tool for the business which prevented them from achieving the Pass criteria. A minority of learners did not relate the key marketing terminology to the hair and beauty sector for the Merit criteria, or describe the positive effects that marketing has on the business and its customers. Learners did not always meet the requirement of the command verb for the Distinction criteria.

The majority of learners were able to explore the factors which influence marketing activities of hair and beauty businesses.

Learners were able to outline the range of products, equipment and services used in the hair and beauty industry. A number of learners did not discuss the marketing mix with specific reference to the hair and beauty sector, and not all learners met the demands of the command verb which prevented them from achieving the Pass criteria.

The majority of learners were able to explore the marketing techniques of their chosen hair and beauty business. However, the evidence produced lacked information on the types of products and services promoted by the business.

Learners were able to select a product or service of their choice to promote and produce a business plan. Learners were also able to produce promotional material to support the planned activity. However, not all of the learners provided an explanation of how the activity and materials would meet the needs of the target market and achieve the objectives for the Merit criteria. A minority of learners did not fully explain the potential limitations of both their promotional activity and their promotional materials for 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 and Assessors – Command Verb document, which gives guidance of the verbs used within the grade descriptors.

## UV21582 – Hair and beauty science

The majority of learners were able to demonstrate their understanding of the properties of ingredients found within hair and beauty products. However, a number of learners could not differentiate between the properties of ingredients and the effects of ingredients found within hair and beauty products. The majority of learners provided a sufficient description of the function and effects of ingredients to meet the Merit criteria. A number of learners did not provide a sufficient evaluation of the chemical composition of hair and beauty products and how the ingredients combine together to meet the Distinction criteria.

The majority of learners demonstrated sound knowledge of the different components of the skin and hair structure and the different hair and skin types to achieve the Pass criteria. The majority of learners were able to describe the different components of the hair and skin structures and the main characteristics of the different hair and skin types to achieve the Merit criteria. Not all learners provided a sufficient explanation of how factors affect the hair and skin to meet the requirements of the Distinction criteria.

Learners composed a wide range of hair and beauty product formulations, making specific links to ingredients used and the desired effects on the hair and/or skin to achieve the Pass 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.

### UV21583 – Responding to a hair and beauty design brief

Learners were able to successfully outline the required design briefs, the key factors and describe the importance of analysing briefs prior to developing design ideas. Learners were also able to analyse the key features of hair and beauty design briefs to meet the Distinction criteria.

Learners were able to use appropriate sources to carry out effective research to inform their design ideas. Learners were also able to outline the relevance, reliability and quality of the sources used for their research.

Learners demonstrated creativity and innovation when presenting their commercial design brief for a 1960s themed magazine cover and were able to describe how their presentation met the hair and beauty design brief. Learners made sound recommendations for future presentations of design ideas to enable the Distinction criteria to be achieved.

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.

### Academic Recommendations

- All centres must ensure they are using the correct assignment briefs for each academic year. The 2019-2020 assignment briefs are available under the secure Linx2Achieve area on the VTCT website.  
VTCT will not accept any resubmissions using the 2018-2019 assignment briefs in the 2019-2020 academic year.
- VTCT has prepared new standardisation webinars to support the delivery and assessment of this qualification. These webinars have been designed to be used for standardisation purposes within centres, to support teachers and assessors with the internal marking and moderation process.  
The standardisation webinars have been published and are now available in the secure Linx2Achieve area on the VTCT website.
- VTCT has published an updated document “Resource for Teachers – Understanding Verbs Used in P/M/D Grade Descriptors” to support the assessment of the assignments for this qualification and the external examination paper. This document provides guidance on the expected standard for each grade descriptor.  
VTCT strongly advise all staff involved with the delivery and assessment of this qualification to familiarise themselves with this document. The link to the “Resource for Teachers” can be found below:  
<http://qualifications.vtct.org.uk/finder/qualfinder/7Command%20Verbs%20Resource/AM20530.pdf>
- Centres should ensure that all work uploaded is clearly labelled with the learner’s name, unit and the task. All of the images and scanned handwritten work 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 clearly referenced and that the learner has demonstrated their knowledge and understanding of the subject in their own words.**
- All learners are required to have individual evidence for their assignment brief. VTCT cannot accept or award individual marks for learners when they have not produced the work independently.
- Centres should ensure that they follow the VTCT guidelines on marking and internally moderating the assignment briefs on the Linx2Achieve e-testing system.

## Document History

Version	Issue Date	Changes	Role
1	21.11.19	Document created	Subject Matter Expert - Assessment