



**VTCT**

# Chief Examiner Report

Technical Level Qualifications

Level 3

Hairdressing and Barbering

Winter 2018 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

The achievement data of the external examination for the Winter 2018 assessment series was 81%.

Learners demonstrated a thorough understanding of the legislative regulations and health and safety requirements within the hairdressing industry. Learners were able to demonstrate their knowledge of the effects of sterilisation and disinfection, sterilisation methods and the negative impacts on a business.

The majority of learners were able to effectively explain the negativity and positivity of various consultation tests and the impact that the results may have on future services.

A broad understanding was evident within learner responses when different scenarios were presented about several combinations of different tools, equipment and products used on various hair types to achieve different finished looks. However, centres need to reinforce the learner's understanding of the range of generic styling and finishing products used on the hair. Learners often referred to individual products by their brand or manufacturer name, which would differ for each centre.

Centres should reinforce the learner's understanding of the purpose of a risk assessment, what is included within a risk assessment and how they are performed within a hairdressing salon.

Centres should develop the learner's understanding of the preparation required for different hairdressing services and the specific referral pathways for the various hair and skin conditions or disorders.

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

Centres should reinforce to learners the importance of ensuring that their responses contain enough detail to meet the demand of the command verbs used within the question stem. For example, learners were not always able to provide descriptions or explanations within their responses.

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

#### Paper 1

The achievement data of the external examination for the Winter 2018 assessment series was 53%.

Learners demonstrated a thorough understanding of the legislative regulations and health and safety requirements within the barbering industry, and were able to describe the different sterilisation methods available.

Learners demonstrated a good understanding of the influencing factors when creating different looks, however, centres need to strengthen the learner's understanding with regards to any factors that may prevent or restrict different barbering services.

The majority of learners were able to identify the cutting techniques and tools required when creating different styles in the hair, however, learners often did not meet the demand of the command verb with their response. For example, learners were not always able to provide descriptions or explanations within their responses.

Centres should strengthen the learner's understanding of the anatomy and physiology of the hair and skin, and in particular the functions of the different components within the hair and skin structure.

Centres should develop the learner's understanding of the preparation for different barbering services and the specific referral pathway for the various hair and skin conditions or disorders.

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.

## 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.

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