# Chief Examiner Report

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

Summer 2018 Series

Version 1

## Contents

## 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 Summer 2018 series had a total of 1249 learners undertake the external examination.

Learners demonstrated a good knowledge of the hair and beauty job roles that are employed in the related industries.

Centres should strengthen the learner's understanding of the job opportunities available in the 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 products. Centres are advised to strengthen the learner's knowledge of the types of hair products that are available.

Centres should strengthen the learner's understanding of how the hair and beauty sector supports and works alongside other industries. Centres should support the learner's understanding of the businesses that fall into the category of related industries.

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 services that professional organisations offer, and the role that they play within the hair and beauty sector.

Centres should strengthen the learner's understanding of the training and education pathways, and the career progression levels within the hair and beauty sector.

Centres should also strengthen the learner's knowledge of the key principles of health, safety and hygiene.

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 the command verbs used within the question stem.

## UV21579 – Hair and beauty research project

The Summer 2018 series had a total of 1501 learners enter for the Hair and beauty research project. The achievement data for the UV21579 unit was 80%.

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 centres should strengthen the learner's understanding of why these reasons should be considered. In some cases, learners only gave examples of research projects that they had a personal interest in and did not outline the importance of the factors that should be considered when planning a research project.

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. Centres should advise learners that the timeline is to support effective time management when planning their research project, and that it should be completed before starting the project and not after the project is completed.

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 to meet the requirements of the command verb.

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

## UV21580 – Enterprise in the hair and beauty sector

The Summer 2018 series had a total of 229 learners enter the Enterprise in the hair and beauty sector. The achievement data for the UV21580 unit was 82%.

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, however, the learners did not always fully explain the impact of the entrepreneurs on the hair and beauty industry, society and the economy.

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. Centres should strengthen the learner's understanding on how to compare the feasibility of their ideas to meet the Merit grade descriptor.

Learners were able to produce business plans for their new or improved product or service. However, centres should strengthen the learner's understanding of the detail required to meet the demands of the command verbs used within the grade descriptors. Centres are advised to refer to the VTCT Resource for Teachers – command verb document, which gives guidance of the verbs used within the grade descriptors.

## UV21581 – Marketing hair and beauty products and services

The Summer 2018 series had a total of 455 learners enter the Marketing hair and beauty products and services. The achievement data for the UV21581 unit was 70%.

Learners were able to demonstrate an understanding of the theories of marketing and the key marketing terminology used by the hair and beauty industry. 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. Learners did not always relate the key marketing terminology to the hair and beauty sector for the Merit criteria.

Learners were able to explore the factors which affect the marketing activities of hair and beauty businesses. However, learners did not always fully explain how these factors have impacted on a specific hair and beauty business for the Distinction criteria.

Learners did not fully outline the range of products, equipment and services which prevented them from meeting the Pass grade descriptor requirements. A minority of learners did not provide any information on the products, equipment and services selected.

Centres and learners should ensure that they refer to the specific requirements outlined in the assignment brief when producing evidence for each task.

Learners were able to explore the marketing techniques of their chosen hair and beauty business. The learners were successful in analysing the strengths and weakness of the businesses' chosen marketing techniques and providing recommendations of improvement. However, the evidence produced lacked information on how the businesses used the features and benefits of their products and services in their marketing techniques.

Learners were able to select a product or service of their choice to promote and produce a business plan. However, the promotional material produced did not always support the planned activity.

## UV21582 – Hair and beauty science

The Summer 2018 series had a total of 1225 learners enter the Hair and beauty science assignment. The achievement data for the UV21582 unit was 75%.

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 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 sound knowledge when stating the different components of the hair and the skin structure when achieving the Pass criteria. A number of learners did not provide a sufficient description to achieve a Merit.

Centres should strengthen the learner's knowledge of the characteristics of different hair and skin types, as a small number of learners referred to the individual causes of hair and skin types, and not the characteristics. A number of learners did not provide a sufficient description to achieve the Merit grade descriptor, particularly whilst describing the characteristics of the different hair and skin types.

Learners composed a wide range of product formulations, making specific links to 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 grade descriptor.

Centres should ensure that learners demonstrate a sound understanding regarding the use of grade descriptors. Centres are advised to refer to the VTCT 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 Summer 2018 series had a total of 1326 learners enter the Responding to a hair and beauty design brief assignment. The achievement data for the UV21583 unit was 87%.

The majority of 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. However, a minority of learners did not provide links to the hair and beauty industry when covering this criteria.

Learners were able to use appropriate sources to carry out effective research to inform their design ideas, however, centres should ensure that learners are able to collate the information gathered. A minority of learners did not include the relevance, quality and reliability of the sources used for their research and instead linked these requirements to their design idea. 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. A sound justification of the different elements for their presentation was provided by most learners to enable the Distinction grade descriptor 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 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 document "Resource for Teachers – Understanding Verbs Used in P/M/D Grade Descriptors" to support the assessment of the assignments for this qualification. This document provides guidance on the expected standard for each grade descriptor. VTCT strongly advises 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 are required to ensure that all work uploaded is clearly labelled with the learner's name, the unit code/title and the task. Any images or scanned handwritten work that is included in the submission must be legible. It is the centre's responsibility to ensure that all 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 must have individual evidence 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.