



SAMPLE ASSESSMENT MATERIALS (SAMs)

HB2D1 - Level 2 Diploma in Ladies Hairdressing
(603/0198/3)

HB2ED1 - Level 2 Extended Diploma in Ladies
Hairdressing
(603/0199/5)

External Sample Assessment Material

There are two written exams for this qualification.

Each examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section. There is no separate time limit for Section A and B; the total time stated is to complete both Section A and B. It is suggested that you start with Section A.

Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.

Section B comprises extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.

Photographs and diagrams are used where applicable to illustrate and provide content.

Questions will vary year on year and will cover the full breadth of mandatory content over time. Coverage is not based on set rotation of topics to avoid predictability.

Learners will be required to answer all of the questions in Sections A and B.

All mandatory units are assessed in each and every examination series. The full breadth of mandatory content will be covered over the life of the qualification.

The mandatory units assessed in Paper 1 (EX.1) and Paper 2 (EX.2) are set out below:

External examination (HB2D1.EX1)	
Units covered	UC034M - Health, safety and hygiene UHB169M - Advise and consult with clients UHB170M - Blow-dry and style hair UHB174M - Set and dress hair UHB175M - Shampoo, condition and treat the hair and scalp
External examination (HB2D1.EX2)	
Units covered	UHB171M - Colour and lighten the hair UHB172M - Cut ladies hair UHB176M - Style hair with electrical equipment

External examination (HB2ED1.EX1)	
Units covered	UC034M - Health, safety and hygiene UHB169M - Advise and consult with clients UHB170M - Blow-dry and style hair UHB174M - Set and dress hair UHB175M - Shampoo, condition and treat the hair and scalp
External examination (HB2ED1.EX2)	
Units covered	UHB171M - Colour and lighten the hair UHB172M - Cut ladies hair UHB176M - Style hair with electrical equipment

External Sample Assessment Material



HB2D1 - Level 2 Diploma in Ladies Hairdressing
(603/0198/3)

HB2ED1 - Level 2 Extended Diploma in Ladies
Hairdressing
(603/0199/5)

Please write clearly in block capitals.										
Centre number										
Learner number										
Surname										
Other names										
Learner signature										
Date										

SAMPLE EXAM QUESTIONS

Time allowed: 80 Minutes

Instructions

- Use black ink.
- Answer all questions.
- You must answer questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- There are two sections to this paper.
- Both sections should be attempted.
- The marks for the questions are shown in brackets.

Advice

- Please read each question carefully before answering.

SECTION A - 30 Marks**Answer ALL questions. Write your answers in the spaces provided.**

Following a recent lightening service, Damara felt that her hair was dry and damaged. The stylist had suggested that Damara had regular conditioning treatments to help repair the damage to her hair.

Figure 1: Damara

1 (a) From the list of options, select the most suitable conditioner for the client:

(1 mark)

- | | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | A leave in conditioner |
| <input type="checkbox"/> | B penetrating conditioner |
| <input type="checkbox"/> | C pH conditioner |
| <input type="checkbox"/> | D scalp treatment |
| <input type="checkbox"/> | E surface conditioner |

Total for Question 1 = 1 mark

There are many styling and finishing products available for use on different hair classifications and characteristics.

2 (a) State a product used to protect hair from damage and prevent drying out of the hair's natural moisture and oils.

(1 mark)

Total for Question 2 = 1 mark

During the shampoo service, the hair is emulsified to remove oil and debris from the hair and scalp.

Figure 2



3 (a) Identify and explain how shampoo and water act together to cleanse the hair.

(3 marks)

Total for Question 3 = 3 marks

Claire has classification 1a type hair and has booked an appointment for a shampoo and set. Claire's hair naturally dries very quickly and throughout the set, the stylist has to keep damping Claire's hair to avoid it from drying.

4 (a) Identify and describe why the hair must be kept damp during the winding process.

(2 marks)

Total for Question 4 = 2 marks

An important part of the shampooing, conditioning and treatment service is to understand the massage movements used in the service and the features and benefits to the client of scalp massage.

5 (a) From the list of options, select the description of effleurage massage:

(1 mark)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A deep, kneading movements using the pads of the fingers |
| <input type="checkbox"/> | B quick, rubbing movement using the palms of the hands |
| <input type="checkbox"/> | C slow, stroking movement using the pads of the fingers |
| <input type="checkbox"/> | D slow, stroking movements using the palms of the hands |
| <input type="checkbox"/> | E small, circular movements using the pads of the fingers |

Total for Question 5 = 1 mark

Sophie has long classification 3a type hair and has requested a straight blow-dry.

6 (a) Identify and explain why the length of hair needs to be considered for the blow-drying process.

(2 marks)

Total for Question 6 = 2 marks

Knowledge of the hair structure and its function is important for the stylist to enable them to provide advice and guidance about future products and services.

7 (a) Identify the main component of the hair structure and explain its function.

(3 marks)

Total for Question 7 = 3 marks

There are a variety of cutting techniques used to achieve several looks on different hair classifications and characteristics.

8 (a) From the list of options, select the result achieved from the use of a club cutting technique:

(1 mark)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A create points in the ends of the hair |
| <input type="checkbox"/> | B creates a blunt end to the hair |
| <input type="checkbox"/> | C creates a soft line to the ends of the hair |
| <input type="checkbox"/> | D removes the bulk from the hair |
| <input type="checkbox"/> | E removes the weight from the hair |

Total for Question 8 = 1 mark

There are various colouring and lightening products available to suit different hair classifications and characteristics.

9 (a) Identify **two** reasons for the use of a permanent colour on the hair structure.

(2 marks)

Total for Question 9 = 2 marks

The hair on the head is referred to as terminal hair and is essential for warmth and protection. Each individual hair consists of different layers.

10 (a) Identify which layer of the hair will show the first sign of damage.

(1 mark)

Total for Question 10 = 1 mark

During a staff meeting, an employer demonstrated to staff how they should correctly store and handle products and explained the correct use and disposal of products.

11 (a) From the list of options, select the act of legislation that the employer is explaining:

(1 mark)

- | | |
|--------------------------|----------|
| <input type="checkbox"/> | A COSHH |
| <input type="checkbox"/> | B HASAWA |
| <input type="checkbox"/> | C PPE |
| <input type="checkbox"/> | D PUWER |
| <input type="checkbox"/> | E RIDDOR |

Total for Question 11 = 1 mark

Maya has noticed that the amount of white hair on her head had increased. Previously Maya had a quasi-permanent colour and the stylist explained that a permanent colour would be more beneficial to Maya to ensure 100% coverage of the white hair.

Figure 3: Maya



12 (a) From the list of options, select the strength of hydrogen peroxide to use on Maya's hair.

(1 mark)

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | A 1.9%/2vol |
| <input type="checkbox"/> | B 3%/10vol |
| <input type="checkbox"/> | C 6%/20vol |
| <input type="checkbox"/> | D 9%/30vol |
| <input type="checkbox"/> | E 12%/40vol |

Total for Question 12 = 1 mark

A colour consultation is an essential part of the colouring service to assess client requirements and the desired result.

13 (a) Identify and explain the principles of colour selection during the consultation process.

(3 marks)

Total for Question 13 = 3 marks

A rough, swollen broken area of the hair shaft may be caused by physical damage or incorrect use of chemicals.

14 (a) From the list of options, select the hair condition being described:

(1 mark)

- | | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A folliculitis |
| <input type="checkbox"/> | B fragilitis crinium |
| <input type="checkbox"/> | C furunculosis |
| <input type="checkbox"/> | D seborrhoea |
| <input type="checkbox"/> | E trichorrhexis nodosa |

Total for Question 14 = 1 mark

It is important for stylists to have knowledge on the different structures within the hair and skin to assist on selecting suitable products and techniques.

15 (a) From the list of options, select the description of the hair follicle:

(1 mark)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A it is created as new hair cells form |
| <input type="checkbox"/> | B it produces sweat to cool the body |
| <input type="checkbox"/> | C the new cells for hair growth are produced |
| <input type="checkbox"/> | D the part of the hair above the skin and scalp |
| <input type="checkbox"/> | E the pocket in which the hair grows |

Total for Question 15 = 1 mark

Cheryl visited the salon to have her hair set ready for a party in the evening. Following her salon appointment, Cheryl worked at the local swimming pool before the party. Cheryl has classification 1a type hair and has requested that the stylist set her hair tighter than normal as the curls normally loosen whilst she is at work.

16 (a) From the list of options, select the main cause for the curls loosening in the hair:

(1 mark)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A not enough finishing product was used on the hair |
| <input type="checkbox"/> | B the hair classification would not be able to hold a set |
| <input type="checkbox"/> | C the humidity at her workplace |
| <input type="checkbox"/> | D the set was performed too early in the day |
| <input type="checkbox"/> | E too much finishing product was used on the hair |

Total for Question 16 = 1 mark

The structure within the cortex of the hair temporarily changes during the setting and drying process.

17 (a) From the list of options, select the action which describes the effect on the hair structure during the setting and drying process:

(1 mark)

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | A | broken hydrogen bonds are reformed into a beta keratin position |
| <input type="checkbox"/> | B | hair dries into an alpha keratin position during finishing |
| <input type="checkbox"/> | C | hair is stretched to its natural beta keratin position during finishing |
| <input type="checkbox"/> | D | salt bonds are removed from the hair during finishing |
| <input type="checkbox"/> | E | salt bonds are stretched, break and form alpha keratin |

Total for Question 17 = 1 mark

Kaiko is on holiday and has requested an appointment for a re-growth application of colour. Kaiko had attended the salon for a skin test prior to her colour appointment and the stylist confirmed that no reaction had occurred. During further consultation, the stylist was struggling to retrieve important information about the previous colours that Kaiko had used on her hair as Kaiko could not remember.

18 (a) From the list of options, select which further consultation test would be required:

(1 mark)

- | | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A colour test |
| <input type="checkbox"/> | B elasticity test |
| <input type="checkbox"/> | C incompatibility test |
| <input type="checkbox"/> | D porosity test |
| <input type="checkbox"/> | E strand test |

Total for Question 18 = 1 mark

Latisha arrived at the salon for a cut and blow-dry. Whilst carrying out a consultation, the stylist noticed two round red areas on Latisha's neck. On further investigation these areas displayed a red and raised border and looked slightly scaly.

Figure 4



19 (a) From the list of options, select the condition being described:

(1 mark)

- | | |
|--------------------------|------------------|
| <input type="checkbox"/> | A folliculitis |
| <input type="checkbox"/> | B herpes simplex |
| <input type="checkbox"/> | C psoriasis |
| <input type="checkbox"/> | D ringworm |
| <input type="checkbox"/> | E scabies |

Total for Question 19 = 1 mark

Sofia has recently had a baby and has requested some advice from her stylist. Sofia has hair classification 2b type hair and loosely ties her hair up for ease. Sofia explained to the stylist that her hair is falling out and explained that each time she shampoos her hair there seems to be more loss of hair. Sofia is noticing that her hair is very thin and wispy in areas, especially at the front hairline.

20 (a) From the list of options, select the action for the stylist to take:

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | A | advise the client to go to the GP as this is a specialist area |
| <input type="checkbox"/> | B | explain the condition in basic terms, reassure the client and show the new hair growth |
| <input type="checkbox"/> | C | explain that it is normal after having a baby and not to worry about it |
| <input type="checkbox"/> | D | involve other stylists and discuss options about hair styles to suit the client |
| <input type="checkbox"/> | E | use this as a selling opportunity for recommendations of product and scalp services |

Total for Question 20 = 1 mark

Working in the hairdressing industry, stylists meet clients from a variety of backgrounds with differing language barriers, physical and learning abilities.

Klaudia arrived at the salon and spoke limited English language. Klaudia requested a change to her normal haircut and wanted to experiment with different colours throughout her hair. There was no visible reaction from the skin test that had been carried out previously.

The consultation became increasingly difficult as Klaudia was unable to fully understand what the stylist was trying to recommend for her.

21 (a) From the list of options, select the action the stylist should take to obtain the right information:

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | A | ask another member of staff to help out with the colour consultation |
| <input type="checkbox"/> | B | book the client in with the salon manager for another colour appointment |
| <input type="checkbox"/> | C | explain to the client that the colouring service cannot go ahead |
| <input type="checkbox"/> | D | perform the cut and colour that they feel would suit the client |
| <input type="checkbox"/> | E | show the client various images and use a colour chart to help with colour selection |

Total for Question 21 = 1 mark

TOTAL FOR SECTION A = 30 MARKS

SECTION B - 30 Marks

Answer ALL questions. Write your answers in the spaces provided.

Martha had booked an appointment for a colour consultation at a local salon which had been recommend to her. Martha was approaching the age of 30 and decided that she wanted to add some colour to her virgin hair. Martha had long classification 2a type hair, which was regularly trimmed, with a small percentage of white hair. The stylist has recommended the use of a quasi-permanent colour. Martha was unsure of the tone of colour to select and left this to the stylist to recommend which colour tone would suit her best.

Figure 5



22 (a) Identify and explain the effect of quasi-permanent colour on the hair structure.

(4 marks)

.....

.....

.....

(b) Identify **three** consultation tests required for the colouring process.

(3 marks)

.....

.....

.....

.....

.....

.....

.....

(c) Describe how to perform **one** consultation test required for the colouring process.

(2 marks)

.....

.....

.....

(d) Explain why consultation tests are required for the colouring process.

(1 mark)

.....

.....

.....

Total for Question 22 = 10 marks

Mrs Jones allows her hair to dry naturally due to lack of time. Mrs Jones has classification 1b type hair with a strong nape whorl. Mrs Jones had taken an image to her stylist of the style she would like, see Figure 6.

Figure 6: Mrs Jones



23 (a) Identify the hairstyle requested in **Figure 6**.

(1 mark)

The stylist was performing a haircut on her client Jackie, who seemed very stressed and upset on arrival at the salon. During the service Jackie was moving around in her chair and the stylist was finding it difficult to keep her head straight. The situation escalated leading to further problems throughout the service. The stylist accidentally cut Jackie's skin and then discovered the haircut was uneven so had to check each section of the cut to rectify this. At the end of the service Jackie complained to the stylist that she had cut too much hair off.

Figure 7



24 (a) Explain the action the stylist should take if a client's skin is cut **and** why these actions should be taken.

(6 marks)

- (b) Explain the process the stylist would take when the sides of the finished haircut were uneven.

(2 marks)

- (c) Identify and explain how the correct amount of hair is removed during a haircut.

(2 marks)

Total for Question 24 = 10 marks

TOTAL FOR SECTION B = 30 MARKS

TOTAL FOR PAPER = 60 MARKS

END OF EXAM

General marking guidance

- All learners must receive the same marking treatment. Examiners must mark all learners in the exact same way.
- Examiners should positively apply marking grids. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- The marking grid should be used at all times with all marks used appropriately.
- Marks on the marking grid are designed to be awarded. Examiners are encouraged to award full marks if deserved. In contrast, examiners should award zero marks if there is no rewardable content.
- Where judgement is required, the marking grid will provide the principles by which marks will be awarded.
- Answers provided are indicative and not exhaustive. Other suitable answers provided by a learner should be rewarded.
- Examiners in doubt regarding the application of the marking grid to a learner's response must consult with a senior examiner.
- Spelling, punctuation, grammar, presentation and responses should not be penalised or rewarded.

HB2D1/HB2ED1 - Marking Guide

Section A

Following a recent lightening service, Damara felt that her hair was dry and damaged. The stylist had suggested that Damara had regular conditioning treatments to help repair the damage to her hair.

Q1 (a) From the list of options, select the most suitable conditioner for the client:

UHB175M LO3	Multiple Choice Question	Answer
A	leave in conditioner	Incorrect answer because a leave in conditioner would not repair the damage to the hair, it would only work on the outside layer of the hair
B	penetrating conditioner	Correct answer because a penetrating conditioner is able to penetrate into the cortex of the hair and repair damage
C	pH conditioner	Incorrect answer because a pH conditioner would not repair the damage
D	scalp treatment	Incorrect answer because a scalp treatment would not repair the damage throughout the hair
E	surface conditioner	Incorrect answer because a surface conditioner would only penetrate the outside layer of the hair structure

Most correct answer

Least correct answer

B

E

A

C

D

There are many styling and finishing products available for use on different hair classifications and characteristics.		
Q2 (a) State a product used to protect hair from damage and prevent drying out of the hair's natural moisture and oils.		
UHB176M, UHB170M, UHB174M LO3	Answer	Total marks
Pass	1 mark awarded for stating any one of the following: <ul style="list-style-type: none"> • a heat protector spray • a heat protector styling product 	1 mark

During the shampoo service, the hair is emulsified to remove oil and debris from the hair and scalp.		
Q3 (a) Identify and explain how shampoo and water act together to cleanse the hair.		
UHB175M LO3	Answer	Total marks
Pass	1 mark awarded for identifying the following: <ul style="list-style-type: none"> shampoo and water create a lather on the hair to clean the hair 	3 marks
Merit	1 further mark for identifying the following: <ul style="list-style-type: none"> shampoo contains molecules which have a hydrophilic (water-loving) head and a hydrophobic (water-hating/oil-loving) tail. When the hair is wet and shampoo has been applied, they mix and create a lather 	
Distinction	1 further mark awarded for an explanation of the following: <ul style="list-style-type: none"> the hydrophilic head of the molecule is drawn towards the water and the hydrophobic tail is drawn towards the dirt, oil and grease on the hair and scalp 	

Claire has classification 1a type hair and has booked an appointment for a shampoo and set. Claire's hair naturally dries very quickly and throughout the set, the stylist has to keep damping Claire's hair to avoid it from drying.

Q4 (a) Identify and describe why the hair must be kept damp during the winding process.

UHB174M LO2	Answer	Total marks
Pass	1 mark awarded for identifying the following: <ul style="list-style-type: none"> if areas of the hair are allowed to dry before being placed in a roller/pin curl, the hair will not hold the desired curl effect 	2 marks
Merit	1 further mark awarded a description of the following: <ul style="list-style-type: none"> the hair must be kept damp during the winding process to ensure that the hair remains in its natural alpha keratin state 	

An important part of the shampooing, conditioning and treatment service is to understand the massage movements used in the service and the features and benefits to the client of scalp massage.

Q5 (a) From the list of options, select the description of effleurage massage:

UHB175M LO2	Multiple Choice Question	Answer
A	deep, kneading movements using the pads of the fingers	Incorrect answer because this is a description of a petrissage massage technique
B	quick, rubbing movement using the palms of the hands	Incorrect answer because this is an incorrect massage technique
C	slow, stroking movement using the pads of the fingers	Incorrect answer because the pads of fingers are not used for effleurage massage
D	slow, stroking movements using the palms of the hands	Correct answer because this a description of a effleurage massage technique
E	small, circular movements using the pads of the fingers	Incorrect answer because this is a description of a rotary massage technique

Most correct answer

Least correct answer

D	C	A	E	B
---	---	---	---	---

Sophie has long classification 3a type hair and has requested a straight blow-dry.		
Q6 (a) Identify and explain why the length of hair needs to be considered for the blow-drying process.		
UHB170M LO2	Answer	Total marks
Merit	1 mark awarded for the identifying the following: <ul style="list-style-type: none"> the hair length will affect the general condition of the hair. If the hair is long, the ends will have been shampooed many times and the condition may be affected by physical or chemical processes 	2 marks
Distinction	1 further mark awarded for an explanation of the following: <ul style="list-style-type: none"> selecting the right tools and products to use on the hair to ensure that an even result is achieved with the blow-drying service. Long hair may be weighed down by the use of some products 	

Knowledge of the hair structure and its function is important for the stylist to enable them to provide advice and guidance about future products and services.

Q7 (a) Identify the main component of the hair structure and explain its function.

UHB169M LO3	Answer	Total marks
Pass	1 mark awarded for identification of the following: <ul style="list-style-type: none"> the main part of the hair structure is the cortex 	3 marks
Merit	1 further mark for a brief explanation of the following: <ul style="list-style-type: none"> the cortex contains the hair's natural colour pigments which provide the hair with its natural colour 	
Distinction	1 further mark awarded for an explanation of the following: <ul style="list-style-type: none"> the cortex gives the hair its strength and elasticity to allow all chemical and physical process to take place 	

There are a variety of cutting techniques used to achieve several looks on different hair classifications and characteristics.		
Q8 (a) From the list of options, select the result achieved from the use of a club cutting technique:		
UHB172M LO3	Multiple Choice Question	Answer
A	create points in the ends of the hair	Incorrect answer because this is an outline of point cutting
B	creates a blunt end to the hair	Correct answer because this an outline of club cutting
C	creates a soft line to the ends of the hair	Incorrect answer because club cutting does not create a soft line in the hair
D	removes the bulk from the hair	Incorrect answer because club cutting does not remove the bulk from the hair
E	removes the weight from the hair	Incorrect answer because club cutting does not remove the weight form the hair

Most correct answer

Least correct answer

B	C	E	D	A
---	---	---	---	---

There are various colouring and lightening products available to suit different hair classifications and characteristics.		
Q9 (a) Identify two reasons for the use of a permanent colour on the hair structure.		
UHB171M LO3	Answer	Total marks
Pass	<p>1 mark awarded for identification of any two of the following:</p> <ul style="list-style-type: none"> • to provide 100% coverage of white hair • to lighten/darken the hair • to add colour tone to the hair • permanent colours have a vast range of colours for different fashion effects • to enhance existing hairstyle/change of image 	2 marks

The hair on the head is referred to as terminal hair and is essential for warmth and protection. Each individual hair consists of different layers.

Q10 (a) Identify which layer of the hair will show the first sign of damage.

UHB169M LO3	Answer	Total marks
Pass	1 mark awarded for selecting the following: <ul style="list-style-type: none"> the cuticle is the outer layer of the hair structure and first to show any signs of damage 	1 mark

During a staff meeting, an employer demonstrated to staff how they should correctly store and handle products and explained the correct use and disposal of products.

Q11 (a) From the list of options, select the act of legislation that the employer is explaining:

UCO34M LO1	Multiple Choice Question	Answer
A	COSHH	Correct answer because the employer is explaining requirements of COSHH
B	HASAWA	Incorrect answer because this is the 'Health and Safety at Work Act'
C	PPE	Incorrect answer because this is 'Personal Protective Equipment'
D	PUWER	Incorrect answer because this is 'Provision and Use of Work Equipment Regulations'
E	RIDDOR	Incorrect answer because this is 'Reporting of Injuries, Diseases and Dangerous Occurrences Regulations'

Most correct answer

Least correct answer

A	B	C	D	E
---	---	---	---	---

Maya has noticed that the amount of white hair on her head had increased. Previously Maya had a quasi-permanent colour and the stylist explained that a permanent colour would be more beneficial to Maya to ensure 100% coverage of the white hair.

Q12 (a) From the list of options, select the strength of hydrogen peroxide to use on Maya's hair:

UHB171M LO3	Multiple Choice Question	Answer
A	1.9%/2vol	Incorrect answer because this H ₂ O ₂ would not provide 100% coverage of white hair
B	3%/10vol	Incorrect answer because this H ₂ O ₂ would not provide 100% coverage of white hair
C	6%/20vol	Correct answer because 6%/20vol H ₂ O ₂ is recommended for 100% of white hair
D	9%/30vol	Incorrect answer because this H ₂ O ₂ would not provide 100% coverage of white hair
E	12%/40vol	Incorrect answer because this H ₂ O ₂ would not provide 100% coverage of white hair

Most correct answer

Least correct answer

C	B	D	E	A
---	---	---	---	---

A colour consultation is an essential part of the colouring service to assess client requirements and the desired result.		
Q13 (a) Identify and explain the principles of colour selection during the consultation process.		
UHB171M LO2	Answer	Total marks
Merit	<p>1 mark awarded for the identification of the following:</p> <ul style="list-style-type: none"> a colour consultation is essential to be able to identify the client's natural depth and tone of colour and artificial hair colour by using and understanding the ICC (International Colour Chart) 	3 marks
Distinction	<p>1-2 further marks awarded for a detailed description of the following:</p> <ul style="list-style-type: none"> when using the ICC you will be able to identify the client's natural depth and tone of the hair, this will enable you to assess the different types of pheomelanin and eumelanin colour pigments in the natural hair colour. This knowledge is essential to assess the correct colouring/lightening product to use on the hair the ICC is also used to assess primary and secondary colours to add tone or for neutralising purposes 	

A rough, swollen broken area of the hair shaft may be caused by physical damage or incorrect use of chemicals.

Q14 (a) From the list of options, select the hair condition being described:

UHB169M - LO3 UHB170M, UHB175M, UHB171M, UHB174M, UHB176M, LO2	Multiple Choice Question	Answer
A	folliculitis	Incorrect answer because this is a bacterial infection
B	fragilitis crinium	Incorrect answer because this condition is split ends
C	furunculosis	Incorrect answer because this condition is a boil/abscess
D	seborrhoea	Incorrect answer because this condition is excessive oily scalp/hair
E	trichorrhexis nodosa	Correct answer because this is the condition being described

Most correct answer

Least correct answer

E	B	A	D	C
---	---	---	---	---

It is important for stylists to have knowledge on the different structures within the hair and skin to assist on selecting suitable products and techniques.

Q15 (a) From the list of options, select the description of the hair follicle:

UHB169M LO3	Multiple Choice Question	Answer
A	it is created as new hair cells form	Incorrect answer because this is the hair bulb
B	it produces sweat to cool the body	Incorrect answer because this is the sweat gland
C	the new cells for hair growth are produced	Incorrect answer because this is the dermal papilla
D	the part of the hair above the skin and scalp	Incorrect answer because this is the hair shaft
E	the pocket in which the hair grows	Correct answer because this is the description of the hair follicle

Most correct answer

Least correct answer

E	D	C	A	B
---	---	---	---	---

Cheryl visited the salon to have her hair set ready for a party in the evening. Following her salon appointment, Cheryl worked at the local swimming pool before the party. Cheryl has classification 1a type hair and has requested that the stylist set her hair tighter than normal as the curls normally loosen whilst she is at work.

Q16 (a) From the list of options, select the main cause for the curls loosening in the hair:

UHB170M, UHB174M, UHB176M LO2	Multiple Choice Question	Answer
A	not enough finishing product was used on the hair	Incorrect answer because this would not fully allow the curls to loosen
B	the hair classification would not be able to hold a set	Incorrect answer because the hair was set tighter than normal
C	the humidity at her workplace	Correct answer because the humidity from the air in the swimming pool would start to break down the beta keratin style making the curls/style loosen and it would start to return to the alpha keratin state
D	the set was performed too early in the day	Incorrect answer because this would not fully allow the curls to loosen
E	too much finishing product was used on the hair	Incorrect answer because this would not fully allow the curls to loosen

Most correct answer

Least correct answer

C	A	B	D	E
---	---	---	---	---

The structure within the cortex of the hair temporarily changes during the setting and drying process.

Q17 (a) From the list of options, select the action which describes the effect on the hair structure during the setting and drying process:

UHB174M UHB170M UHB176M LO2	Multiple Choice Question	Answer
A	broken hydrogen bonds are reformed into a beta keratin position	Correct answer because during the setting and drying process the hydrogen bonds reform into a beta keratin position
B	hair dries into an alpha keratin position during finishing	Incorrect answer because the hair dries into a beta keratin position during finishing
C	hair is stretched to its natural beta keratin position during finishing	Incorrect answer because beta keratin is not the hair's natural position
D	salt bonds are removed from the hair during finishing	Incorrect answer because the alpha keratin is not formed during the setting and blow-drying process
E	salt bonds are stretched, break and form alpha keratin	Incorrect answer because the salt bonds are reformed during the setting and blow-drying process

Most correct answer

A	C	D	B	E
---	---	---	---	---

Least correct answer

Kaiko is on holiday and has requested an appointment for a re-growth application of colour. Kaiko had attended the salon for a skin test prior to her colour appointment and the stylist confirmed that no reaction had occurred. During further consultation, the stylist was struggling to retrieve important information about the previous colours that Kaiko had used on her hair as Kaiko could not remember.

Q18 (a) From the list of options, select which further consultation test would be required:

UHB169M-LO3 UHB170M-LO4 UHB171M-LO2 UHB174M-LO4 UHB176M-LO4 UHB172M-LO4	Multiple Choice Question	Answer
A	colour test	Incorrect answer as a colour test will not inform you about previous products used on the hair
B	elasticity test	Incorrect answer because a elasticity test will not inform you about previous products used on the hair
C	incompatibility test	Correct answer because carrying out an incompatibility test will inform you if there are metallic salts presents and will help you decide on choice of product or whether to continue with the colouring service
D	porosity test	Incorrect answer as a porosity test will not inform you about previous products used on the hair
E	strand test	Incorrect answer as a strand test will not inform you about previous products used on the hair

Most correct answer

Least correct answer

C	B	A	D	E
---	---	---	---	---

Latisha arrived at the salon for a cut and blow-dry. Whilst carrying out a consultation, the stylist noticed two round red areas on Latisha's neck. On further investigation these areas displayed a red and raised border and looked slightly scaly.

Q19 (a) From the list of options, select the condition being described:

UHB169M-LO3 UHB170M-LO2 UHB175M-LO2 UHB171M-LO2 UHB174M-LO2 UHB176M-LO2 UHB172M-LO2	Multiple Choice Question	Answer
A	folliculitis	Incorrect answer because this is not a description of folliculitis
B	herpes simplex	Incorrect answer because this is not a description of herpes simplex
C	psoriasis	Incorrect answer because this is not a description of psoriasis
D	ringworm	Correct answer because this is a description of ringworm
E	scabies	Incorrect answer because this is not a description of scabies

Most correct answer

Least correct answer

D	C	E	A	B
---	---	---	---	---

Sofia has recently had a baby and has requested some advice from her stylist. Sofia has hair classification 2b type hair and loosely ties her hair up for ease. Sofia explained to the stylist that her hair is falling out and explained that each time she shampoos her hair there seems to be more loss of hair. Sofia is noticing that her hair is very thin and wispy in areas, especially at the front hairline.

Q20 (a) From the list of options, select the action for the stylist to take:

UHB169M-LO3 UHB170M-LO2 UHB175M-LO2	Multiple Choice Question	Answer
A	advise the client to go to the GP as this is a specialist area	Incorrect answer because hair loss is normal following the birth of a baby and the client does not need to see a specialist
B	explain the condition in basic terms, reassure the client and show the new hair growth	Correct answer because reassurance of new hair growth and an explanation would be required to put the client at ease
C	explain that it is normal after having a baby and not to worry about it	Incorrect answer because the client needs reassurance from the stylist of new hair growth
D	involve other stylists and discuss options about hair styles to suit the client	Incorrect answer because the client has not requested a new style
E	use this as a selling opportunity for recommendations of product and scalp services	Incorrect answer because consideration of the client is required and this should not be seen as an opportunity to promote/sell products

Most correct answer

Least correct answer

B	C	A	D	E
---	---	---	---	---

Working in the hairdressing industry, stylists meet clients from a variety of backgrounds with differing language barriers, physical and learning abilities.

Klaudia arrived at the salon and spoke limited English language. Klaudia requested a change to her normal haircut and wanted to experiment with different colours throughout her hair. There was no visible reaction from the skin test that had been carried out previously.

The consultation became increasingly difficult as Klaudia was unable to fully understand what the stylist was trying to recommend for her.

Q21 (a) From the list of options, select the action the stylist should take to obtain the right information:

UHB169M,UHB170M, UHB175M,UHB171M, UHB174M,UHB176M, UHB175M,LO2	Multiple Choice Question	Answer
A	ask another member of staff to help out with the colour consultation	Incorrect answer because the use of images and a colour chart are required to establish the client requirements
B	book the client in with the salon manager for another colour appointment	Incorrect answer because the use of images and a colour chart are required to establish the client requirements
C	explain to the client that the colouring service cannot go ahead	Incorrect answer because the use of images and a colour chart are required to establish the client requirements
D	perform the cut and colour that they feel would suit the client	Incorrect answer because the use of images and a colour chart are required to establish the client requirements
E	show the client various images and use a colour chart to help with colour selection	Correct answer because this will help with the consultation and establish the client requirements

Most correct answer

Least correct answer

E	A	C	B	D
---	---	---	---	---

Section B

Martha had booked an appointment for a colour consultation at a local salon which had been recommend to her. Martha was approaching the age of 30 and decided that she wanted to add some colour to her virgin hair. Martha had long classification 2a type hair, which was regularly trimmed, with a small percentage of white hair. The stylist has recommended the use of a quasi-permanent colour. Martha was unsure of the tone of colour to select and left this to the stylist to recommend which colour tone would suit her best.

Q22 (a) Identify and explain the effect of quasi-permanent colour on the hair structure.

UHB171M LO2	Answer	Total marks
Pass	<p>2 marks awarded for identifying any two of the following:</p> <ul style="list-style-type: none"> quasi-permanent colour does not last as long as permanent colour in the hair quasi-permanent colour will not lighten hair quasi-permanent colour only deposits colour (depth and tone) quasi-permanent colours are usually with a low volume developer/hydrogen peroxide quasi-permanent colours will cover up to 50% of white hair 	4 marks
Merit	<p>1 further mark awarded for the explanation of the following:</p> <ul style="list-style-type: none"> different sized colour molecules enter the cortex and are oxidized by the developer/hydrogen peroxide 	
Distinction	<p>1 further mark awarded for further explanation of the following:</p> <ul style="list-style-type: none"> the developer/hydrogen peroxide is mild, the colour molecules do not become very large and are gradually lost each time the hair is shampooed 	

Martha had booked an appointment for a colour consultation at a local salon which had been recommend to her. Martha was approaching the age of 30 and decided that she wanted to add some colour to her virgin hair. Martha had long classification 2a type hair, which was regularly trimmed, with a small percentage of white hair. The stylist has recommended the use of a quasi-permanent colour. Martha was unsure of the tone of colour to select and left this to the stylist to recommend which colour tone would suit her best.

Q22 (b) Identify three consultation tests required for the colouring process.

UHB169M-LO3 UHB171M-LO2	Answer	Total marks
Pass	<p>1 mark awarded for identification of any three of the following tests:</p> <p>skin test</p> <ul style="list-style-type: none"> • elasticity test • porosity test • colour test <p>maximum of 3 marks</p>	3 marks
Do not award marks for	Do not award for the identification of an incompatibility test and a strand test.	

Martha had booked an appointment for a colour consultation at a local salon which had been recommend to her. Martha was approaching the age of 30 and decided that she wanted to add some colour to her virgin hair. Martha had long classification 2a type hair, which was regularly trimmed, with a small percentage of white hair. The stylist has recommended the use of a quasi-permanent colour. Martha was unsure of the tone of colour to select and left this to the stylist to recommend which colour tone would suit her best.

Q22 (c) Describe how to perform one consultation test required for the colouring process.

UHB169M-LO3 UHB171M-LO2	Answer	Total marks
Merit	<p>1-2 marks awarded for an description of any one of the following tests:</p> <p>Skin test: Clean the area prior to carrying out the skin test. Apply a small amount of the client's chosen colour behind the client's ear or the crease of their elbow. The skin test takes place 24-48 hours prior to the colouring service. Refer to manufacturer's instructions as this may vary, occasionally colours are required to be mixed with hydrogen peroxide before performing a skin test.</p> <p>Elasticity test: Take a few strands of dampened hair and hold each end firmly between the thumb and forefinger of each hand. Gently pull the hair. If the hair stretches more than half of its original length and does not return to its original length then the hair is over elastic and may break during chemical processing.</p> <p>Porosity test: Take a few strands of hair and hold them firmly. Run your fingers gently down the hair shaft, points to roots, to check if the cuticle layer is lifted.</p> <p>Colour test/test cutting: A small amount of hair is cut from an unnoticeable area. Apply the colour or lightening products proposed to use and develop following manufacturer's instructions.</p> <p>Maximum of 2 marks</p>	2 marks

Martha had booked an appointment for a colour consultation at a local salon which had been recommend to her. Martha was approaching the age of 30 and decided that she wanted to add some colour to her virgin hair. Martha had long classification 2a type hair, which was regularly trimmed, with a small percentage of white hair. The stylist has recommended the use of a quasi-permanent colour. Martha was unsure of the tone of colour to select and left this to the stylist to recommend which colour tone would suit her best.

Q22 (d) Explain why consultation tests are required for the colouring process.

UHB169M-LO3 UHB171M-LO2	Answer	Total marks
Distinction	<p>1 mark awarded for an explanation of any of the following tests:</p> <p>Skin test: If a skin test is not performed, an allergic reaction to a colouring product could occur and can be harmful/fatal to a client.</p> <p>Elasticity test: If an elasticity test is not performed, the hair may be in poor condition and the application of colour could affect the hair's condition further.</p> <p>Porosity test: If a porosity test is not performed, an incorrect colouring product may be used and this may result in colour fade.</p> <p>Colour test/test cutting: If a colour test/test cutting is not performed the desired colour result may not be achieved - due to not assessing the suitability of the colouring product and the amount of processing time required.</p> <p><i>Learners could also make a generic statement to cover all consultation tests.</i></p> <p>Maximum of 1 mark</p>	1 mark

Mrs Jones allows her hair to dry naturally due to lack of time. Mrs Jones has classification 1b type hair with a strong nape whorl. Mrs Jones had taken an image to her stylist of the style she would like, see Figure 6.

Q23 (a) Identify the hairstyle requested in Figure 6.

UHB172M LO5	Answer	Total marks
Pass	1 mark awarded for the identification of a short graduation haircut.	1 mark

Mrs Jones allows her hair to dry naturally due to lack of time. Mrs Jones has classification 1b type hair with a strong nape whorl. Mrs Jones had taken an image to her stylist of the style she would like, see Figure 6.

Q23 (b) Describe how to perform the requested hairstyle.

UHB172M LO5	Answer	Total marks
Pass	<p>1-2 marks awarded for a brief description of how to perform the haircut</p> <p>For example: The hair is left longer on the internal layers and the external outline would be shorter. The hair is cutting shorter into the nape. The external hair at the sides of the head are cut shorter than the internal layers</p>	5 marks
Merit	<p>1-2 further marks awarded for a detailed description of how to perform a short graduation haircut</p> <p>For example: A short graduation haircut - the hair is cut at various angles up to 45° angles. The angle taken would depend on how much graduation is required. This would be discussed between the stylist and the client. The hair is left longer with the internal layers and the external outline of the haircut would be shorter</p>	
Distinction	<p>1 further mark awarded for describing that the texturising may be used within the haircut to compensate for the hair classification</p>	

Mrs Jones allows her hair to dry naturally due to lack of time. Mrs Jones has classification 1b type hair with a strong nape whorl. Mrs Jones had taken an image to her stylist of the style she would like, see Figure 6.

Q23 (c) Explain and justify any adjustments to be made to the hairstyle to compensate for Mrs Jones's hair characteristics.

UHB172M LO2, LO5	Answer	Total marks
Pass	1 mark awarded for identification that consideration of the strong nape whorl has been taken into account	4 marks
Merit	1-2 further marks awarded for an explanation of how to compensate with the hair characteristics whilst performing the haircut For example: The hair in the nape may need to be cut shorter or left longer to compensate for the strong nape whorl. This would be discussed between the stylist and the client	
Distinction	1 further mark awarded for a justification of the adjustments required to compensate for the strong nape whorl	

The stylist was performing a haircut on her client Jackie, who seemed very stressed and upset on arrival at the salon. During the service Jackie was moving around in her chair and the stylist was finding it difficult to keep her head straight. The situation escalated leading to further problems throughout the service. The stylist accidentally cut Jackie's skin and then discovered the haircut was uneven so had to check each section of the cut to rectify this. At the end of the service Jackie complained to the stylist that she had cut too much hair off.

24 (a) Explain the action the stylist should take if a client's skin is cut and why these actions should be taken.

UHB172M - LO3 UCO34M - LO1,LO2	Answer	Total marks
Merit	<p>1 mark awarded for an explanation of each of the following actions:</p> <ul style="list-style-type: none"> the stylist must wash their hands immediately if contact is made with the client blood the stylist must be wearing PPE when dealing with open wounds and applying first aid materials apply first aid techniques - for example providing a sterile material for the client to hold against their skin to stop the bleeding <p>Maximum of 3 marks</p>	6 marks
Distinction	1-3 further marks awarded for an explanation of why the above actions should be taken	

The stylist was performing a haircut on her client Jackie, who seemed very stressed and upset on arrival at the salon. During the service Jackie was moving around in her chair and the stylist was finding it difficult to keep her head straight. The situation escalated leading to further problems throughout the service. The stylist accidentally cut Jackie's skin and then discovered the haircut was uneven so had to check each section of the cut to rectify this. At the end of the service Jackie complained to the stylist that she had cut too much hair off.

24 (b) Explain the process the stylist would take when the sides of the finished haircut were uneven.

UHB172M LO3	Answer	Total marks
Merit	<p>1 mark awarded for explaining one of the following processes:</p> <ul style="list-style-type: none"> • how to use the mirror to visually check the sides of the haircut are even • the stylist must ensure that the client is sat straight in the chair and that the client does not cross their legs • the stylist needs to move around the client to check the haircut at the perimeter through standing at different positions, and checking the different angles to ensure that the hair is straight <p>Maximum of 1 mark</p>	2 marks
Distinction	<p>1 mark awarded for the following:</p> <ul style="list-style-type: none"> • ensure that the haircut has been corrected and offer a free service/reduction from next service for the client 	

The stylist was performing a haircut on her client Jackie, who seemed very stressed and upset on arrival at the salon. During the service Jackie was moving around in her chair and the stylist was finding it difficult to keep her head straight. The situation escalated leading to further problems throughout the service. The stylist accidentally cut Jackie's skin and then discovered the haircut was uneven so had to check each section of the cut to rectify this. At the end of the service Jackie complained to the stylist that she had cut too much hair off.

Q24 (c) Identify and explain how the correct amount of hair is removed during a haircut.

UHB172M LO3	Answer	Total marks
Pass	1 mark awarded for the identifying the following: <ul style="list-style-type: none"> • carry out a consultation with the client 	2 marks
Merit	1 further mark awarded for an explanation: <ul style="list-style-type: none"> • to ensure that the correct amount of hair is removed during a haircut, effective communication during consultation with the use of visual aids, etc. The amount of hair to be removed should be confirmed between the stylist and client prior to and during the service 	

Sample Internal Assessment Material



Graded Synoptic Assessment – Assessor Pack

Qualification title	Level 2 Diploma in Ladies Hairdressing Level 2 Extended Diploma in Ladies Hairdressing
Qualification product code	HB2D1 HB2ED1
Graded synoptic assessment code	HB2D1.SYN HB2ED1.SYN
Units covered	UCO34M - Health, safety and hygiene UHB169M - Advise and consult with clients UHB170M - Blow-dry and style hair UHB172M - Cut ladies hair UHB175M - Shampoo, condition and treat the hair and scalp UHB171M - Colour and lighten the hair UHB176M - Style hair with electrical equipment
Series	Sample

What is in this pack?

- Instructions for assessors
- Client requirements
- Marking pack

Instructions for assessors

1. The purpose of the graded synoptic assessment is for learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification.
2. The graded synoptic assessment is set by VTCT and requires learners to carry out a complete commercial service in a real or realistic working environment on a real and unfamiliar client, thus simultaneously drawing together a range of skills and knowledge, and using them in an integrated way. Learners will provide a complete

hairdressing service, whilst taking into account unpredictable, client-centred variable factors, which will mirror commercial practice in industry.

3. The complete service must be completed in a commercially acceptable time frame. Learners are permitted up to a **maximum of three hours** to complete the service.
4. The Learner Pack details the services to be provided and includes a set of tasks, which specify the activities that need to be demonstrated.
5. Assessments must be conducted on real clients. It is the centres responsibility to source suitable clients. Learners must not be assessed on a client they have previously worked on – assessments on family members, friends and peers are strictly prohibited (see client requirements section for more information).
6. This graded synoptic assessment has been designed with employers and professional associations to reflect industry practice. It has also been informed by the experience and assets of WorldSkills International.
7. The information in this pack should be read in conjunction with the Learner Pack, the qualification specification and unit specifications, in particular the assessment requirements and assessment guidance sections.
8. Centres may involve industry practitioners or employers in the synoptic assessment process. For clarification on employer participation see the Technical Certificate Specification section 5.7 Meaningful employer involvement.

Scheduling the graded synoptic assessment

9. VTCT sets the graded synoptic assessment, which is changed annually. It is the responsibility of the centre to internally assess and internally quality assure the assessment, which is subject to external verification by VTCT.
10. Learners must complete the graded synoptic assessment towards the end of their learning programme; this might be in the final term or last third of the qualification.
11. Assessments should be conducted only when learners are suitably prepared for assessment. Centres may determine the precise timetabling of graded synoptic assessments to suit local needs.
12. Centres must produce and maintain an assessment plan which includes the graded synoptic assessment. VTCT EQAs will arrange with centres to conduct quality assurance visits to observe graded synoptic assessments, to quality assure the consistency of assessment decisions and that learner work is to the required national standard. VTCT will also conduct random spot-checking of graded synoptic assessments.

Preparing for the graded synoptic assessment

13. Centres must identify clients for the graded synoptic assessment. Potential clients must meet the specified client characteristics.
14. It is the responsibility of the centre to meet with potential clients at the centre to establish suitability and to meet the health and safety requirements for chemical and/or product sensitivity testing.
15. Clients deemed suitable must be provided with the date and time they are required to attend the centre for the graded synoptic assessment.

16. Learners must carry out their assessment on a new client, that is, one not previously worked on by the learner.

Conducting the graded synoptic assessment

17. *Time*: All services must be completed in a commercially acceptable time frame. Learners are permitted up to a **maximum of three hours** to complete the service. The exact time taken must be documented.
18. *Environment*: Assessments must take place in a real or realistic working environment on a real client.
19. *Resources*: Learners must be given access to the full range of products, tools and equipment required to carry out all services within the graded synoptic assessment.
20. *Supervision/Authenticity*: The assessment must be supervised at all times by an assessor.
21. *Collaboration*: Whilst learners can work in groups to practise and prepare for this assessment, the graded synoptic assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.
22. *Reflective discussion (optional)*: Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. In the marking pack, VTCT has provided a professional discussion template to assist assessors which may be used to capture the evidence that has not naturally occurred or been observed during the assessment. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.
23. *Feedback*: Learners must not be provided with feedback throughout the assessment. At the end of the assessment a provisional grade can be discussed with learners. Final results and grades can only be confirmed once internal verification and external verification has taken place, following VTCT's EQA visit.

Judging and grading the synoptic assessment

24. Learner performance must be internally assessed by centre staff.
25. The synoptic assessment is graded Fail, Pass, Merit or Distinction.
26. Assessors must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided. Judgement is made against specified characteristics that define the Pass, Merit and Distinction grades.

Assessors must not attempt to assign a grade to each and every task, instead they must weigh up the strengths and weaknesses of the service provided as a whole and decide which grade best reflects the learner's overall performance.

27. Assessors must use the marking grid to record assessment decisions which include:
 - the grade awarded
 - justification for the grade awarded

- details of reference material or supporting evidence (i.e. service plans, consultation cards/records, photographs of the outcome etc)

Internal quality assurance of the graded synoptic assessment

28. Centres must ensure the internal quality assurance and quality control of all learner assessment including reliability, validity, fairness and authenticity.
29. It is the responsibility of the centre to ensure that rigorous internal standardisation has taken place to ensure:
- the correct procedures relating to the delivery of the graded synoptic assessment are administered
 - the grading criteria and standard of evidence required by grade, is clearly understood
 - assessment decisions taken by different assessors (across sites, where applicable) are consistent, fair and reliable
30. Once learners have completed the graded synoptic assessment and grades have been determined, centres must internally quality assure a suitable sample of learner work. As a minimum, centre sampling must meet all criteria, which include:
- a minimum sample of 20 or the square root (whichever is the largest)
 - for cohorts below 20, a 100% sample is required
 - all assessors and internal verifiers, and all sites (where applicable).
 - learner work at all grades, including learner work which has been given a Fail grade
31. Centres must ensure that assessors have:
- applied grading criteria fairly and consistently across all learners

Internal quality assurance outcomes for the graded synoptic assessment, including changes to learner grades must be recorded and made available to the EQA

External quality assurance of the graded synoptic assessment

32. The graded synoptic assessment is subject to external quality assurance by VTCT. EQAs will schedule visits to observe graded practical assessments.
33. On a centre visit an EQA will:
- verify that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
 - check that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements
 - review the quality of meaningful employer involvement
 - in line with VTCT's sampling strategy, sample learner work to verify that it is to the required standard for a given grade, this includes observation of graded synoptic assessments
 - review evidence of the activities that have been undertaken to standardise assessments

- sample work and observe assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the IQA
34. Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre so that external verification can take place.
 35. Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.
 36. Depending on their findings, the EQA may take different courses of action; including agreeing an improvement plan and timeline for improvement with the centre, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.
 37. In addition to the two normal EQA visits per year, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of VTCT's formal quality assurance process. Spot checks are carried out by VTCT EQAs and will interrogate the delivery, assessment and internal quality assurance of the graded synoptic assessment.

The EQA conducting a spot check will:

- be independent of the centre
- ensure graded synoptic assessments are conducted appropriately and in line with VTCT procedures
- judge and grade learner performance in graded synoptic assessments alongside centre assessors to ensure the national standard is being achieved
- compare judgements between assessors to ensure grading criteria and characteristics are being consistently applied

VTCT will draw on centre assessment plans to conduct unannounced spot checks.

Submitting grades for the graded synoptic assessment

38. The centre should submit learner grades to VTCT using Linx2Online on the VTCT website.

Retaking the graded synoptic assessment

39. *Retakes for learners who have failed* - Learners who fail to reach the required Pass standard in the graded synoptic assessment, are permitted ONE retake opportunity after feedback and appropriate tuition have taken place. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.
40. *Retakes for underperforming learners* - Learners who achieve the Pass standard or above but are deemed to have underperformed in the graded synoptic assessment,

are permitted ONE retake opportunity. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.

Evidence of underperformance must be recorded and retained by centres. Evidence may include grades achieved by learners in other assessments which demonstrate comparative underperformance. This evidence must be made available for external quality assurance.

Centre guidance

For this qualification, centres are required to inform the learners of the client requirements **one month** before the planned graded synoptic assessment.

Centres must identify suitable clients for the graded synoptic assessment. Centres may ask learners to identify suitable clients.

Client requirements

Clients must meet all of the following requirements:

- be prepared for the service by having a skin test completed 24 - 48 hours prior to appointment, following manufacturer's instructions
- be 16 years or over
- be willing to have a minimum of **2cm of hair** removed
- be willing to accept a **physical** and **visible** change in hair colour
- be prepared for the service to be carried out by a learner unknown to them
- not have hairdressing knowledge or experience
- provide consent to participate
- potential clients must meet with centre staff who will establish suitability and any required tests prior to the graded synoptic assessment

Marking pack

Learner name:	
Date:	
Graded synoptic assessment code:	HB2D1.SYN HB2ED1.SYN
Series:	Sample
Theme:	Provide a bespoke highlighted effect, cut and finish on the hair.
Assessor name:	

Instructions

You (the assessor) must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided.

You must not attempt to assign a grade to each and every task, instead you must weigh up the strengths and weaknesses of the service provided as a whole and decide on which grade best reflects the learners overall performance. Grade characteristics must not be used as a tick list.

You are required to justify the grade awarded.

Support and guidance

Prior to conducting graded synoptic assessments, you are strongly encouraged to attend an 'Establishing the Standard' workshop hosted by VTCT, to explore best practice in conducting graded synoptic assessments and in particular, correctly using the grading rubric.

For more information, visit the VTCT website (www.vtct.org.uk).

Holistic grading rubric

Use the grading rubric below to award the learner a grade for the synoptic assessment.

All or most of the characteristics must be achieved to award the given grade
Characteristics of a Pass
<p>The learner set their work area up independently and demonstrated satisfactory personal presentation. The learner demonstrated confident communication and behaviour using suitable consultation techniques to identify client needs and service options. The consultation included a contra-indication check, medical history and client service objectives. The learner explained and agreed the service outcomes with the client. The learner completed a hair analysis. The learner carried out a cut, colouring and finishing service without support, using a combination of methods and techniques for the client. The learner complied with health and safety guidelines and product instructions. The learner provided basic aftercare which included a product recommendation. Throughout the cut, colouring and finishing service the learner maintained a clean, tidy work area and prepared for the next service. All aspects of the service aligned with customer satisfaction. The learner completed the client record card/file following the service.</p> <p>The learner demonstrated basic knowledge and understanding throughout the assessment and outlined the reasons for service choice and decisions made. The learner made suggestions for improvement to personal performance. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.</p>
Characteristics of a Merit
<p>The learner demonstrated the use of effective consultation techniques using a range of open and closed questions to identify the client service objectives, contra-indication check and medical history. Visual aids were used to support the consultation process. The learner completed a hair analysis and considered other influencing factors. The learner demonstrated positive communication and behaviour by ensuring a polite and friendly manner and positive body language. The learner adjusted their communication techniques meeting individual client's needs. The learner provided a cut, colouring and finishing service which exceeded client's needs and expectations and fully aligned with the consultation process.</p> <p>The learner managed materials, tools and equipment following employer guidelines whilst maintaining a safe working area. The learner managed the cost effectiveness of the service, minimised waste and adhered to environmental sustainability policies. The learner discussed suitable aftercare advice with the client, linking to client concerns. Professional products and additional services were recommended and the learner described their use and suitability for the client.</p> <p>The learner demonstrated sufficient knowledge and understanding throughout the assessment and described the reasons for service choice and decisions made. The learner identified areas for improvement to personal performance and how this could be achieved. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.</p>

Characteristics of a **Distinction**

The learner reflected on the individual needs and requirements of the client when completing the consultation and developing a service plan for the client. A detailed hair analysis was completed and the learner explained the reasons for the process. Visual aids were used to support the consultation process and service explanation. The learner used a communication strategy that was courteous, considerate and attuned to the clients responses, establishing a positive relationship with the client and excelling in customer service. The learner methodically provided a smooth transition for each stage of the service which fully aligned with the consultation and exceeded client expectations. The learner explained the choice of products, tools and equipment to the client throughout the cut, colouring and finishing service. The learner was flexible throughout the service and was responsive to the client's needs. The learner demonstrated creativity and innovation throughout the service and the techniques used were individually tailored to meet customer needs and requirements.

The learner was proactive and committed to following environmental sustainability procedures whilst demonstrating a strong commercial focus. The learner confidently demonstrated effective time management and optimal organisational skills throughout the service. The learner complied with employer expectations by explaining aftercare advice and actively recommended additional services and professional products. Clear links were made by the learner between the recommendations and the client's needs and concerns.

The learner demonstrated self-confidence, effective interpersonal and communication skills throughout all observed interactions. The learner demonstrated the ability to modify their techniques throughout the service to suit the needs of the client.

The learner demonstrated comprehensive knowledge throughout the assessment and explained the reasons for service choice and decisions made. The learner reflected on their personal performance, making recommendations on how they could improve and creating a realistic action plan to continue their development. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.

Professional Discussion Record (optional)

Purpose:	<p>The professional discussion is a tool to support assessors in the grading of the synoptic assessment and for gaining clarification on areas that have not naturally occurred during the practical observation.</p> <p><i>This is not a compulsory part of the synoptic assessment.</i></p>
Rationale:	<p><i>For example:</i></p> <p><i>Why did you select the specific colouring/lightening products for your client?</i></p>
Modifications:	<p><i>For example:</i></p> <p><i>How did you modify your colouring technique to meet your client's needs?</i></p>
Service specific questions:	<p><i>For example:</i></p> <p><i>How did you avoid product seepage on the hair?</i></p>
Assessor signature:	<hr style="border: 0; border-top: 1px solid black; height: 1px;"/>
IQA signature (if applicable):	<hr style="border: 0; border-top: 1px solid black; height: 1px;"/>
Learner signature:	<hr style="border: 0; border-top: 1px solid black; height: 1px;"/>

Grading decision	
Duration of assessment:	
Grade awarded:	
Justification for grade awarded:	
Reference material / supporting evidence:	
Assessor name:	
IQA name:	



Graded Synoptic Assessment – Learner Pack

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Qualification title	Level 2 Diploma in Ladies Hairdressing Level 2 Extended Diploma in Ladies Hairdressing
Qualification product code	HB2D1 HB2ED1
Graded synoptic assessment code	HB2D1.SYN HB2ED1.SYN
Series	Sample

What is in this pack?

- Instructions for learners
- Assessment brief

Instructions for learners

1. This graded synoptic assessment requires you to complete a commercial service on a new client to industry standard, in a commercially acceptable time frame. You have up to a **maximum of three hours** to complete the service.
2. You are required to demonstrate knowledge, understanding and skills from across a range of mandatory units.
3. You will have access to the full range of products, tools and equipment required to carry out services.
4. You will be supervised by your assessor at all times.
5. You must not communicate or collaborate with other learners at any time throughout the assessment.
6. At the end of your assessment, your assessor may ask you a number of structured questions. You may be required to explain and reflect your choices and use of products, tools, equipment and techniques used throughout the service in a professional discussion.

7. Your assessor will make an overall judgement of your performance and will award you with a grade of Fail, Pass, Merit or Distinction. You will not be issued with your grade until a later time. This assessment is worth 20% of your overall qualification grade.
8. The assessment brief section details the theme of the service and the tasks you are required to undertake.

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Assessment brief

1. Service to be provided

You are required to perform a cut and a colour on a female client, creating a highlighted effect.

2. Time allocation

The time allocated for this assessment is a **maximum of three hours**.

3. What you must do

Tasks
1. Observe health and safety practices throughout the service: <ul style="list-style-type: none"> Maintain a clean and tidy work area throughout the assessment
2. Plan and prepare for agreed services, to include self, client and work area.
3. Complete a thorough consultation to establish the client's aims and objectives and agree the finished style.
4. Devise a personalised service incorporating application methods and techniques to suit the needs of the client established at consultation: <ul style="list-style-type: none"> remove a minimum of 2cm of hair during the cutting service create a highlight effect on the hair use a woven colouring technique use a lightening product apply lightening product to a minimum of 75% of the head create a physical and visible change to the look of the existing haircut, colour and finish complete the service in a commercially acceptable time frame you have up to a maximum of three hours to complete the service
5. Provide the personalised service in line with the consultation and devised personal service procedures.
6. Enhance the cut and colour with the agreed finish: <ul style="list-style-type: none"> use a styling and finishing product to style the hair
7. Provide aftercare advice and recommendations.

8. Complete post-service maintenance and maintain client records.