

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

2019

Qualification Report

Contents

Introduction.....	3
Qualification Grade Distribution	4
Theory Exam	5
Grade Boundaries.....	5
Chief Examiner Commentary	7
Synoptic Assignment.....	11
Grade Boundaries.....	11
Principal Moderator Commentary.....	12

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.

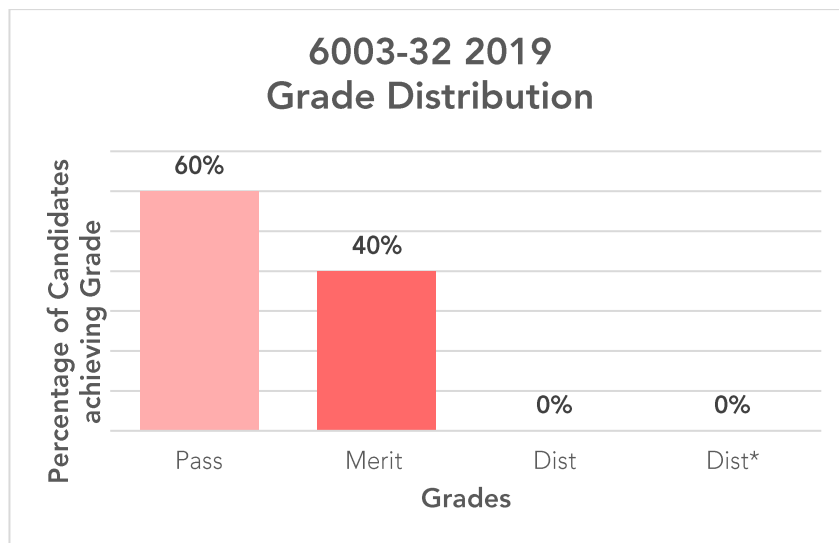
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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
 - March 2019
 - June 2019
- 6003-034/534 Level 3 nail technology – Synoptic Assignment

Qualification Grade Distribution

The approximate 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

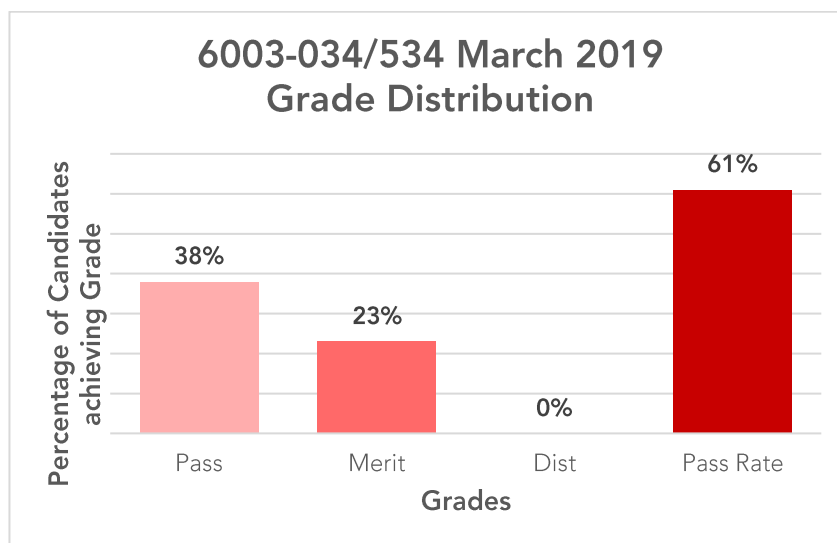
Grade Boundaries

Assessment: 6003-034/534
Series: March 2019

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 approximate distributions of grades and pass rate for this assessment:

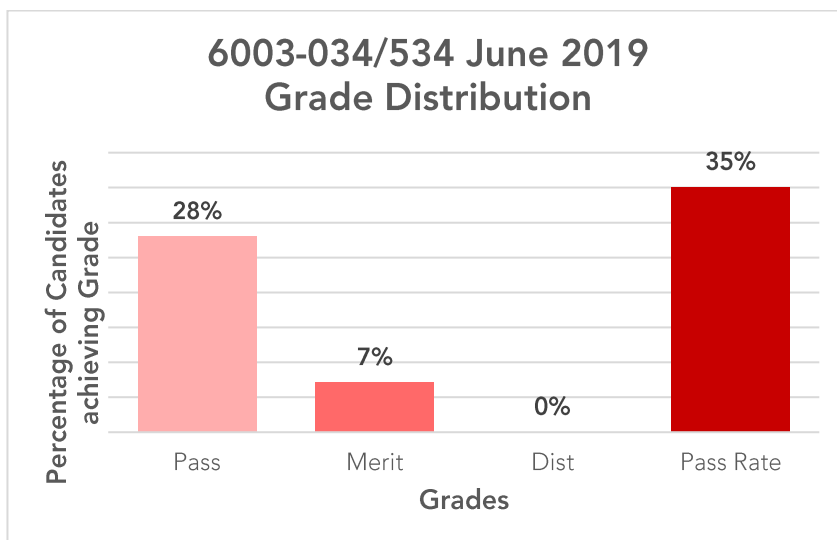


Assessment: 6003-034/534
Series: June 2019

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 distribution of grades and pass rates for this assessment;



Chief Examiner Commentary

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

Series 1 (March)

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.

Like the previous year, the short state, describe questions were answered better than the questions that required a detailed explanation and justification. Candidates often struggled with questions where they were required to explain their understanding in a structured manner; their responses often lacked depth and breadth.

Overall, candidates demonstrated good knowledge and were able to achieve the majority of marks on topics related to colour theory, features of hard gel and the types of bones found in the hand and wrist.

Overall there was a lack of understanding demonstrated of anatomy and physiology. Many candidates struggled to explain the functions of the cardiovascular system; some responded incorrectly by explaining the functions of the heart. Candidates are reminded to read the question fully before answering to ensure their answers relate to what is being asked.

Candidates showed limited understanding of the reasons for using powder during nail treatments with many responding with only identification points therefore, missing the opportunity to access the full range of marks available. Some candidates also lost marks because their answers were too general and did not specify why a particular nail type was required for the service.

Many candidates showed a lack of knowledge of the maintenance of equipment when curing products. Responses provided descriptions of how to maintain the equipment but did not link back to the curing process.

A similar trend was seen where candidates were not able to demonstrate the depth of their understanding and instead answered with a simple recall of basic facts. Responses were limited where candidates were asked to explain products used for nail art designs. Many candidates responded with identification of the products rather than providing linked explanations and therefore missed the opportunity to access the full range of marks available.

Candidates also struggled to display their depth of understanding on questions asking for a comparison of different curing processes and the benefits of gel products. Responses lacked further understanding of either the process or features of the products and there was incorrect recall of knowledge.

Extended response question

The extended response question is intended to draw on knowledge from across the qualification. The majority of candidates provided justified treatment plans linking to the client's needs and achieved marks in band 2. However, marks were lost where candidates provided very basic treatment plans that were not linked to the client's needs as outlined in the case study. Some candidates appeared to be uncertain of the information provided in the scenario and consequently provided incorrect recommendations.

The majority of candidates used correct and appropriate industry terminology. Some responses referred to relevant and correct aftercare advice, although some missed considering this fully within their response. Candidates that achieved higher marks demonstrated evidence of reasoning and critical thinking rather than simply a recall of knowledge or a narrative description of services and activities. The stronger responses considered a range of treatment options and provided accurate justification for the choices and recommendations made.

In order to achieve higher marks candidates are encouraged to consider all aspects of the service, taking into account the client's needs with justifications for their recommendations. The ability to compare, justify, discuss and evaluate a proposed, well-considered plan will give candidates the best opportunity to access the higher mark bands in this question.

Candidates will benefit from practising examination techniques when preparing for this examination. 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, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here

<https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/6003-beauty-therapy-nails-and-spa#tab=documents>

Series 2 – June 2019

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.

Like the previous series, the short state, describe questions were answered better than the questions that required a detailed explanation and justification. Candidates often struggled with questions where they were required to explain their understanding in a structured manner; their responses often lacked depth and breadth.

Overall, candidates demonstrated good knowledge and understanding and were able to achieve the majority of marks on topics related to nail shapes, tools required for removal of enhancements as well as safety considerations required for carrying out a nail service.

Many candidates demonstrated weaknesses in both the knowledge and understanding questions that related to anatomy and physiology, some candidates omitted to attempt to answer these questions that related to the bones of the arm, carpal bones and the lymphatic system. Those candidates that were gaining higher marks in the paper were still only gaining a few marks in the anatomy and physiology questions.

Candidate missed marks or did not gain any marks relating to a maintenance service; some responded incorrectly by focusing their on how to maintain a salon environment. Candidates are reminded to read the question fully before answering to ensure their answers relate to what is being asked.

A similar trend was seen where candidates were not able to demonstrate the depth of their understanding and instead answered with a simple recall of basic facts. Many candidates struggled to explain the process of developing ideas for an event and provided identification points with no linked explanation therefore were unable to achieve the higher marks in this question.

Candidates also struggled to display their depth of understanding on the comparison of different types of tips. Responses provided lacked understanding of features of the tips and their differences.

Extended response question

The extended response question is intended to draw on knowledge from across the qualification. The majority of candidates provided justified treatment plans linking to the client's needs and achieved marks in the top of band 1 going into band 2. However, marks were lost where candidates provided very basic treatment plans that were not linked to the client's needs as outlined in the case study. Some candidates appeared to be uncertain of the information provided in the scenario and consequently provided incorrect recommendations.

The majority of candidates used correct and appropriate industry terminology. Some responses referred to relevant and correct aftercare advice, although some missed considering this fully within their response. Candidates that achieved higher marks demonstrated evidence of reasoning and critical thinking rather than simply a recall of knowledge or a narrative description of services and activities. The stronger responses considered a range of treatment options and provided a small amount of justification for the choices and recommendations made.

In order to achieve higher marks candidates are encouraged to consider all aspects of the service, taking into account the client's needs with justifications for their recommendations. The

ability to compare, justify, discuss and evaluate a proposed, well-considered plan will give candidates the best opportunity to access the higher mark bands in this question. Candidates will benefit from practising examination techniques when preparing for this examination. 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, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here <https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-andcomplementary-therapies/beauty/6003-beauty-therapy-nails-and-spa#tab=documents>

Synoptic Assignment

Grade Boundaries

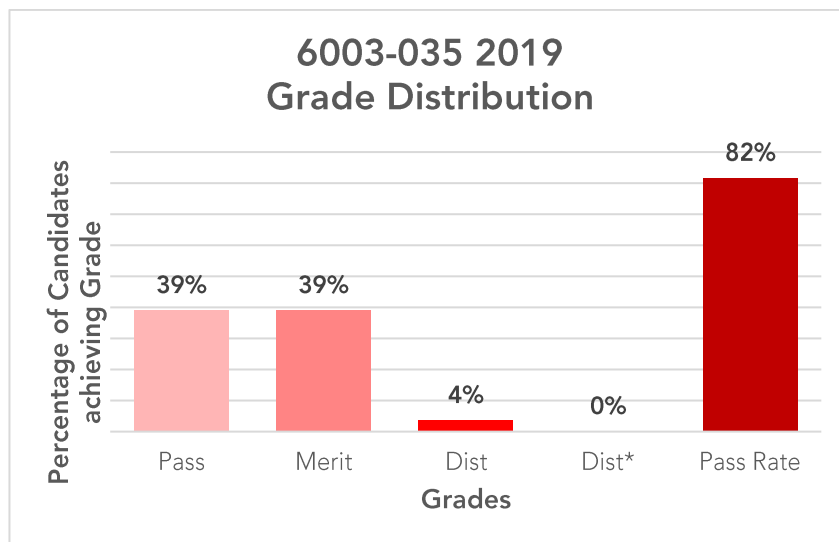
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 6003-035

Series: 2019

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

The graph below shows the approximate 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 altered by the moderators, reflected this.

Many candidates showed consistency of marks across the qualification without the use of prompts. There was a definite divide between the higher scoring and lower scoring learners who graded consistently across most areas. Many candidates were better at recalling AO1 information rather than providing the 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.

Breakdown of performance against each AO - Strengths and weaknesses

AO1- Recall of knowledge

Candidates mostly achieved marks in band 2 demonstrating reasonable knowledge. Health and Safety and knowledge of legislation were generally evidenced through the tutor feedback on Observation Performance Forms and high scoring candidates documented this area well in their service plans. Some centres included verbal questioning and recorded the answers to draw out additional depth of candidate's 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.

AO2- Understanding of concepts theories and processes

Most candidates demonstrated some depth of understanding across task 1 and 2, but gained more marks for their understanding in task 3. Lower scoring candidates demonstrated limited understanding with basic explanations and justifications.

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

Most candidates missed opportunities to fully reference and explain treatment adaptations. Some reasoning was attempted to link product choices, systems 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 client's adaptations and problem solving in AO4.

Most candidates demonstrated a fair understanding of task 1 and 2. Business plans produced by higher scoring candidates showed applied theory with links between research, planning and opening a salon/starting a business. Although, evidence did generally contain inconsistencies in financial forecasting, costings and Health and Safety.

Candidates Look Books both lacked in research and missed the opportunity to fully present images of their own work including before and after images and a full range of services at level 3.

AO3- Application of practical/technical skills

Most candidates demonstrated that this was their strongest area with general success of application of skills. Although there were mainly inconsistencies within this outcome, most candidates completed the tasks 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 & safety, safe working practices and had a good level of communication and professionalism outlined in the tutor notes and Practical Observation Forms. Most candidates' level of skills were fair to good. Limited and basic skills were particularly evident within nail design and art applications with many candidates applying simple designs. Higher scoring candidates showed evidence of a safe amount of techniques, good attention to detail, however did not use advanced techniques.

Inconsistencies were generally present with form fitting, blending techniques and the overall nail structure. There was evidence of neat crisp smile lines that had been achieved using reverse techniques and good balance between the 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 and retailing.

AO4- Bringing it all together coherence of the whole subject

Most candidates gained mid-range marks in band 2. Although they could analyse, reflect and evaluate task 3 with some success, lower scoring candidates lacked in depth to justification and explanation.

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

High scoring candidates' provided justifications for choices, took into consideration nail types, shapes and client lifestyle in order to select suitable products and techniques.

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

Effective time management was noted by tutors for most candidates, however for some periods of time was wasted and not all task were finish in time.

AO5- Attending to detail/ perfecting

Performance on the attention to detail within task 3 was mixed across the centres. The high scoring candidates who gained high marks within AO3 and AO4 also gained similar marks within this area.

Candidates demonstrated better attention to detail than previous years in their application and the finishing of one the two systems. Nails had more structure although either flat or the apex were located in the wrong place, application was neater around the cuticle and sidewalls. The development of nail art which was simple in techniques was mainly neatly applied.

Lower achieving candidates showed more inaccurate application techniques particularly in gel which lacked in the precision and attention to detail required. Finished nails were seen to be inconsistent in structure, have uneven finishes and product was in contact with the skin.

Examples of best practice

Tutors made full justification and 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 used on several occasions used the incorrect CFR forms for candidates making the marks awarded inaccurate.

Where some centres asked additional questions with 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.

Feedback on uploading images

Images in most cases met the assignment requirements including the images taken throughout the service, clarity/distance, variety of angles of the finished nails for task 3, and the colour of images.

Centres overall uploaded candidate's 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 the amount of time it took to down load. Some images were too small with more than one applied to a page making evidence not as easy to decipher. All files need to be compressed into a relevant and coherent order, instead of one file or document for each piece of evidence and images should be clearly identifiable.