



VTCT

Chief Examiner Report

Technical Award

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

Winter 2020 Series

Version 1



ASSESSMENT
GROUP



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	4
UV21581 – Marketing hair and beauty products and services.....	4
UV21582 – Hair and beauty science	5
UV21583 – Responding to a hair and beauty design brief.....	5
Academic Recommendations.....	6

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 1599 learners that took the external examination for the *Understanding the hair and beauty sector* unit in the Winter 2020 assessment series.

Learners demonstrated a good understanding of the treatments and services available in the hair and beauty sector and the purpose of common skincare products.

Centres should strengthen the learners' knowledge of the different types of business ownership and the advantages and disadvantages of each one.

Centres are advised to strengthen the learners' knowledge of the different job roles available within industries related to the hair and beauty sector.

Centres should strengthen the learners' understanding of Gross Domestic Product and the support that the hair and beauty sector gives to other sectors and industries.

Centres are advised to strengthen the learners' 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 key principles of health, safety and hygiene.

Centres should strengthen their learners' understanding of the training and education pathways, including the provision and types of qualifications available in each training provider.

Centres are advised to strengthen the learners' knowledge of the skills and attributes required by industry professionals and their importance when working in the hair and beauty sector.

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

There were a total of 501 learners that entered the UV21579 *Hair and beauty research project* unit in the Winter 2020 assessment series.

Learners were able to provide examples of the types of research projects that could be undertaken on the topics highlighted in the task requirements.

The majority of learners were able to provide an outline of factors that must be considered before starting a research project. However, centres should strengthen the learners' understanding of the importance of considering the different types of research methods available. Centres should also strengthen the learners' understanding of selecting the most suitable research method prior to beginning a research project to meet the requirements of the Pass 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 on how to present their research findings and encourage the use of the timeline to support effective time management when planning their research project. A number of learners did not always provide a full description of all of the required elements to meet the command verb for the Merit criteria.

The majority of learners were able to produce a bibliography of research methods and sources for their chosen research project. However, a number of learners did not always provide a full description of all of the required elements to meet the command verb for the Merit criteria. Learners were unable to provide a full explanation of the effectiveness of the research methods and sources for their chosen research project to meet the command verb for the Distinction criteria.

Learners were able to present their research findings on hair or make-up in the 1920s in a well-structured format. However, some 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 number of learners struggled to provide a full explanation of the success of their research project to meet the command verb 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.

UV21580 – Enterprise in the hair and beauty sector

There were a total of 127 learners entered for the UV21580 *Enterprise in the hair and beauty sector* unit in the Winter 2020 assessment series.

Learners were able to explore the key features of entrepreneurship to the hair and beauty industry; however, some learners did not link how the development of new products and services supports other parts of the industry.

The majority of learners were able to explain the positive impact that a real hair and beauty entrepreneur has made on the hair and beauty industry, the economy and society, for the Distinction criteria. A minority of learners did not give a sufficient explanation of all areas and did not always meet the requirement of the command verb for the Distinction criteria.

Learners were successful in carrying out research into the hair and beauty market and exploring the current and emerging trends. However, a minority of learners did not provide any evidence of ideas for new or improved products or services from the research conducted to meet the pass criteria. The majority of learners were able to provide a description of their new or improved product or service for the Merit 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. The majority of learners were able to describe the components of their business plan for the Merit criteria, and for the Distinction criteria learners were able to justify the components of their business plan and explain how their idea would be a success.

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 181 learners entered for the UV21581 *Marketing hair and beauty products and services* unit in the Winter 2020 assessment series.

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, not all learners met the demands of the command verb, which prevented them from achieving the Pass criteria. A minority of learners did not provide a full description of the importance of marketing and the positive effect it has on the business and its customers for the Merit criteria.

The majority of learners were able to explore the factors that 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 verbs, which prevented them from achieving the Pass and Merit criteria. Learners were successful in explaining how the 4 P's work together and how they can be adapted to the product or service being promoted for the Distinction 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 and the suitability of the business's marketing activities for the Pass criteria. Learners were able to describe each of the points to achieve the Merit criteria. For the Distinction, learners were able to analyse the results of their research and compare the strengths and weaknesses of the business's marketing activities.

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.

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

There were a total of 694 learners entered for the UV21582 *Hair and beauty science* unit in the Winter 2020 assessment series.

The majority of learners were able to demonstrate their understanding of the effects of their chosen hair and beauty products. However, a number of learners could not provide a sufficient description of the functions and effects of the ingredients within their chosen hair and beauty products to meet the Merit criteria.

The majority of learners demonstrated sound knowledge of the different components of the skin and hair structures. Centres should strengthen the learners' knowledge of the main characteristics of the different hair and skin types to meet the requirements of the Pass criteria. A number of learners did not provide a full description of the different components of the hair and skin structures, and the main characteristics of the skin and hair types to meet the requirements of the Merit criteria.

Learners composed a wide range of hair and beauty product formulations, making specific links to ingredients used. However, a minority of learners did not discuss the desired effects of their product formulation on the hair and/or skin which prevented them from achieving the Pass criteria. Centres should strengthen the learners' knowledge of why specific ingredients were used in their chosen formulation to meet the requirements of the Merit criteria. A number of learners did not provide a sufficient justification of the product formulation of their chosen hair or beauty product and how the ingredients combine together to meet the requirements 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.

UV21583 – Responding to a hair and beauty design brief

There were a total of 477 learners entered for the UV21583 *Responding to a hair and beauty design brief* unit in the Winter 2020 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. However, a minority of learners did not meet the requirements of the command verb for the Pass criteria. Not all 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 recommended to ensure that those sources are evidenced. The majority of learners were able to outline the relevance of the sources used for their research. However, a minority of learners did not meet the requirements of the command verb for the Pass criteria. The majority of learners were able to describe how the information gathered during their research related to their chosen design brief.

The majority of learners demonstrated creativity and innovation when presenting their commercial design brief for a Rock or Pop Icon, and were able to describe how their presentation met the hair and beauty design brief. The majority of learners were able to justify the different materials and media used in their presentation and how their presentation meets the needs of a client attending a Rock or Pop icon fancy dress party. However, a minority of learners did not justify both areas 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.

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 are published 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.

Version	Details of amendments	Date
V1	First Issue of Report	28/02/2020