

Principal Learning in Hair and Beauty Studies

Sample Assessment Material Level 1 Unit 2





Principal Learning Unit

Internally Assessed: Sample Assessment Material

Level: 1

Unit 2: Creating a Positive Impression within Hair and Beauty

INSTRUCTIONS TO CANDIDATES

- You will have a maximum of **6** hours of assignment preparation time and maximum of **2** hours final submission time for this unit under the supervision of your assessor
- You must complete your assignment by the deadline date set by your assessor
- You must include all of the evidence listed in the evidence grid
- All preparatory work and final submission must be your own work. You must not copy from someone else or allow another candidate to copy from you
- You may work on your own or in a group. If you work in a group, your own work must be clearly identified and individually submitted
- Make sure you know what you have to do before starting your work and you have the resources available
- Your completed assignment must be accompanied by a completed **Assignment Feedback Sheet, Declaration of Authentication** and **Assignment Brief**

INFORMATION FOR CANDIDATES

- The total number of marks for this assignment is **100**.
- Your assessor will inform you of the dates and times when you must complete your work.
- This document consists of **17** pages. Any blank pages are indicated.



Assessment feedback sheet

Programme Title: Foundation Principal Learning in Hair and Beauty Studies		Tutor/Assessor:
Unit Title: Creating a Positive Impression Within Hair and Beauty		Unit No: 1.2
Assessment Title: Staff training		Learning Outcome Nos: 1, 2, 3
Launch Date:	Due Date:	
Learner Name/Group		(ULN)

Feedback/Comments with reference to AC's	Areas to Develop:

Draft submission date and details:
Details of pre-submission support and guidance given to the learner
Final submission date and details:

Signed (tutor/assessor):	Print Name:	Date:
Internal Moderator's Signature:	Print Name:	Date:

Declaration of Authentication

Each candidate is required to sign a declaration, before submitting their coursework to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that they do so is the responsibility of centres.

The work you submit for assessment must be your own. If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the Notice to Candidates (GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications: Coursework Assessments). I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Candidate's name:.....

Candidate's signature:.....Date:.....

Declaration by teacher

I confirm that:

1. The candidate's work was conducted under the conditions laid out by the specification;
2. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher/Assessor name.....

Teacher/Assessor signature.....Date.....

Assessment Brief

Scenario:

Your ability to create a positive impression has been noticed by your employer. They have asked you to share your knowledge with other staff members at the next team meeting. You will need to describe and demonstrate why image, personal presentation and appearance are important to businesses within the hair and beauty sector and the key aspects of customer service and communication skills. You will need to design and carryout a customer satisfaction and create a response to the customer surveys. Your employer will then use this information gathered within staff training sessions

Your Task

1. Investigate the key aspects of customer service and communication skills necessary to create a positive impression **[AC1]**

2. Design a customer satisfaction survey. **[AC6]**

Include questions in your survey on:

- Personal presentation and appearance
- Communication skills
- Customer service
- Creating a positive impression
- Working with others

3. Carry out a customer satisfaction survey under supervision **[AC6]**

Surveys must cover:

- **5** different customers
- **3** different backgrounds
- **2** different methods of communication (over the telephone, via email, face to face)
- **3** different situations

Communication used could be:

- Over the telephone
- Via email
- Face to face

4. Whilst carrying out the customer surveys with others you must also create a positive impression using a range of communication methods to different audiences. **[AC3] [AC4] [AC5]**

5. Use one of the responses from the customer surveys to describe the importance of a personal positive impression for a chosen hair and beauty service **[AC2] [AC3]**

Your evidence must include:

- Research on the key aspects of creating a positive impression
- **5** completed customer surveys

- 1 response to create own personal positive impression for a chosen hair and beauty service

Guidance:

Whilst carrying out your customer surveys you should demonstrate your ability to create a positive impression using a range of communication skills in different situations and backgrounds. You should collect feedback on your performance and use this information to help form your response that will describe the importance of creating a positive impression within the hair and beauty industry.

Customers

5 different

Backgrounds

Ethnicity, race, gender, age

Situations

Schools, college, street, business premises

Types of survey

Multiple choice, rating scales, importance, agreement scales, likert scales, categorical

Interviewing and communication techniques

Face to face interview, telephone interview, email

Learner evidence checklist

Evidence	Tick when complete
Research on the key aspects of creating a positive impression	<input type="checkbox"/>
5 completed customer surveys	<input type="checkbox"/>
1 response to create own personal positive impression for a chosen hair and beauty service	<input type="checkbox"/>

You must cover all the assessment criteria below:

Learning outcomes (LO)	Assessment criteria (AC)
LO1: Know the key aspects of creating a positive impression in the hair and beauty sector	AC1: Identify the key personal, customer service and communication skills necessary to create and maintain a positive personal appearance AC2: Describe why image, personal presentation and appearance are important to businesses within the hair and beauty sector
LO2: Be able to create a positive impression within the hair and beauty sector	AC3: Create a positive image for a range of services within the hair and beauty sector AC4: Use a range of communication skills in different situations for different audiences [RL6] AC5: Work collaboratively with others to create a positive impression [TW1]
LO3: Be able to carry out customer satisfaction surveys within the hair and beauty sector, under supervision	AC6: Design and carry out a survey of customer satisfaction, under supervision

Personal Learning and Thinking Skills

Tracking and Recording

Below is a map of the PLTS embedded in to the summative assessment, you should record this information into your Individual Learning Plan (ILP) or equivalent.

PLTS Code	Focus Statement	Learning Outcome	Assessment Criteria
RL6	Communicate your learning in relevant ways for different audiences	LO2	AC4
TW1	Collaborate with others to work towards common goals	LO2	AC5

Functional skills

Possible functional skills mapping

Research information on key aspects of creating a positive impression	English and ICT
Five completed customer surveys	English and ICT
1 response to create own personal positive impression for a chosen hair and beauty service	English, Mathematics and ICT

Marking and moderation of your assignment

Assessors will mark your assessment evidence for this assignment using the assessment grid. The grid has three mark bands that show the characteristics of different levels of assessment performance.

The mark descriptions show that the upward progression across the bands is a result of your improved performance to the assessment requirements. However, it is not intended that you must fully fulfil one band to receive a mark in the band above.

Using the grid, assessors will choose those descriptors that best represent your performance and will mark this performance accordingly. In other words, they will be following the 'best fit' approach to assessment.

Assessment Band Descriptors

Learning outcome	Assessment criterion	Mark band 1	Mark band 2	Mark band 3
LO1: Know the key aspects of creating a positive impression in the hair and beauty sector	AC1: Identify the key personal presentation, customer service and communication skills necessary to create and maintain a positive impression	Identified a limited range of key personal presentation, customer service or communication skills necessary to create and maintain a positive impression 0 to 4 marks	Identified a range of key personal presentation, customer service and communication skills necessary to create and maintain a positive impression 5 to 7 marks	Identified a wide range of key personal presentation, customer service and communication skills necessary to create and maintain a positive impression 8 to 10 marks
	AC2: Describe why image, personal presentation and appearance are important to businesses within the hair and beauty sector	Attempted to describe why image, personal presentation and appearance are important to businesses 0 to 4 marks	Clearly described why image, personal presentation and appearance are important to businesses 5 to 7 marks	Clear and in depth description of why image, personal presentation and appearance are important to businesses 8 to 10 marks
LO2: Be able to create a positive impression within the hair and beauty sector	AC3: Create a positive image for a range of services within the hair and beauty sector	Used limited information to create a positive image for a range of services 0 to 8 marks	Used appropriate information to create a positive image for a range of services 9 to 14 marks	Used appropriate and accurate information to create a positive image for a range of services 15 to 20 marks
	AC4: Use a range of communication skills in different situations for different audiences	Used suitable communication skills with limited appropriateness to situation and audience, fully supported by the tutor/assessor 0 to 8 marks	Used suitable, well-chosen communication skills with some degree of accuracy and appropriateness to situation and audience 9 to 14 marks	Used suitable, well-chosen communication skills accurately and appropriately to situation and audience 15 to 20 marks
	AC5: Work collaboratively with others to create a positive impression	Attempted to work collaboratively with peers, colleagues, tutor/assessor or employer to create a positive impression 0 to 8 marks	Worked collaboratively with peers, colleagues, tutor/assessor or employer to create a positive impression 9 to 14 marks	Worked purposefully collaborating with peers, colleagues, tutor/assessor or employer to create a positive impression 15 to 20 marks
LO3: Be able to carry out customer satisfaction surveys within the hair and beauty sector, under supervision	AC6: Design and carry out a survey of customer satisfaction, under supervision	Customer satisfaction survey designed with limited degree of purpose Customer survey carried out using appropriate communication and terminology, fully supported by the tutor/assessor 0 to 8 marks	Customer satisfaction survey designed purposefully Customer survey carried out using well-chosen communication and terminology, some support by the tutor/assessor 9 to 14 marks	Customer satisfaction survey designed clearly and purposefully Customer survey carried out using well-chosen communication and appropriate terminology, little support by the tutor/assessor 15 to 20 marks

The table below offers guidance on how to interpret typical words given in the assessment grid.

Word	Meaning
Identify/identification	Name or otherwise characterise
Describe/description	Set out characteristics – could be a diagram, report etc
Explain/explanation	Set out the purposes or reasons
Define	To give a definition, to state or explain
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Most	At least 75% of the content which is expected has been included
Adequately	There is clear understanding of the concepts and principles but may not have provided the full details, expansions or examples needed in order to gain the highest marks
Breadth	Broadness of answer
Some	About 50% of the content which would have been expected is included
Brief	A summary of the facts
Clear/clarity (in relation to description)	The evidence related to a statement exists and is directly relevant to the task
Accurate/accuracy (in relation to description)	Exact, precise, free, or largely free, from errors to an extent of approx. 80% - 100%; a notion of being accurate
Reasonable	The work, whilst not ideal, is of a quality and type which is acceptable for the task and level
Outline	Set out the main characteristics
Just/Justified/Justify	Present a reasoned case
Detailed	Work includes item by item descriptions and includes or considers all the relevant information for the marking criterion statement
In depth	Thorough and intensive investigation
Limited	Up to 40% - the work comprises an attempt to include information – could be a list, label/s with little or no description
Reasoned	Supported with justification
Supported (when describing)	Using reference material, citations etc to support the point made
Supported (tutor/assessor)	One to one assistance, advice and questioning – providing answers
Review	Survey information: Survey and reconsider information/methods/outcomes/conclusions etc. after the event

Guidance to the tutor/assessor

Guidance on assessment

Preparation for assessment is important if the learners are to maximise their achievement within the controlled summative assessment. Learners should have had opportunity to carry out surveys in order to explore the expectations in terms of personal appearance, conduct and creating a positive impression. They should also be taught the underpinning skills of researching, collating and referencing information using a variety of resources prior to starting their assessment.

VTCT approach to Controlled Assessment

The table below shows the standard profile for all VTCT Principal Learning internal assessed unit specifications Individual unit specifications will indicate where the level of controls differ from this standard profile.

Task setting - Limited
The centre has freedom to set assessment activities that meet the interests of their learners and make best use of their facilities and local resources while ensuring that the assessment is valid and reliable
Time - Medium
To ensure that the assessment is fair and provides a reliable set of results the assessment time is specified but the provider has flexibility in how this is applied
Resources - Limited
The centre has freedom to set assessment activities make best use of their facilities and local resources. Resources must be sufficient to ensure that the assessment is valid and reliable.
Supervision - Medium
Guidance is provided that the centre must ensure that the assessment is authentic and represents the true attainment of the learner, while also ensuring that the learner's full attainment is demonstrated. However the centre has some latitude in how they achieve this.
Collaboration - Limited
Whether the learners should work collaboratively or independently is specified to achieve some assessment criteria but where possible latitude has been given to allow centres to set valid and manageable assessments the individual's attainment must be assessed even in group work.
Marking - Medium
Medium The marking process is delegated to the provider because it will depend on the assessment activity set. However, assessed work must be marked in accordance with the mark bands within unit specifications.

Obligatory Requirements and controls on assessment for

Unit 1.2 Internal Sample Assessment

Consortia may contextualise this sample assignment to suit geographical differences and learner cohort, or may write their own, however the controls detailed in the unit specification must be followed. Sector engagement will compliment the creation of appropriate and useful questions within the survey

Learners must be given the opportunity to investigate the key aspects of creating a positive impression and to design and carry out surveys in the hair and beauty sector prior to the final summative assessment. Types of surveys and communication methods should also be learned before the learner attempts to create their own. Learners must also have received feedback from their learning in order to inform their summative assessment completion.

Task setting

1. The learner must be allocated a maximum of **6** hours of assignment preparation time and a maximum of **2** hours final assessment time for this unit under the supervision of your assessor
2. Assessment time is the time taken to:
 - **One** response to create own personal positive impression
 - Final collation and submission of all evidence
3. Evidence required:
 - Research on the key aspects of creating a positive impression
 - **5** completed customer surveys

Accompanying documentary evidence required

Learners completed assignment must be accompanied by a:

- Assignment feedback sheet
- Declaration of Authentication and;
- Assignment brief

Task taking (time, resources, collaboration, supervision, submission, redrafting)

Within these assessment tasks you must demonstrate understanding of:

- The key aspects of creating and demonstrate a positive impression
- A range of communication methods: over the telephone, via email, face to face
- The design aspects of a customer survey providing answers/information on the following: personal presentation and appearance, communication skills, customer service, creating a positive impression, working with others
- Responding to the answers collected in **one** survey to create a positive impression for chosen hair and beauty services.

Time

1. Learner have a maximum of **six** guided learning hours (GLH) to prepare for the assessment
2. Learners must complete their assignment by the deadline date set by the Consortium's assessors

Access to resources

1. Ensure that learners have access to appropriate resources before starting their assignment preparation
2. A supervised, appropriate and safe area must be provided to the learner to carry out the surveys

Group work

1. All preparatory work and final submission must be their own work. They must not copy from someone else or allow another candidate to copy from them
2. Learners may work on your own or in a group. If they work in a group, their own work must be clearly identified and annotated by the assessor

Level of supervision

1. All preparation and assessment time must be supervised

Feedback and redrafting

1. It is acceptable to give formative feedback before summative judgements are made on assessments.
2. A single draft may be submitted and learner receives constructive but not directive feedback before final submission
3. Feedback will be limited to a list of evidence which is missing, this must be recorded and reported with the scripts
4. If unsuccessful the learner may retake/resubmit the assessment for a unit but within a different window and with a different assignment example/context

Task marking

1. Learners will require initial instruction on how to understand the marking descriptions that will be used to determine the mark they can be awarded.
2. Learners will also need instruction on how the assessment criteria relate to the task and the marking descriptions.
3. Assessors must use the published marking descriptions from the appropriate unit to mark against.

Guidance on applying the unit Mark Band Descriptors

When assessing learners' work, teachers/assessors should consider the level of skill and evidence demonstrated across the three mark bands. For example:

- the depth and breadth of understanding
- the application of skills
- the level of skills applied
- the level of understanding and knowledge shown in relation to the assessment criteria
- the level of autonomy and originality

Assessors should use their professional judgement to identify the mark band descriptor that the learner's work falls into in the most valid and appropriate way, in other words 'the best fit' approach which allows for areas of strength to counterbalance weaknesses in other learning outcomes.

To achieve the higher mark bands, learners

- should show greater depth and breadth of understanding
- higher level skills in production and creation of evidence
- higher level investigational and evaluation methods and;
- higher levels of independence and originality

Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

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