6002-30 Level 3 Advanced Technical Diploma in Barbering (450)

2023

Version 1.1

<div style="background-color:red; color:white;">

Qualification Report

</div>

Version and date	Change detail	Section
1.1 August 2023	Corrections made to the Synoptic Assignment grade boundaries.	Synoptic Assignment

Contents

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.
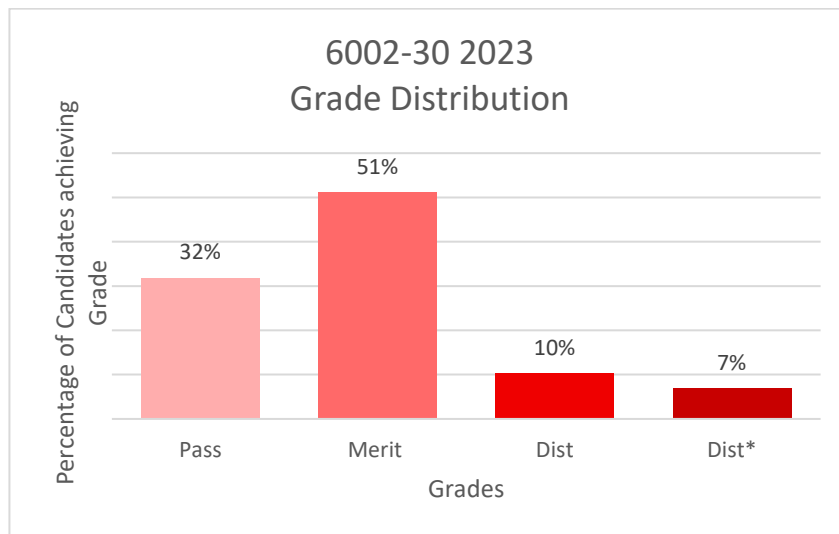
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6002-530 - Level 3 Barbering - Theory exam
  - March 2023 (Spring)
  - June 2023 (Summer)
- 6002-031 - Level 3 Barbering - Synoptic assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:

6002-30 2023
Grade Distribution

Percentage of Candidates achieving Grade

- Pass: 32%
- Merit: 51%
- Dist: 10%
- Dist*: 7%

Grades

This data is based on the distribution as of 21/08/2023.

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.
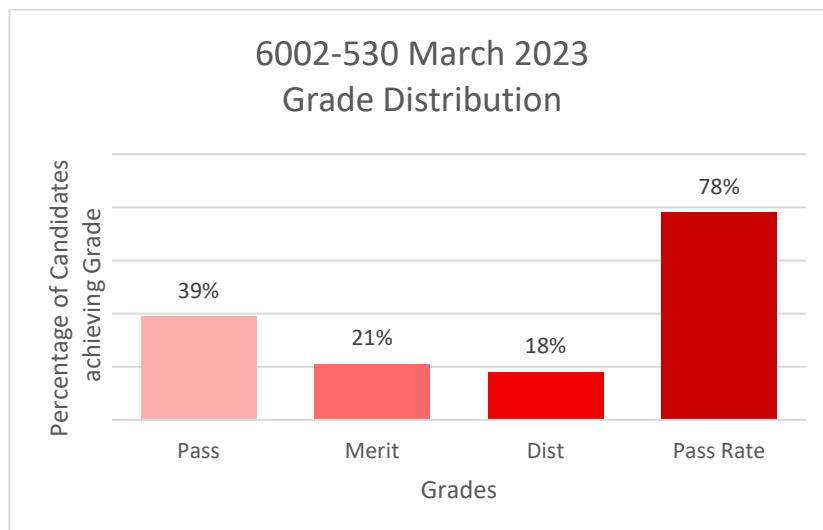
Theory Exam

Grade Boundaries

Assessment: **6002-530**
Series: **March 2023 (Spring)**

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

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

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

6002-530 March 2023 Grade Distribution

Assessment: **6002-530**
Series: **June 2023 (Summer)**

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

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

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

6002-530 June 2023
Grade Distribution
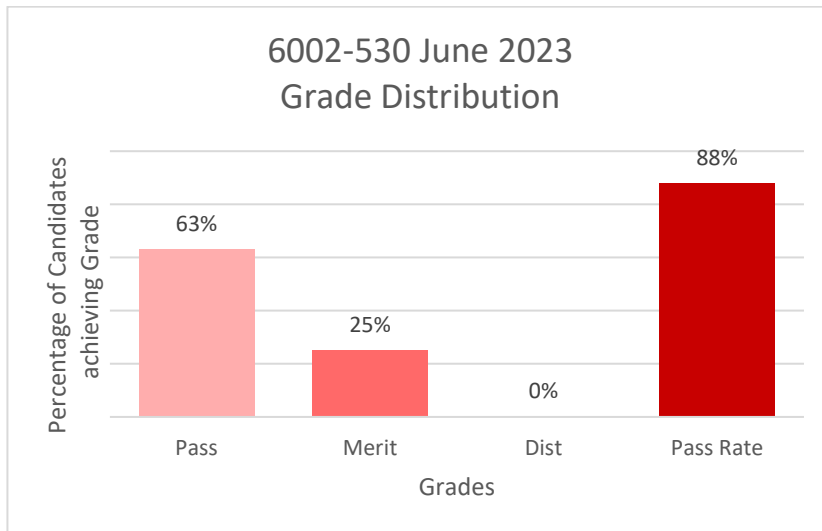
Chief Examiner Commentary

6002-530 - Level 3 Barbering - Theory exam
Series 1 – March 2023

The examination paper covered a broad range of learning outcomes over the whole qualification and was comparable to previous series in terms of range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions. Overall, most of the cohort showed a good range of knowledge throughout the paper, but some candidates were unable to show breadth of knowledge with limited responses at times. This resulted in some candidates being unable to access the higher marks for some questions.

The majority of the cohort demonstrated good recall on questions testing their knowledge on adverse skin conditions and Anatomy and Physiology topics covering both the muscles of the face and hair growth cycle. This was also evident on themes testing practical application, and particularly seen around cutting practice and product usage. Candidates generally showed a good level of understanding on equipment/techniques used for adding texture to the hair as well as aftercare advice given to prevent ingrowing hair following a specific service.
Most candidates were able to clearly explain how to address a situation where a client was injured during a cutting service.

Whilst candidate generally performed well on themes covering equipment maintenance, some were unable to achieve full marks due to inaccuracies in the frequency or timing of some actions. Candidates also missed the opportunity to gain higher marks on questions testing their understanding of ways to manage facial hair during a cutting service where most were able to show some knowledge but struggled to justify their answers or they focussed on product application but did not cover tools and techniques which could be used. The same was seen on a question covering the impact hair loss could have on a cutting service. Some candidates were able to identify the need to adapt the style but did not justify their points made and many did not consider adapting cutting techniques, or the tension applied during the service.

This series' cohort showed an improvement on the responses provided for the Extended Response Question (ERQ) with many candidates showing a good understanding of the scenario, allowing them the make good recommendations around alternative style choice, techniques and aftercare advice to suit the clients' needs. Candidates who performed well on this question provided discussions that were detailed and recognised the options available for the service with a good level of justification and personal recommendation, as opposed to focussing on the process they would follow during the service. Whilst the process is important to back the candidate's ideas, they should be reminded that this is an opportunity to showcase their breadth of knowledge and depth of understanding across the topics covered in the specification.

Although there was an improvement in this year's discussions, there was still evidence of candidates struggling to showcase their knowledge and understanding when linking their own ideas to the scenario provided. This resulted in discussions describing the process they would follow, without encompassing all of the factors given in the scenario with limited reasoning for the choices made.

Candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Across the paper, they should show attention to the command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding by drawing on information from all units, discussing potential style options and developing their response by supporting their points with recommendations linked to techniques, product choice and aftercare (where required) to feasibly meet the client requirements.

Series 2 – June 2023

The examination paper covered a broad range of learning outcomes over the whole qualification and was comparable to previous series in terms of range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions within the allocated time. Most candidates showed a good range of knowledge across the whole of the paper, with only the lower achieving candidates showing less breadth and brief responses.

When compared to previous series', candidates showed similar strengths around practical application, particularly short hair cutting techniques that are representative of current trends. They were mostly able to show good depth of knowledge around the possible consequences of incorrect techniques and safety, which is comparable to previous years. A weakness was noticed around scientific aspects of the qualification and general aspects of anatomy and physiology.

Most of the cohort demonstrated good knowledge recall on questions testing practical application, particularly around both cutting practices and working safely in the barbershop. Recall of tools, equipment and techniques to use when correcting unevenness within a short graduation were also well demonstrated. The candidates were mostly able to show good understanding on themes testing their ability to adapt services, such as to different hair and face characteristics. They also performed well when asked about different consequences that can arise from shaving and how to minimise these. Some recognition of adverse skin conditions was seen by the cohort.

Candidates often missed the opportunity to gain more marks on questions testing legislation understanding, specifically around first aid and the environment. The cohort struggled to show breadth of knowledge or understanding on a question around neckline shape, making reference to some aspects of the process to create the shape, but not outlining the steps in full or linking in justification. Candidates tended to focus on the tools to use rather than how to use them or why. When discussing a neckline shape that had been taken too high, most candidates focussed on the positive impact, without exploring the negative imbalance or exaggeration this could have on the chin.

This cohort's approach to the Extended Response Question (ERQ) was broadly comparable to previous years, with most candidates showing accurate knowledge recall when discussing how to achieve the client's requirements. Lower-scoring candidates struggled to showcase their breadth of knowledge and depth of understanding when linking their own ideas to the scenario provided, giving discussions that were process-driven and brief. Differently, the higher-scoring candidates considered a range of different style choices that linked accurately back to the stem, ensuring they supported their discussion with reasoning for the choices made.

At times, candidate responses were too brief, and they would benefit from giving expansion when answering AO2 questions to display their justification and understanding. When approaching the ERQ, candidates are encouraged to draw out their knowledge and understanding from across the qualification units to show breadth. They should link back to all aspects of the scenario, which may request they discuss different style options, and develop their response by supporting each point with reasoning. Recommendations linked to technique, product choice and aftercare should be made, and these must meet the specific client requirements. Focus should be less on the process and instead aligned to the candidate's own opinions, problem-solving and suggestions.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:
https://www.cityandguilds.com/qualifications-and-apprenticeships/hairdressing/hairdressing/6002-hairdressing-and-barbering#tab=documents
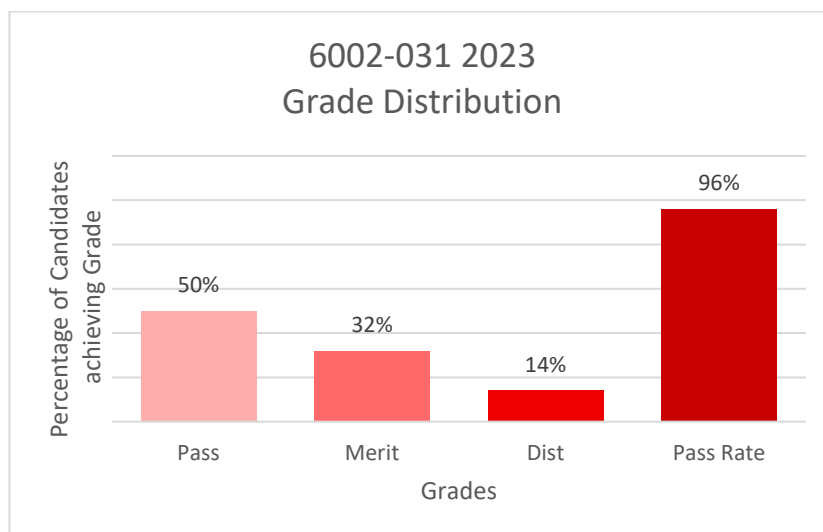
Synoptic Assignment

Grade Boundaries

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

Assessment: 6002-031
Series: 2023

Total marks available	60
Pass mark	25
Merit mark	36
Distinction mark	47

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

Principal Moderator Commentary

The assignment brief allowed candidates to showcase their knowledge understanding and practical skills they have developed over the course of their learning programme.

Task 1

In this task, candidates mostly showed evidence of good research and referenced their work, linking back to the planned practical tasks. There were times when candidates did not annotate their images or include the source reference, resulting in little or no added value to the assignment. Lower-scoring candidates generally lacked detail across services, with brief and repetitive planning that lacked justification and consideration of influencing factors. Higher-scoring candidates backed-up their decision-making with sound reasoning and justification for tool selection, techniques and products used. They had clear and detailed plans for all services and made good reference to scientific principles and safe working practices.

Task 2

Model selection proved to be a challenge this series, with some candidate's models not attending for one or more services. Whilst centres did their best to find replacements, this was not always successful, with replacement models, on occasion, not meeting the requirements of the brief. Model choices were not always adequate when demonstrating restyles or creativity, with some models having an insufficient amount of hair or showing signs of male pattern baldness.

At times, haircuts were not sufficiently different in appearance despite the brief requesting different hair classifications and characteristics throughout the assignment. Beard shapes also remained similar in style, being mostly a trim and lacking creativity. Higher achieving candidates were able to show good confidence in their practical application when shaving and completing a short graduation (fading), which showed good attention to detail and precision within finished looks.

Consultation and aftercare proformas remained quite basic at times, often presenting lists of influencing factors, tools and products with little reasoning behind selections or discussion of how influencing factors will impact on services. Candidates mostly gave good aftercare advice when observed, but written evidence did not show the same level of content. Higher-scoring candidates produced more detailed and thorough consultations with reference to scientific principles around skin, scalp, and hair analysis, showing relevance and personalisation towards the individual model's needs. These candidates also tended to show more refinement and personalisation in their finished looks, challenging themselves more through application of cutting techniques. They demonstrated safe working practices, particularly when carrying out a shaving service.

Task 3

Within Task 3, some candidates focussed too heavily on the negative aspects of their performance, rather than the performance as a whole. Some candidates were unable to reflect, stating that there was no need for contemplation as their performance was in-line with client and own expectations. Higher-achieving candidates were able to highlight strengths and weaknesses, outlining what they would change in the future to improve their skills and the client's look. Candidates that had a change of model did not always give sufficient detail on the adaptations that they had undertaken, or different techniques and product application, merely stating that their original planning remained suitable.

Candidate performance against each AO – strengths and weaknesses

Some markers incorrectly referred to the wrong AO band when justifying their decision-making, particularly AO1 and AO2. Markers also at times referred to Tasks 1 and 3 on the PO forms that are solely meant for Task 2. Centres should continue to carry out standardisation activities prior to the synoptic assignment to fully understand and maintain confidence with the use of marking documentation. Candidate Record Forms (CRFs) should reflect a holistic summary of all the tasks within the synoptic assignment, at times these showed similarities to the PO forms and did not consider the whole of the assignment.

AO1 (Assessment Objective) Recall of knowledge

There was good reference to health and safety across the cohort, with reference to safe working practices and relative legislation both within the planning and linking to practical application. Candidates that scored well in this AO were able to show breadth of knowledge with confidence in their planning. They could also refer to the types of products to use to aid styling and manageability, and techniques that would be needed to achieve the desired outcome. These candidates tended to give more detail in Task 3, with detailed reflection of their performance.

Centres are showing a greater awareness to sustainable working practices. This is reflected within candidates' planning and awareness within the working environment. Candidates demonstrated minimal wastage and good use of recycling, with appropriate waste disposal both within Tasks 1 and 2.

AO2 Understanding

Generally, candidates were able to show understanding of the sequencing of services and time management in their planning. They were also able to clearly identify why they were adopting a particular method, although at times were unable to explain why a product would be used to aid styling or recommended in aftercare. Similar to previous years, candidates did not discuss the impact of a client's hair classification on tool selection and the overall cutting service. Higher-achieving candidates were able to show better interpretation and depth of knowledge to the assignment brief by linking theory to practical application. Plans were presented in a logical manner with justification made for decisions around model choice, style needs and suitability.

Aftercare presented this series was better than in previous years, and often detailed within the plan or during Task 2. To gain further marks the candidates should provide justification for suggestions made.

AO3 Application of practical/technical skills

Most candidates showed better confidence with shaving than in previous series. They were also able to show good understanding of product use and practical application. Higher achieving candidates were able to show a broad range of skills and dexterity across all services and were able to combine different techniques, challenging themselves with creative style choices. These candidates were able to show adaptation when faced with problems or influencing factors e.g., growth patterns, replacement models or late clients. These candidates tended to complete all services well within the allocated time and completed tasks first time without having to keep revisiting. They did show good attention to detail particularly around beard shapes and removal of hair outside of the hairline.

Lower achieving candidates struggled to show the same level of creativity or application of practical skills. This was seen where haircuts created were not different enough to be considered 'restyles' or the required hair length to be removed was insufficient. Beards were at times limited in design and often neck lines were not cleanly cut, with hair still present outside of the outline shape. There was little evidence of hair or beard preparation (shampooing, cleansing, detangling) and limited blow-drying and finishing evidence presented.

AO4 Bringing it all together

Some candidates were unable to complete all services within the allocated time, spending too long on one and being unable to produce the same level of finish on other tasks due to rushing. Some candidates were able to manage their time efficiently and performed tasks in a logical order, allocating enough time to complete all tasks to the same level of finish. These candidates appeared more organised and were able to clearly show how their detailed plans linked and flowed throughout the whole of the assignment. Evaluations showed mixed responses, with lower scoring candidates unable to give detailed accounts or self-critique their own performance areas, often focussing on either just the negative aspects or the positives. Higher-scoring candidate responses showed more detail on both strengths and weaknesses, areas for improvement of service, time and product use going forward, and were reflective of planning and whether there was any adaptation needed to meet the clients' requirements.

AO5 Attention to detail

Practical application showed inconsistencies at times, with some candidates unable to perfect or refine their finished looks due to a lack of checking throughout each stage. There were areas where fading or blending was not polished, haircuts were unbalanced, or hair was left outside of the hairline in beard shapes. Higher achieving candidates showed more attention to detail and consistency throughout, exploring a range of style ideas and options and adapting cutting techniques to apply personalisation, accuracy and precision.

Task 1 showed good attention to detail across the whole cohort. There was good evidence of research and planning, including across safe working practices, techniques and methods. There were instances where higher scoring candidates had shown depth, discussing scientific principles and hair characteristics. Picture or diagram material was accurately referenced when used to add detail and support candidates ideas.

Examples of best practice

- Centres have continued to understand the importance of photographic evidence in relation to showing tangible evidence of a candidate's performance.
- Moderators could see on centre visits that staff made sure to check that candidates had taken enough imagery. There were some candidates who may have missed the odd photograph, which could impact on grading outcomes where there is insufficient evidence to justify grade decisions.
- Some centres had enlisted a designated person/photographer to capture candidate's evidence.
- Most centres had adopted a plain background with a ring light to add clarity where there was poor lighting.
- Most centres continued to upload collated evidence into one document (such as a single word document, PowerPoint or PDF), labelled clearly to identify content. There was the odd occasion where some centres had missed off signatures or had uploaded evidence to the wrong person, which was speedily rectified when centre staff were contacted by moderators.
- Content on the Practical observation (PO) forms remained descriptive with good commentary on the quality of the assessment process, linking candidate performance to the marking grid descriptors and AO bands. There were occasions where there was a lack of sufficient detail and, at times, this was not truly reflective of the candidate's observed performance, so adjustments were needed.