

6003-32 Level 3 Advanced Technical Diploma in Nail Technology (450)

2018

Qualification Report

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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.

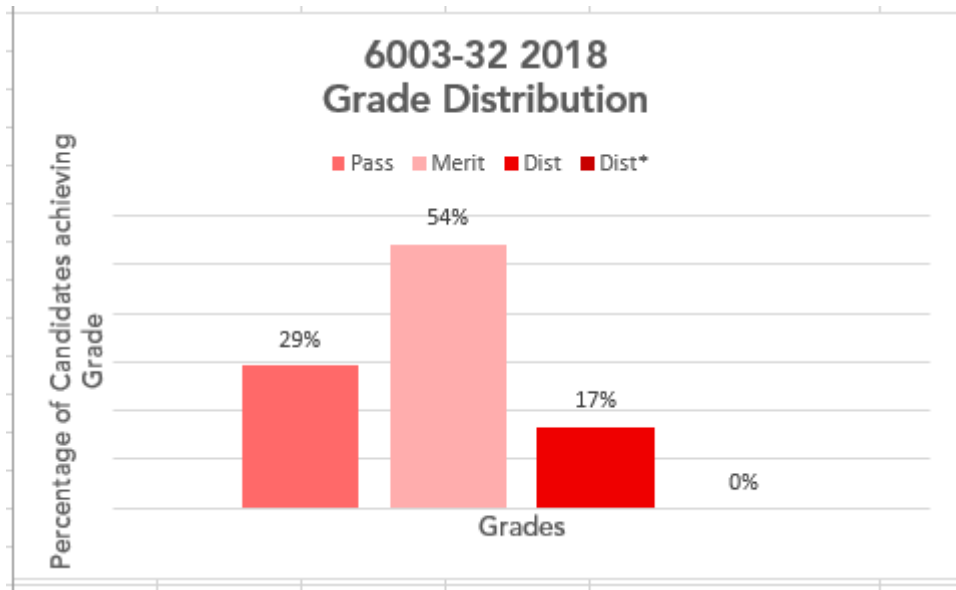
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6003-034/534 Level 3 Nail Technology – Theory exam (1)
 - March 2018
 - June 2018
- 6003-035 Level 3 Nail Technology – Synoptic assignment (1)

Qualification Grade Distribution

The grade distribution for this qualification 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. The grade distribution shown above could include performance from previous years.

Theory Exam

Grade Boundaries

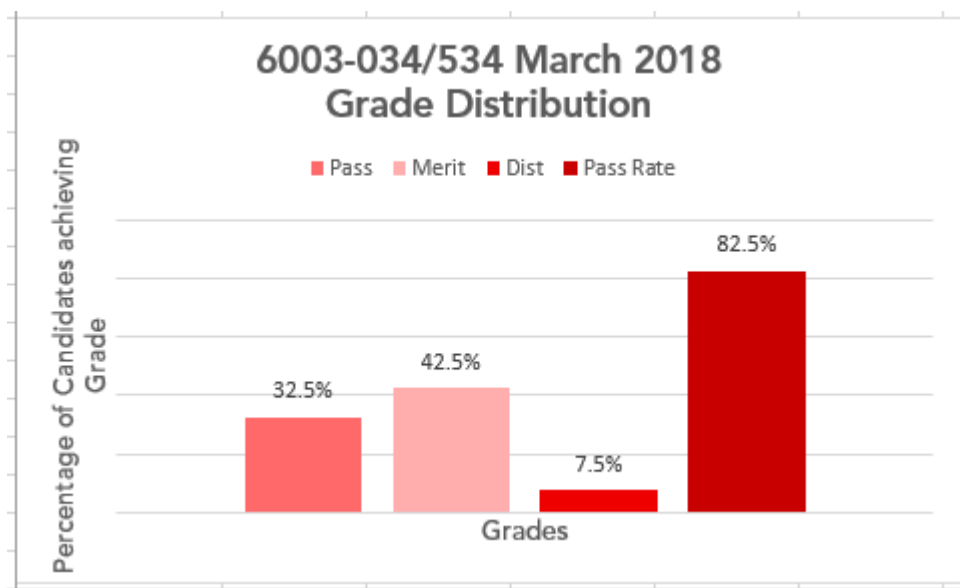
Assessment: 6003-034/534

Series: March 2018

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

Total marks available	60
Pass mark	27
Merit mark	35
Distinction mark	43

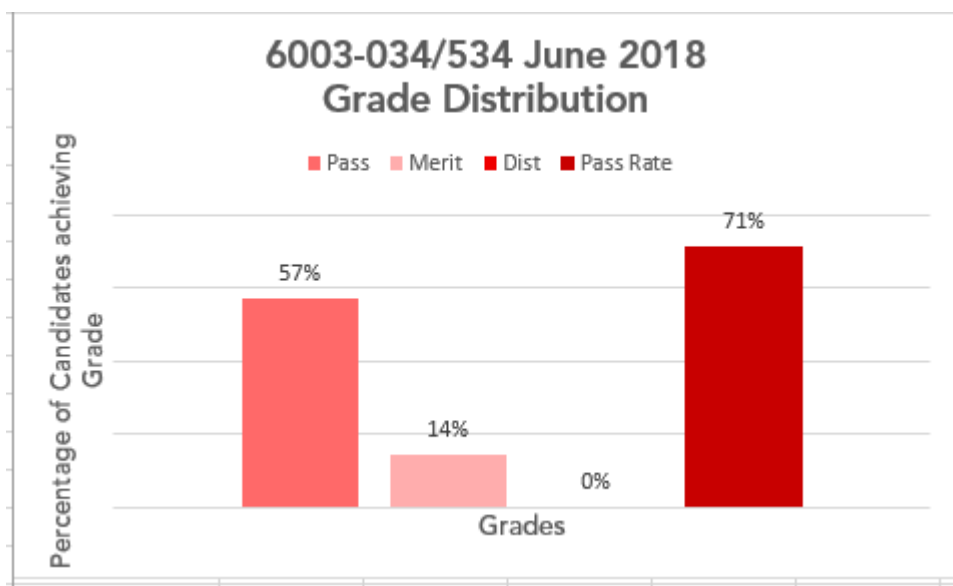
The graph below shows the distributions of grades and pass rate for this assessment.



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

Total marks available	60
Pass mark	26
Merit mark	34
Distinction mark	42

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



Chief Examiner Commentary

6003-034/534 Level 3 Nail Technology – Theory exam (1)

Series 1 – March 2018

Overall the paper enabled candidates to be stretched and challenged at a good Level 3 standard. Candidates that were successful in this examination showed that they could use industry specific terminology, and had sufficient knowledge and understanding to be able to work safely and independently in a nail salon. There was a broad range of total marks achieved for this question paper which shows that the paper differentiated across candidates.

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates are encouraged to spend time reading and re-reading the questions before attempting to answer. Candidates also 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.

Candidates were struggling with questions where they were required to explain their understanding in a structured manner; their responses lacked depth and breadth. They often missed opportunities to gain additional marks as they provided limited responses which inadequately demonstrated understanding when the question required them to explain. Candidates would benefit from referring to the '*Guide to Examination*' document which has been produced for centres who offer City & Guilds Level 3 Advanced Technical Diploma in Nail Technology. It has been produced to support the preparation of candidates to take the examination.

Overall there was a poor understanding demonstrated of anatomy and physiology. This was reflected in the candidate responses for internal factors that affects nail growth, many of them responses stated external factors. Many candidates also demonstrated a lack of understanding of the growth cycle for natural nails as they could only provide one or two statements, missing the opportunity to gain higher marks by providing a linked explanation. Responses showed that the steps of the cycle were not placed in the correct order and answers given in some cases stated the purpose of the nail and not how it is formed.

The majority of candidates also seemed to misunderstand the differences between bacterial and fungal infections, which highlighted that candidates need to read and re-read the question before answering.

Many candidates demonstrated a lack of knowledge in regards to the disadvantages of using hard gel nail treatments, their responses included a comparison to liquid and powder, which was not required.

Many candidates demonstrated a lack of knowledge of the principles of colour theory, this was reflected in their responses which showed some confusion in their descriptions of primary, secondary and tertiary colour principles.

The majority of candidates showed a lack of understanding of safety considerations when using liquid and powder. To achieve full marks, candidates needed to show a more in-depth knowledge of safety and provide linked explanations.

Many candidates demonstrated a lack of knowledge of factors that cause products to not bond during a nail enhancement service, listing numerous types of incorrect nail preparation techniques in their responses.

Candidates struggled with the explanation of service objectives when carrying out a nail art services, either misunderstanding the requirements, and therefore answering incorrectly, or were only able to provide one or two statements.

Overall, candidates demonstrated understanding of environmental conditions to be considered when working in a salon by providing linked explanations which resulted in higher marks being achieved, as well as showing a good knowledge of the chemical process of products that cause an exothermic reaction within gel systems.

Extended response question

The extended response question is intended to draw on knowledge from across the qualification. A range of marks were achieved on the extended response question however, some candidates missed the opportunity to gain marks in the top band. Marks were lost where candidates' service plans did not include their budget or time constraints.

The majority of candidates provided justifications in their treatment plans relating to the client and service needs, as well as detailed future service needs, but did not include advice on contractions.

Some candidates devised basic service plans, which included no options, relating to one service area with limited justifications. Where homecare advice and services were recommended candidates made inaccurate and illogical justifications.

The aftercare advice provided was basic, although reference was made to retail opportunities. Candidates are encouraged to consider all aspects of the service, taking into account the client's needs with justifications around their recommendations.

Overall, candidates did not score high marks in the extended response question. The ability to compare, justify, discuss and evaluate is the quality which receives the greatest marks.

Series 2 – June 2018

The examination paper was of a standard that was clearly at the appropriate level and similar in content, range and difficulty to that of the March 2018 paper. The language used within the examination paper was at the appropriate level and was understood by candidates.

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 explaining the layers of the skin. The majority of candidates did not answer the question fully. The candidates could describe what osteoarthritis was, but struggled with how to adapt the service.

Candidates gained marks for responses to questions around brush cleaning, however 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 chemical bonds and the effect of incorrect use of UV/LED light.

Candidates demonstrated good understanding of techniques used to create nail art designs and showed good recall of knowledge of professional standards of behaviour when communicating in a salon environment. The majority of candidates gained full marks for the questions covering these topics.

Centres should make use of the exam guidance document to help prepare candidates for their exam. The document contains information on the units to be assessed, as well as examples of the different types of questions commonly seen within the question papers. Candidates should be encouraged to explain their reasoning for answers linking them together, rather than just stating, to show a higher level of understanding. Candidates should also spend time reading and re-reading the questions before attempting to answer.

Extended response question

A range of marks were achieved on the extended response question. Overall, candidates gained marks within band one and two as candidates frequently did not provide recommendations within their responses. They were therefore unable to access higher marks. Where candidates devised a service plan, marks were not achieved because they did not put in the budget and justify the treatment from the consultation to the end result. Some candidates detailed future service needs, but did not advise on contra-actions. Overall, candidates did take into account a complete plan that took all considerations of the service into account including the client's needs with some justifications for their recommendations. The candidate needed to be more methodical in the way they explained their ideas.

In order to access higher marks, the ability to compare, justify, discuss and evaluate is essential as it reflects breadth and depth of knowledge and understanding.

Synoptic Assignment

Grade Boundaries

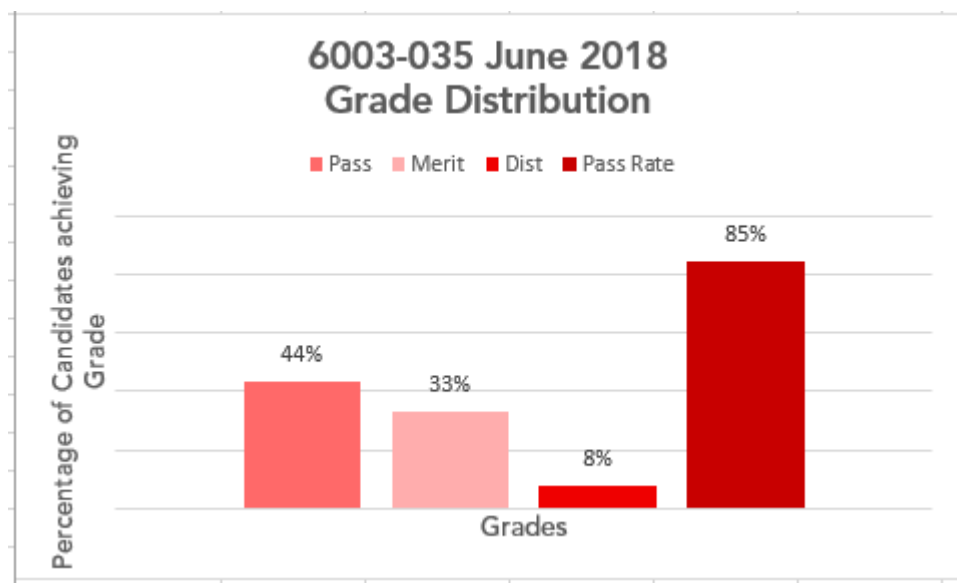
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

Assessment: 6003-035

Series: 2018

Total marks available	60
Pass mark	28
Merit mark	35
Distinction mark	43

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 mostly achieved between band 1 and 2 demonstrating either limited or reasonable knowledge. Health and Safety and knowledge on legislation were generally evidenced through the tutor feedback on Observation Performance Forms. Some centres included verbal questioning and recorded the answers to draw out additional depth of candidates' knowledge. Most candidates selected a good range of products tools and equipment, but evidenced a limited to fair amount of knowledge when detailing their individual features, benefits and actions. In general, candidates provided sufficient evidence of knowledge from the advice and recommendations given to clients.

In comparison to last year, centres used the forms provided in the Assessment Pack and individually designed Business plans were presented by candidates.

AO2 – Most candidates provided a moderate understanding across task 1 and 2, but gained more marks for their understanding in task 3. To gain more marks candidates need to demonstrate their understanding with more explanation, justification and depth. This would have provided stronger evidence that the candidate understood concepts rather than simply recalled knowledge.

Within task 3, candidates demonstrated a fair amount of evidence when linking the treatment plan of individual clients to their applications. Explanations were generally clear, but lacked some depth. The use of terminology was generally basic, and details of chemical processes were lacking.

Most candidates missed opportunities to fully reference treatment adaptations and lacked depth to the explanation. Some reasoning was attempted to link product choices and services to clients. Higher marks could have been gained through more depth, i.e. the reason for selecting a Hard Gel over Liquid and Powder, tip application instead of sculpting or when to use an opaque powder over a translucent corrective application method. This level of detail would have supported evidence of clients' adaptations and problem solving in AO4.

Candidates demonstrated a fair understanding of task 1 and 2. Higher achieving candidates' Business plans showed applied theory with links between research, planning and opening a salon/starting a business. Although, evidence did generally contain inconsistencies in costings and Health and Safety.

Candidates' Look Books either lacked in research or missed the opportunity to fully present images of their own work to include before and after images and a full range of services.

AO3 – Learners demonstrated that this was their strongest area with general success of application of skills. Although there were mainly inconsistent within this outcome, most completed the task within the required time scales. The skill level of the candidates showed some precision and demonstrated a range of techniques at varying levels. Candidates generally followed Health and Safety procedures and had a good level of communication and professionalism outlined in the tutor notes and Observation Practical Form. Most candidates' level of skills were fair to good. Limited and basic skills were particularly evident within nail design and art applications. Although higher level candidates either evidenced a safe amount of techniques, but showed attention to detail or used advanced and varied techniques, but lacked refinement.

A lack of skill was demonstrated by some candidates who used white tips and Gel polish French finish to create their pink and white nail enhancements, rather than using traditional methods as required in the assessment brief.

Inconsistencies were generally present with tip application and blending techniques, the overall nail structure and balance of pink and white across the set of nails and the application of systems.

Higher achieving candidates gained additional marks by evidencing clear attempt to promote products and services with detailed aftercare advice.

AO4 –Candidates commonly achieved mid-range marks in band 2. Although they could analyse, reflect and evaluate task 3 with some success, lower band candidates lacked depth on their justification and explanation.

Candidates showed better amalgamation of research for the creative activities compared to the business plan task. Business plans were generally presented in a logical order and included most of the necessary components with some inconsistencies.

There was some evidence of theory being applied when planning designs. Candidates mostly met the brief for the Look Book Task, however some candidates missed out the Before and After Images and referencing of own work, also research was not always clear.

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.

Effective time management was noted by tutors for most candidates, however for some periods, time was wasted.

AO5 – The attention to detail within Task 3 was mixed across the centres. The higher achieving candidates who gained higher marks within AO3 and AO4 also gained similar marks within this area.

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

Other candidates demonstrated better attention to detail in their application and finish. Nails had more structure although either flat or the apex located in the wrong place, application was neater around the cuticle and sidewalls.

The marks awarded by centres and the external moderation shows an accurate reflection of the candidates' performance.

Risk/Issues

Best practice included tutors making full justification/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. Although not seen across all centres, some included photographic evidence of the candidates working areas when set up within their Candidate Record Forms (CRF) to support comments made about health and safety. Some

centres on several occasions used the incorrect CRF forms for candidates making the marks awarded inaccurate.

Where some centres asked additional questions within the task, this gave candidates an opportunity to gain additional marks in the knowledge and understanding AO's. Although this was not seen across all centres.

In most cases marking was lenient particularly in AO3 although this was where candidates also gained the most marks.

Many candidates showed consistency of marks across the assessment without the use of prompts. Many candidates were better at recalling AO1 information and struggled to expand on their knowledge to show understanding AO2.

In general, most candidates were more comfortable with Task 3 Creating Enhancements for clients, however the standard did vary across centres with this area being marked most leniently by tutors.

Within the qualification handbook, one of the assessment requirements is for candidates to submit a Portfolio of work, 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. A sample of these are to be made available to the moderator during their moderation visit. However, this seemed to cause confusion between the requirements for the assignment with centres making available the Look Book rather than an Industry Portfolio.

Feedback on uploading images

Images in most cases met the assignment requirements. This included the images taken throughout the service, those showing clarity/distance, the variety of angles of the finished nails for task 3, and the colour of images. Where candidates had a range of photographic evidence it was easier to mark particularly for the practical element.

Centres overall uploaded candidates' images, Look Book and Business Plan into single documents, i.e. Word Document or PDF, this reduced the volume of files that had to be viewed and supported the moderation process. Some images were too small with more than one applied to a page making evidence not as easy to decipher. It is best practise for files to be compressed into a relevant and coherent order, rather than one file/ document for each piece of evidence, and clearly identifiable to aid the moderation process.

Centres generally correctly identified pieces of evidence supporting the moderation process.