



6003-32 Level 3 Advanced Technical Diploma in Nail Technology

2017

Qualification Report

Contents

Introduction.....	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries	5
Chief Examiner Commentary	6
Synoptic Assignment.....	8
Grade Boundaries	9
Principal Moderator Commentary	9

Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

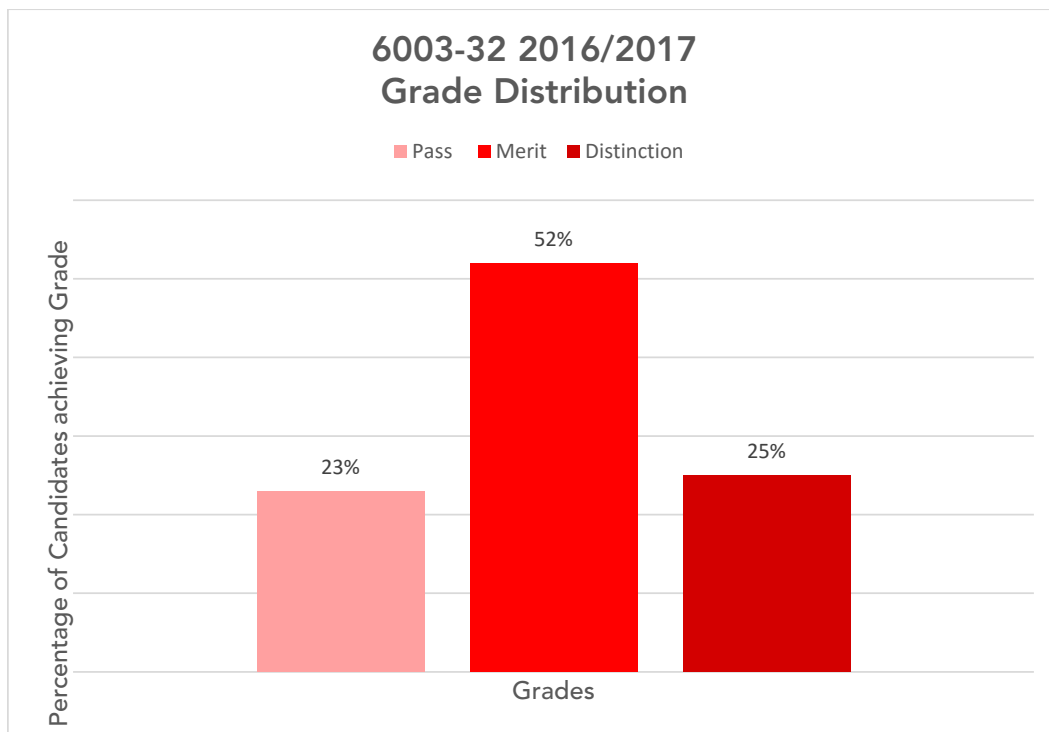
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6003-035 Level 3 Nail Technology – Synoptic Assignment
- 6003-034/534 Level 3 Nail Technology - Theory exam
 - April 2017
 - June 2017

Qualification Grade Distribution

The grade distribution for this qualification during the 2016/2017 academic year is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

Theory Exam

Grade Boundaries

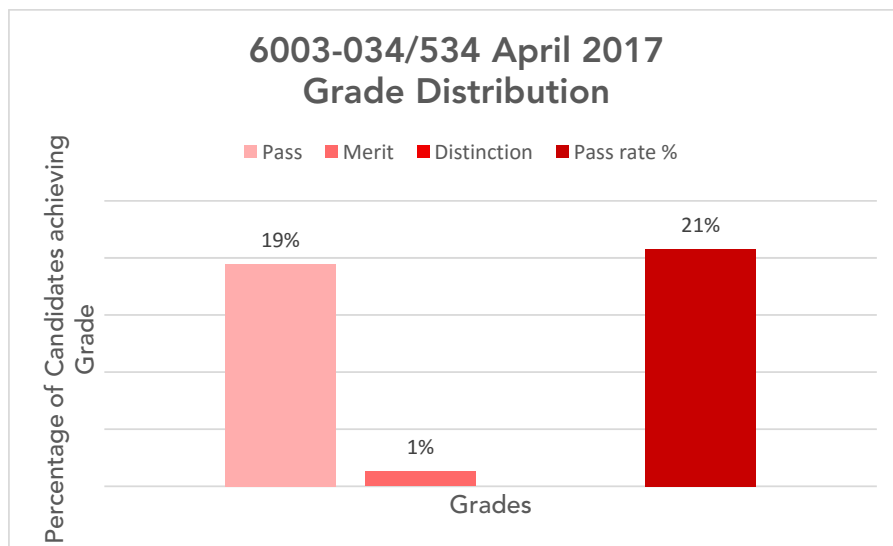
Assessment: 6003-034/534

Series: April 2017

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	44

The graph below shows the distributions of grades and pass rate for this assessment;



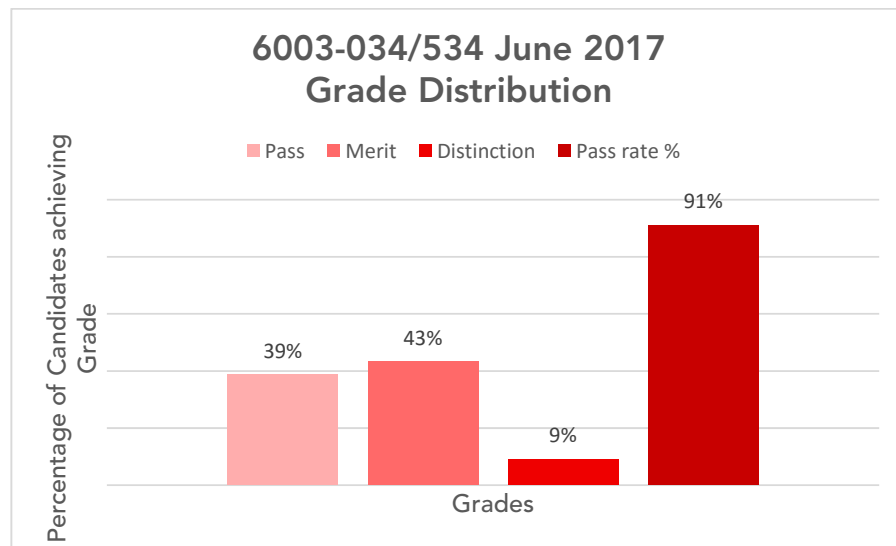
Assessment: 6003-034/534

Series: June 2017

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	44

The graph below shows the distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

6003-32-034/534 Level 3 Nail Technology - Theory exam

Series 1 – April 2017

This was the first cohort to sit the 6003-034/534 Level 3 Nail Technology - Theory exam. It should be noted that future exams will sample different topics and learning outcomes from the qualification so this commentary relates to the April 2017 examination only.

To prepare, candidates will benefit from practising examination techniques. Candidates need to be encouraged to spend time reading and re-reading the questions before attempting to answer.

Candidates need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs that may be within the paper.

The short state, describe questions were, in the main, answered better than the questions that required a detailed explanation. Candidates struggled with questions where they were required to explain their understanding in a structured manner; the responses lacked depth and breadth. They often missed opportunities to gain additional marks as they provided incomplete sentences or one word responses which inadequately demonstrated understanding when the question required them to explain.

Overall there was a poor understanding demonstrated of anatomy and physiology and the theory required for this exam. Many candidates lacked knowledge of bone types, in particular they struggled to know the bone types and name particular bones. Many candidates lacked an understanding of the lymphatic system.

Candidates gained marks for responses to questions around setting up a business, however struggled with legal areas. Many candidates lacked an understanding of the benefits of promoting products and services, candidates needed to focus on what is gained from a nail technician promoting products and services and how it affects the salon.

When asked about how substances can be absorbed through the body, most candidates only stated one or two routes and did not use the correct terms. The majority were unable to explain how to prevent over exposure.

The majority of candidates showed a lack of understanding of the chemical background of products to be able to compare and make justified differences. Many candidates could not explain the difference of primers. Some candidates showed knowledge of how to use a sculpting form or angle a tip in the correct direction, however many candidates explained the incorrect process. Candidates showed no product knowledge of what they should be using.

Candidates could not name all three stages of decontamination, the majority of candidates correctly identified sanitisation, but not disinfection and sterilisation. Candidates were able to distinguish between primary and secondary colours but to achieve full marks need to show a more in-depth level of colour theory. Candidates should not just be focusing on primary and secondary colours but should also be taking into consideration tints and shades.

Extended response question

A range of marks were achieved on the extended response, however overall, candidates did not score high marks in the extended response questions. Marks were lost where candidates devised a basic service plan, in some cases, only relating to one service area, with limited or no references to either timings or budget. Candidates need to complete a plan that takes all considerations of the service into account and the client's needs with justifications around their recommendations. The ability to compare, justify, discuss and evaluate is the quality which receives the greatest marks.

Series 2 June 2017

The paper performed well and was of a standard both clearly at the appropriate level and similar in content, range and difficulty to the paper taken in April 2017. The language was at the appropriate level and there should have been no problems for the candidates in understanding the questions.

This was the second cohort to sit the 6003-034/534 Level 3 Nail Technology - Theory exam. It should be noted that future exams will sample different topics and learning outcomes from the qualification so this commentary relates to the June 2017 examination only.

Candidates need to be encouraged to explain their reasoning for answers to show a higher level of understanding. Candidates should also spend time reading and re-reading the questions before attempting to answer.

Similar to April, the short state, describe questions were answered better than the questions that required a detailed explanation and justification.

Candidates continued to struggle with questions where they were required to explain their understanding in a structured manner; the responses lacked depth and breadth. They often missed opportunities to gain additional marks as they provided incomplete sentences or one word responses which inadequately demonstrated understanding when the question required them to explain.

Overall there was a lack of understanding demonstrated of anatomy and physiology and the theory required for this exam. Many candidates lacked knowledge of internal factors that affected the nail growth in particular as they answered with the external factors. This was also evident in the breadth of knowledge in their responses for the question which related to the skeletal system, as the majority of candidates did not answer the question fully.

Candidates gained marks for responses to questions around marketing methods. Many candidates answered the questions correctly on non-verbal behavioral responses of clients. When asked about the removal process, some candidates could not access the higher level marks due to the lack of explanation and the incorrect information in the removal process.

The majority of candidates showed a lack of understanding of the chemical background of products, to be able to compare and make justified differences and many candidates could not explain the acrylates in the systems.

Overall there was a noticeable improvement in candidate performance in this paper as candidates showed a higher level of knowledge and understanding which has been reflected in the higher pass rate.

Extended response question

A range of marks were achieved on the extended response question, however, overall, candidates gained marks within band 2 with some candidate accessing the higher marks in band 3. Many candidates frequently did not look to provide recommendations within their responses therefore, they were unable to access higher marks. Some candidates responded with a list of bullet points describing the service plan rather than discussing it.

Marks were still lost where candidates devised a service plan, but did not put in the budget and justify the treatment from the consultation to the end result. Most candidates detailed future service needs but did not advise on contra-actions. Overall, candidates did take into account a complete plan that takes all considerations of the service into account and the client's needs with some justifications around their recommendations. The ability to compare, justify, discuss and evaluate is the quality, which will receive the greatest marks.

Synoptic Assignment

Grade Boundaries

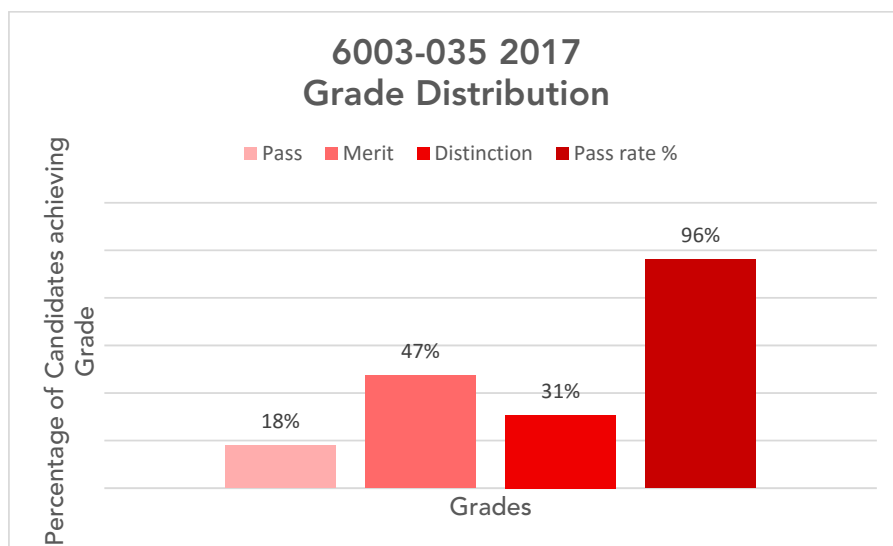
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6003-035

Series: 2017

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	42

The graph below shows the distributions of grades and pass rate for this assessment;



Principal Moderator Commentary

The assignment brief and tasks provided were sufficient to explain the areas in which the candidate should research and the areas on which they should report, comment and perform various practical tasks. The outcomes of the set tasks varied from excellent to poor and the marks awarded by the centres, and then sometimes altered by the moderators, reflected this.

AO1- Candidates fell in between mark band 1 and 2 demonstrating either limited or reasonable knowledge. Centres are reminded not to provide pre-populated forms eg business plans and consultation sheets. Where the traditional NVQ/VRQ style consultation sheets were provided they limited the responses that candidates were able to provide and restricted the more able candidates from demonstrating their knowledge and understanding relating to nail types, conditions and recommendations.

AO2- Most candidates provided either limited or moderate understanding across the tasks. To gain more marks candidates need to demonstrate their understanding with more explanation, justification and depth. This would have provided stronger evidence that the candidates fully understood concepts rather than being able to recall the knowledge.

Candidates seemed to be confused and had a lack of understanding about the differences between a Look Book, Mood Board and an Industry Portfolio. Many candidates presented images more suitable for a portfolio rather than a range of before and after images of the candidates own work for a Look Book. There is a tutor guidance document on the City & Guilds website for the requirements of the Industry portfolio which clarifies this.

Within task 3 candidates demonstrated little evidence of linking the treatment plan of individual clients to their applications. Little reference was made to appropriate techniques and chemical processes. A lack of terminology was present within and any explanations made.

Advice and recommendations following client's treatments were simplistic however generally free from misunderstanding but lacked depth.

Candidates seemed to struggle with the business plan with the content being disjointed and lacked in depth and breadth.

AO3- Candidates demonstrated that this was their strongest area with general success of application of skills. Although there were mainly inconsistencies within the nail structure and balance across the set of nails and the application of systems, most services were completed within the acquired time scales. The skill level had some precision and demonstrated a range of techniques at varying levels. Candidates generally followed health & safety but the level of skills were basic, this was particularly evident within nail design and art applications.

AO4- Candidates usually gained high marks in band 1 to the lower end of band 2. Although they could analyse, reflect and evaluate in task 3 with some success, this wasn't always evident in tasks 1 and 2.

Candidates showed better amalgamation of research for the creative activities compared to the business plan task. There was some evidence of theory being applied when planning designs although this wasn't always placed in a logical order.

The application of knowledge and understanding was more evident in task 3 although it did lack detail and depth when required to problem solve or make adaptations with some candidates requiring prompting.

AO5- The attention to detail within task 3 was mixed across the centres. The higher scoring candidates who gained high marks within AO3 also gained similar marks within the area.

The lower scoring candidates showed many inaccurate application techniques lacking the precision and attention to detail required resulting in poor results. Nails were excessively thick and uneven, had damage to surrounding skin, there was product on the skin and the art work was unrefined and careless.

Higher scoring candidates demonstrated better attention to detail in their application and the finishing of one of the two systems. However, the skills were not always fully developed across all of the services with some gaps in application; nails had more structure but were either flat or the apex was located in the wrong place. Some were thick at the cuticle application but were neater around the cuticle and sidewalls.

AO6- Most candidates focused on secondary sources of research which was mainly within Nail Art. Minimal evidence was present in most cases within the business plan task. Sources had inconsistencies and were not always placed in a logical order.

AO7- Candidates within this area mostly evidenced creativity although not always original and were quite conventional at times, although some candidates demonstrated partially developed ideas.

AO8- The communication varied, most tutors took into consideration the interaction with clients but didn't always comment on the overall presentation and clarity of mood boards, look book and research. The use of terminology tended to be limited in candidate's evidence.

There was nothing in the work as presented, the internal centres assessment and the external moderation to suggest that the marks awarded were not an accurate reflection of the candidates' performance.

Risk/Issues

What is a concern is the practice, in some centres, of over-optimistically assessing some of their candidates' marks. Centres should be aware that this can lead to regression being applied and **all** marks being brought down.

Best practice included tutors making full justifications/ comments which were appropriate, applicable to marking bands and marks were aligned with the quality of work presented. This included both the written notes taken from assessment process of each task and a typed version encompassing all information across the ranges.

Centres are reminded to ask of oral questions during the assignment. This was only evidenced by some centres giving candidates an opportunity to gain additional marks in the knowledge and understanding AO's.

Many candidates gained marks consistently across the qualification without the use of prompts. There was a definite divide between the higher and lower scoring candidates.

Within the qualification handbook, one of the assessment requirements is for candidates to submit a Portfolio, however this is not a requirement of the synoptic assessment. There is a marking scheme which centres use to mark on a 'pass or fail' basis. The requirements of the Portfolio seemed to cause confusion with the requirements for the assignment. Many centres uploaded a Portfolio rather than a Look Book.

Feedback on uploading images

Images in most cases lacked variety in the angles of the finished nails for task 3, often had poor clarity, were not always in colour and were not taken from the correct distance. Where candidates had a range of photographic evidence it was easier to mark particularly for the practical element.

The volume of images and files varied which came with various challenges including downloading due to file types and the sheer volume of documents. Centres didn't always correctly identify pieces of evidence so additional time had to be spent searching for the relevant evidence.

Centres are reminded to upload all documents to the portal. Social media eg Instagram must not be used as evidence of a Look Book.

Centres who chose to use their own documentation, generally used leading forms such as consultation sheets and business plan templates which disadvantage the higher achieving candidates by limiting the opportunities to gain extra marks for knowledge, understanding and planning.