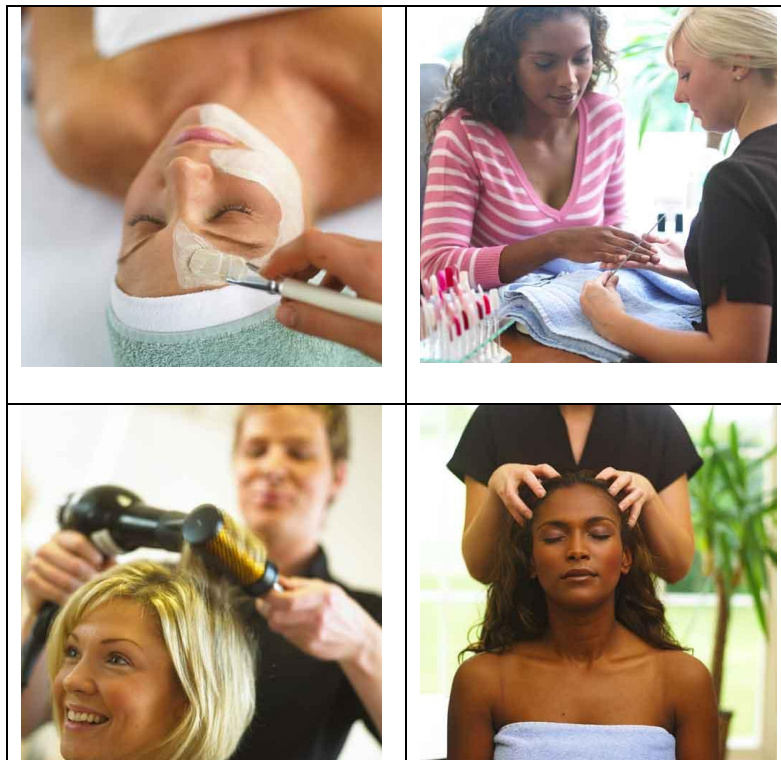


## Principal Learning in Hair and Beauty Studies

### Sample Assessment Material Level 3 Unit 8





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## Principal Learning Unit

**Internally assessed: Sample Assessment Material**

**Level: 3**

## Unit 8: Cosmetic Science

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### INSTRUCTIONS TO CANDIDATES

- You will have a maximum of **6** hours of assignment preparation time and maximum of **6** hours final assessment time for this unit under the supervision of your assessor
- You must complete your assignment by the deadline date set by your assessor
- 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 must work individually
- 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 **19** pages. Any blank pages are indicated.



### Assessment feedback sheet

<b>Programme Title:</b> Advanced Principal Learning in Hair and Beauty Studies		<b>Tutor/Assessor:</b>
<b>Unit Title:</b> Cosmetic Science		<b>Unit No:</b> 3.8
<b>Assessment Title:</b> Pitching your product		<b>Learning Outcome Nos:</b> 1, 2, 3, 4
<b>Launch Date:</b>	<b>Due Date:</b>	
<b>Learner Name/Group</b>		<b>ULN:</b>

<b>Feedback/Comments with reference to AC's</b>	<b>Areas to Develop:</b>
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<b>Draft submission date and details:</b>
<b>Details of pre-submission support and guidance given to the learner</b>
<b>Final submission date and details:</b>

<b>Signed (tutor/assessor):</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Programme/Section Internal Verifier's Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## 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's name:.....

Teacher's signature.....Date:.....

## Assessment Brief

### Scenario:

***The cosmetic manufacturing company that you work for has been approached by a well-known hair and beauty brand to create a new hair, nail or beauty product. The success of the product will inevitably bring your company financial benefits and enhanced reputation as well as career development and growth, therefore it is essential you make sure all aspects of the product development, manufacture and product effectiveness are well supported.***

### Your task

1. Review the scope of the cosmetic science industry and the key legal issues in the development and sale of cosmetics, this will inform the manufacture of your products  
**[AC1] [AC2]**

2. Assess the basic structures and properties of chemicals judging their effectiveness and use in hair, beauty and nail products and the hazards and harmful effects of chemicals within cosmetic products **[AC3] [AC6]**

3. Manufacture **1** cosmetic product organising your time and resources **[AC4]**

Product must be either a:

- Moisturiser;
- Shampoo;
- Hand cream or;
- Lip balm

4. Present information that will compliment your product and its use for different audiences  
**[AC5]**

This could be:

- A product label
- An instruction leaflet

5. Write a conclusion to compare and contrast the effectiveness of your product against **2** other products of the **same type**

***IMPORTANT Health and safety guidance: Unfortunately because the centre is not licensed to manufacture cosmetics and the ingredients and manufacturing conditions are unlikely to be as they are in commercial manufacture you are not permitted to use them.***

**Your evidence must include:**

- Research information on the scope of the cosmetic science industry and key legal issues
- Assessment of the basic structures and properties of chemicals including their hazards and harmful effects
- **One** manufactured product, either a moisturiser, shampoo, hand cream or lip balm;
- Documentation to accompany the product: label or leaflet appropriate to product and target audience
- A conclusion comparing and contrasting your product against **two similar** products

**Within these assessment tasks you must demonstrate understanding of:**

- The key ingredients and the method of manufacture of cosmetic products
- The origin, structure and properties of key chemicals
- Any potential harmful effects of the ingredients
- How a product would be tested and trialled
- The legal, ethical and environmental issues associated with the launch of the product
- How the performance of the product is evaluated
- Roles within the cosmetic industry
- How to safely manufacture a product

**Guidance:**

Once you have chosen the product for manufacture based on sector review you need to understand how and why ingredients work, and can be combined. It is important to assess their structure and any reactions that may occur. You then need to safely manufacture your product, following set guidelines, assessing the hazards and safety issues, both current and historical. Creating a label for your product is an important step as it gives the product its identity while covering all legislative criteria, including its uses.

## Learner evidence checklist

Evidence	Tick when complete
Research information on the scope of the cosmetic science industry and key legal issues	<input type="checkbox"/>
An assessment of the basic structures and properties of chemicals including their hazards and harmful effects	<input type="checkbox"/>
<b>One</b> manufactured product, <b>either a</b> moisturiser, shampoo, hand cream <b>or</b> lip balm;	<input type="checkbox"/>
Documentation to accompany the product: label or leaflet appropriate to product and target audience	<input type="checkbox"/>
A conclusion comparing and contrasting your product against <b>two</b> similar products	<input type="checkbox"/>

You must cover all the assessment criteria below:

Learning outcomes (LO)	Assessment criteria (AC)
<p><b>LO1: Understand the cosmetic science industry</b></p>	<p><b>AC1:</b> Review the scope of the cosmetic science industry</p> <p><b>AC2:</b> Explain the key legal issues in the development and sale of cosmetics</p>
<p><b>LO2: Understand the key scientific principles and concepts of cosmetics and their application</b></p>	<p><b>AC3:</b> Assess the basic structures and properties of chemicals judging their effectiveness and use in hair, beauty and nail products <b>[IE4]</b></p>
<p><b>LO3: Understand the hazards, testing and trialling of cosmetic products</b></p>	<p><b>AC4:</b> Organise time and resources to manufacture a cosmetic product <b>[SM3]</b></p> <p><b>AC5:</b> Present information to complement cosmetic product and its use for different audiences <b>[RL6]</b></p>
<p><b>LO4: Be able to evaluate cosmetic products</b></p>	<p><b>AC6:</b> Assess the hazards and harmful effects of chemicals within cosmetic products</p> <p><b>AC7:</b> Compare and contrast the effectiveness of cosmetic products in supporting conclusions <b>[IE6]</b></p>

## 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
IE4	Analyse and evaluate information, judging its relevance and value	LO2	AC3
SM3	Organise time and resources, prioritising actions	LO3	AC4
RL6	Communicate what you have learnt in relevant ways for different audiences	LO3	AC5
IE6	Support conclusions, using reasoned arguments and evidence	LO4	AC7

### Function skills

#### Possible functional skills mapping

Research information on the scope of the cosmetic science industry and key legal issues	English and ICT
An assessment of the basic structures and properties of chemicals including their hazards and harmful effects	English and ICT
<b>One</b> manufactured product, <b>either</b> a moisturiser, shampoo, hand cream <b>or</b> lip balm;	Mathematics
Documentation to accompany the product: label or leaflet appropriate to product and target audience	English and ICT
A conclusion comparing and contrasting your product against <b>two</b> similar products	English, ICT and Mathematics

## **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
<b>LO1: Understand the cosmetic science industry</b>	<b>AC1:</b> Review the scope of the cosmetic science industry	Review a limited range of scope of the cosmetic industry including a reference to careers  <b>0 to 4 marks</b>	Review the scope of the cosmetic industry include references to careers  <b>4 to 6 marks</b>	Review, in considerable detail, the scope of the cosmetic industry include valid references to careers  <b>7 to 10 marks</b>
	<b>AC2:</b> Explain the key legal issues in the development and sale of cosmetics	Explained a limited range of key legal issues  <b>0 to 4 marks</b>	Explained an accurate range of key legal issues referring to the development and sale of cosmetics  <b>4 to 6 marks</b>	Explained an accurate, justified, and thorough range of key legal issues interconnected with the development and sale of cosmetics  <b>7 to 10 marks</b>
<b>LO2: Understand the key scientific principles and concepts of cosmetics and their application</b>	<b>AC3:</b> Assess the basic structures and properties of chemicals judging their effectiveness and use in hair, beauty and nail products	Assessed the structure and properties of chemicals to judge their effectiveness and use within hair, nail and beauty products  <b>0 to 8 marks</b>	Assessed the structures and properties of chemicals in some depth to accurately judge their effectiveness and function within hair, nail and beauty products  <b>9 to 14 marks</b>	Assessed the structures and properties of chemicals comprehensively to accurately and relevantly judge their effectiveness and function within hair, nail and beauty products  <b>15 to 20 marks</b>
<b>LO3: Understand the hazards, testing and trialling of cosmetic products</b>	<b>AC4:</b> Organise time and resources to manufacture a cosmetic product	Attempt to organise time and resources, with supervision, to manufacture an appropriate cosmetic product.  <b>0 to 6 marks</b>	Carefully and showing initiative, organise time and resources, with limited supervision, to manufacture and complete an appropriate cosmetic product,  <b>7 to 11 marks</b>	Methodically and responsively organise time and resources to manufacture and complete an appropriate, well-chosen cosmetic product  <b>12 to 15 marks</b>

	<b>AC5:</b> Present information to complement cosmetic product and its use for different audiences	Limited Information presented on the cosmetic product manufactured, brief instructions on how to use the product and its use communicated to a limited range of audiences  <b>0 to 6 marks</b>	Information clearly presented on the cosmetic product manufactured, clear, well laid out instructions on how to use the product and its use communicated to a range of audiences  <b>7 to 11 marks</b>	Information clearly and concisely presented on the cosmetic product manufactured, clear, well designed and easy to follow instructions on how to use the product and its use clearly and explicitly communicated to a wide range of audiences  <b>12 to 15 marks</b>
<b>LO4: Be able to evaluate cosmetic products</b>	<b>AC6:</b> Assess the hazards and harmful effects of chemicals within cosmetic products	Assessed a limited range of hazards or harmful effects  <b>0 to 6 marks</b>	Assessed a range of relevant hazards and harmful effects using reasoned historical perspectives  <b>7 to 11 marks</b>	Critically assessed a wide range of relevant hazards and harmful effects using reasoned historical perspectives  <b>12 to 15 marks</b>
	<b>AC7:</b> Compare and contrast the effectiveness of cosmetic products in supporting conclusions	Brief appraisal of the manufactured product  Limited comparison of the product produced contrasted against other products of the same type  <b>0 to 6 marks</b>	Detailed appraisal of the manufactured product  Comparison of the product produced contrasting against other products of the same type  <b>7 to 11 marks</b>	Comprehensive appraisal of the manufactured product  Comprehensive comparison of the product produced contrasting against other products of the same type  <b>12 to 15 marks</b>

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

<b>Word</b>	<b>Meaning</b>
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
Concise	Expressing or covering much in few words; brief in form but comprehensive in scope; succinct;
Critical/critically (assess)	Characterized by careful, exact evaluation and judgment

## **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 explore the development of cosmetic products, their science; how they work; the health and safety, the legal, ethical and environmental issues involved; their manufacture and how they will be tested, trailed and evaluated. Learners should have experienced the assessment methods and received feedback prior to the controlled summative 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 3.8 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. A visit from a cosmetic or hair product manufacturers will give learners an insight into how production works and will be able to see firsthand the accompanying information provided with products to ensure health and safety. Learners will also be able to see different packaging designs for a range of products.

### Task setting

1. The learner must be allocated a maximum of **6** hours of assignment preparation time and maximum of **6** hours final assessment time for this unit under the supervision of your assessor
2. Assessment time is the time taken to:
  - manufacture **one** product
  - present accompanying information
  - compare and contrast **two** other similar products
3. Evidence required:
  - Research information on the scope of the cosmetic science industry and key legal issues
  - Assessment of the basic structures and properties of chemicals including their hazards and harmful effects
  - **One** manufactured product, either a moisturiser, shampoo, hand cream or lip balm;
  - Documentation to accompany the product: label or leaflet appropriate to product and target audience
  - A conclusion comparing and contrasting your product against **two similar** products

#### 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 the assessment tasks learners must demonstrate understanding of:

- The key ingredients and the method of manufacture of cosmetic products
- The origin, structure and properties of key chemicals
- Any potential harmful effects of the ingredients
- How a product would be tested and trialled

- The legal, ethical and environmental issues associated with the launch of the product
- How the performance of the product is evaluated
- Roles within the cosmetic industry
- How to safely manufacture a product

### **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 manufacture the product

### **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 must work individually with supervision to ensure that it is the individuals own work which is assessed

### **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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