



VTCT Diploma in Hair and Beauty Studies

Internal Assessment Key Features

Internally assessed units

- Centre designed or contextualised from Awarding Body samples
- Internally assessed and moderated
- Externally moderated

Consider:

- 1st teaching units from September 2009 onwards
- Time Frames
- Resources
- Course Team
- Working in Context
- Employer Links
- Quality Assurance

Quality Assurance of assessment briefs

- Assessment assignments must be written to a consortium based design
- Materials for delivery and assessment must be consistent across all consortium members
- Standardisation and moderation must take place across all consortium members

Delivery considerations for assessment

- Developing a consortium wide resource for each unit
- Auditing current resources and required resources across consortium members, for example available:
 - Specialist subject teachers
 - ICT facilities
 - Work experience and employer engagement
 - Supporting teachers across the consortium
 - Cross-communication at all stages

Good practice in devising assignments

- Being part of a 'critical friendship group'
- Sharing good practice in delivery and assessment approach
- Sharing resources
- Consortium working as a team, not autonomously

- Support the development and recognition of work-related learning
- Build on previous work experience
- Develop sector skills when set in relevant settings
- Allow flexibility around how evidence of attainment is achieved

Resources and guidance

- Consider how the assignment brief activities and final evidence for assessment are organised and planned
- Consider the GLH for delivery and assessment – direct and supported
- Consider what would be the workplace links and resources needed for this unit – employer engagement, input
- Specialist input
- What additional requirements and resources will the learner required to complete the assignment?

Some examples of types of assignment

Make them exciting and something learners can relate to

- Experiment – test a hypotheses, principle or theory e.g test how a layout of a retail outlet affects buyer behaviour
- Case study – setting a real or realistic sector relevant situation to stimulate learners
- Role play – learner/s take on a role in a simulation situation to demonstrate skills, knowledge and understanding
- Event – Provides opportunity for learners to work as part of a team and draws together holistic assessment of learning e.g plan and run a hair and beauty fashion show
- Produce x, y, z – This could be a product, artefact, plan
- Report – This could be written, audio visual or orals and draws on understanding of particular subjects
- Local investigation – Focussing on a particular subject based on the geographical area
- Design – Develop ideas, create a personal programme
- Review – When learners reflect on performance and make judgements eg surveys

Requirements of VTCT Internal Assessment

- Knowledge, understanding and skills are assessed in a realistic way as applied in the sector
- Assessment is holistic, not a fragmented set of tasks
- Assessments are interesting and likely to motivate candidates
- Set out to clearly identify what the candidate needs to demonstrate in order to achieve at different levels (clear instructions)

Fit for purpose

- Each assignment should be broken down into manageable tasks to complete
- Assignment briefs should be: fit for purpose, manageable, secure, reliable, valid, transparent, balanced and flexible.
- Centres are encouraged to use a variety of assessment methods.

- Centres are encouraged to place emphasis on practical application, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience.
- The creation of assignments that are fit for purpose is vital to learners' achievements and its importance cannot be emphasised enough.

Quality Assurance

Controls

What is controlled assessment?

Controlled assessment is the approach to internal assessment where the component awarding body (CAB) sets requirements or 'controls' for:

1. setting tasks;
2. taking tasks (including time, resources, collaboration and supervision); and
3. marking tasks

A learner's marks for each internally assessed unit of Principal Learning (PL) Qualifications must be drawn from an assessment that has been set, taken and marked in line with these controls

Internal standardisation

- Centre has an identified 'Domain Assessor' who has attended standardisation training
- Consortia must have a published mechanism for internal standardisation to agree:
 - Tasks set will result in valid, reliable, fair assessment
 - That the marking has been applied consistently

Marking

'Best fit' marking

- Mark schemes must be based on published mark bands within the units
- The awarding of marks should follow the 'best fit' principle.
- The overall standard of work for an assessment focus should be matched to a mark band – it is not a hurdle approach.
- Marking is strictly based on the assessment criteria (there is no credit for English or other factors unless stated in the criteria)

Internal Sample Assessment Material (iSAMs)

Each internal assessment sample has a description of the assessment activities required for each unit broken down into tasks

- Centres can tailor these activities to their individual learners / contexts to allow for cohort, geographical or regional differences and requirements. Alternatively centres may devise their own but sufficient controls must be clearly identified in line with VTCT standard model of controlled assessment (**Appendix B**)
- Each sample internal assessment has an assessment grid with quantitative and qualitative statements ordered into 3 mark bands.
- Assessors should judge the work against these statements and award an appropriate mark
- It is acceptable to give formative feedback before summative judgements are made on assessments.

- A single draft may be submitted and learner receives constructive but not directive feedback before final submission
- Feedback will be limited to a list of evidence which is missing, this will be recorded and reported with the scripts
- If unsuccessful the learner may retake/resubmit the assessment for a unit but within a different window and with a different example/context

Standards moderation

- Samples of assessed work will be identified by VTCT from marks submitted by the centre
- Sample of assessments from across the range of marks will be cross marked by VTCT standards moderators (where appropriate a moderator will visit)
- Where marks differ consistently from the accepted standard they will be adjusted and the centre advised
- Where there is inconsistency or significant difference all scripts will be called in and remarked

Teaching and assessing personnel

In order to ensure that learners get the most out of this unit, it is recommended that the teaching by suitably qualified and experienced tutors/assessors be complemented with instruction by other personnel, such as:

- (i) industry specialists with relevant sector experience,
- (ii) practising work-based hair and beauty trainers/assessors with appropriate current practical experience and evidence of relevant professional development, and
- (iii) qualified business management teachers

Teaching and assessing requirements

It is not mandatory that teachers and assessors to have A1 or D32, 33 as these are primarily for work based and NVQ assessment.

However:

In order to ensure that learners get the most out of the units, it is recommended that the teaching by suitably qualified and experienced tutors/assessors is complimented with instruction by other personnel, such as: (i) industry specialists with relevant sector experience, (ii) practising work-based hair and beauty trainers/assessors with appropriate current practical experience and evidence of relevant professional development, and (iii) qualified business management teachers.

Quality Assurance

Purpose of external moderation

- To determine through the re-assessment of sample candidates' coursework, whether centres are assessing accurately and consistently, to the agreed national standards.
- Moderation is concerned solely with judging the quality of centre's assessment decisions through external moderation of internally assessed and standardised work

Essential recording

Each internal assessment submission for marking and moderation must be accompanied by:

- *Declaration of Authentication*
- *Assignment brief*
- *Assignment feedback to include*
 - Should contain details of what the student did
 - How s/he did it
 - Why the student's performance warrants the award of that criterion

Centres may use VTCT documentation or devise their own, if centres elect to devise their own they must at least contain the same information

Other documentation

- Witness observation records can also be used for practical activities, presentations and events as necessary
- Supplementary portfolio evidence in the form of notes, photographs, artefacts etc should be used to support the documentation

Assessment timetable for Hair and Beauty Studies
January 2010 series

Order of first teaching

Foundation unit	Title	GLH	Examination	Exam series
1.1	Introducing the hair and beauty sector	30	Written external examination	January
1.2	Creating a positive impression within hair and beauty	30	Internal	January
Higher unit				
2.1	Safe and healthy working practices within hair and beauty	30	Internal	January
2.2	The world of hair and beauty	60	Written external examination	January
Advanced unit				
3.8	Cosmetic Science	60	Internal	January
3.6	Exploring the world of spas	60	Written external examination	January