



VTCT

Chief Examiner Report

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

Winter 2019 Series

Version 1.0

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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

There were a total of 1422 learners that took the external examination for the *Understanding the hair and beauty sector* unit in the Winter 2019 assessment series.

Learners demonstrated a good knowledge of the different types of hair and beauty businesses and the hair and beauty career options.

Learners demonstrated a good understanding of the treatments and services available in the hair and beauty sector and the purpose of common skin care products. However, centres should strengthen the learner's knowledge of the types of hair products used in the industry.

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

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

Learners were able to demonstrate their knowledge on the types of business ownership and their understanding of the skills and attributes required to work within the hair and beauty industry.

Centres should strengthen the learner's knowledge of the trade and professional organisations 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, including the provision and types of qualifications available in each training provider.

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

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 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

There were a total of 814 learners that entered the *UV21579 Hair and beauty research project* unit in the Winter 2019 assessment series.

The majority of learners were able to provide examples of 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 full 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 of 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.

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

There were a total of 107 learners entered for the UV21580 *Enterprise in the hair and beauty sector* unit in the Winter 2019 assessment series.

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. Centres should strengthen the learner's understanding on how to compare their research from different sources, and compare the feasibility of their ideas to meet the Merit grade descriptors.

The majority of learners were able to justify their product or service idea and analyse their research findings from a range of sources for the Distinction criteria. However, some learners did not give a sufficient justification or explanation to meet the requirements of the command verbs for the Distinction criteria.

Learners were able to produce business plans for their new or improved product or service.

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

There were a total of 214 learners entered for the UV21581 *Marketing hair and beauty products and services* unit in the Winter 2019 assessment series.

Learners were able to demonstrate an understanding of the principles of marketing used by the hair and beauty industry. However, some learners did not 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 number 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 which prevented them from achieving the Pass criteria.

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 number of learners did not fully explain the potential limitations of their promotional activity and materials for the Distinction criteria.

UV21582 – Hair and beauty science

There were a total of 748 learners entered for the UV21582 *Hair and beauty science* unit in the Winter 2019 assessment series.

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. Not all of the 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 learners demonstrated sound knowledge of the different components of the skin structure when achieving the Pass criteria. Centres should strengthen the learner's knowledge of the different components of the hair structure. Learners were able to state the main characteristics of the different hair and skin types to achieve the Pass criteria. A number of learners did not provide a sufficient description of the different components of the hair and skin structures, and the main characteristics of the skin and hair types to achieve the Merit criteria. **Not all of the 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

There were a total of 297 learners entered for the UV21582 *Hair and beauty science* unit in the Winter 2019 assessment series.

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. Not all of the learners provided a sufficient analysis of 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, however, centres are required to ensure that the sources that the learners use are evidenced. The majority of learners were able to outline the relevance, reliability and quality of the sources used.

The majority of 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. The majority of 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 2018-2019 assignment briefs are available under the secure Linx2Achieve area on the VTCT website.
VTCT will not accept any resubmissions using the 2017-2018 assignment briefs in the 2018-2019 academic year.
- VTCT has published 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 can be accessed through 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 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.

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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. Each webinar incorporates evidence of learners work and standardisation activities that are linked to grade descriptors within the current 2018-19 assignment briefs. These standardisation activities will help to guide and support centres in the marking and moderation of learners work, giving clarification on task requirements and command verbs used.

The standardisation webinars can be accessed through a secure centre login on the ‘Linx2Achieve’ page of the website.