

SAMPLE ASSESSMENT MATERIAL

UNIT 2: CREATING A POSITIVE IMPRESSION IN THE HAIR AND BEAUTY SECTOR



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.



Qualifications
and Curriculum
Development
Agency

Level 1 Unit 2 Creating a positive impression in the hair and beauty sector

Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia could produce their own or adapt this based on their local delivery circumstances. Teachers should endeavour to motivate learners as much as possible by setting scenarios in local companies or organisations with which the learners can identify or aspire to. It may be beneficial to involve a local salon in writing a scenario or to change the rationale for producing the visual presentation for example. Learners may find it beneficial to complete their assignment as part of their work experience or they may engage in this more if another name of salon was used. The task may be more motivating to learners if it was launched in a real life setting such as a local salon or by an employer. An employer may not need to be present on the day of the launch; rather a podcast or video recording of the brief could be used.

It must however, be understood that tasks should follow the unit specification so that the learner can fully access all the assessment criteria. Please refer to page 28 of the specification for guidance on assessment for this unit.

Task setting

If consortia decide to adapt this assignment or write their own they must ensure that the new brief has been checked by their AQA-City & Guilds Moderator.

Task marking

Whilst feedback may be provided to candidates, centres **must** ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback **must** be clearly recorded. The final work submitted **must** be solely that of the candidate.

Any advice to individual candidates over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, e.g. the authentication form.

Overview

This assignment is based on the scenario below. It is taken under controlled conditions, in which the learner will complete two tasks. Teachers may wish to examine additional opportunities for learners to demonstrate PLTS associated with Reflective Learning, Independent Enquirers, Team working and Creative Thinking (see page 25 of the specification).

The first task is to produce an informative presentation for a staff meeting in a new salon. This can be produced as either a mood board or a PowerPoint presentation. If using the latter, it is not expected that the learner verbally presents this work. It will be necessary for either format to be annotated so that the assessment criteria are covered. The second task is to find and collate information on customer satisfaction in the new salon. The communication methods displayed in both of these tasks should be appropriate to the different audiences, i.e. peers, teachers and clients and it is expected that a teacher will observe and comment on each candidate's performance.

Time

The overall time allowed for this assignment is up to 10 hours under controlled conditions.

Task 1 – it is expected that the learner does some preparation prior to the controlled assessment and that the assessment of Task 1 takes approximately 4 hours. Any preparation done prior to the assessment can be done outside of the classroom and will not be subject to the controls set for the

summative assessment.

Task 2 - it is expected that the design and creation of the customer satisfaction survey takes approximately 2 hours and conducting the survey will take 2 hours. This leaves 2 hours for collation of evidence and individual feedback with the teacher. The customer satisfaction survey should be no more than 4 pages in length.

Resources

For this assignment learners will require access to word processing software as a minimum, and could also use presentation software for the tasks. The customer satisfaction survey may be completed in a range of establishments including the learner's own work placement, a shop/salon in the local area or in the RLE in the centre. An observation record for both tasks is provided but the consortium may wish to devise their own to ensure that individual learners are motivated. If centre-devised documentation is used it is recommended that it is cross-mapped with the assessment criteria on page 25 of the specification.

If information from websites is to be issued to learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learner with the assessment brief. Any other research materials should be clearly referenced as a bibliography and inserted as an appendix with the final work. Research is not part of the assessment for this unit but if the learner carries out research it should be clearly referenced as a bibliography and inserted as an appendix with the final work.

Supervision

Learners may work without direct supervision when preparing to undertake the tasks but they must be supervised when designing, creating and carrying out the survey. The results of the survey must be discussed with the learner and the teacher will comment on their performance. When producing both tasks it is expected that a teacher be present so that they can be sure of the work being the candidates' own. Teachers must ensure that tasks are carried out under controlled conditions in accordance with the guidance on page 93 - 95 of the specification.

Learners may be supervised and individually questioned whilst producing the tasks. The individual responses to these questions should be written in the form of feedback for the learner and kept for moderation purposes. If the customer satisfaction survey is completed externally, the manager of the salon should assess the communication skills of the learner and complete either the documentation in Appendix 2 or the centre-produced document.

Collaboration

Learners may collaborate to obtain information in order to complete task 1, although the actual production of the visual presentation and notes are not suitable for collaborative work. For task 2 learners **must** collaborate to design, create and carry out the survey.

The assessment of each learner's individual work within the team should be managed by:

- the learner writing up their own account of their contribution to these activities
- the teacher observing the learner as assessing their individual input.

Where the teacher is not able to observe the team work:

- questioning may be used to clarify the validity, authenticity and sufficiency of evidence and may include a dated witness statement.
- or the teacher can assess the learner's annotated piece of work.

Marking

Please note that the descriptions in the assessment grid (see marking grid in 'information for learners' below) relate to the top of each band. Further guidance on using assessment grids is available in the assessment section of the specification.

Sample assessment material – information for learners

Assignment overview

For this assignment you are required to:

- produce an illustrated piece of work for a staff meeting to train staff giving a positive impression to clients
- produce, use and collate a customer satisfaction survey to help a new salon offer suitable services.

Time

You will have up to 10 hours to complete the assessment.

Collaboration

You can discuss the assignment and make notes in your group but you must produce individual responses to Tasks 1 and 2. It is expected that you will collaborate for task 2 so that you can show your team working and communication skills.

Roles

Your teacher will mark your work and give you marks out of 48. This will then be kept for moderation purposes.

Marking

The marking grid on the next page to see how your assignment will be marked.

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|--|---|--|---|
| | The learner has: | | |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 1 Understand how to create a positive impression | <p>Given a basic outline of the skills necessary to create a positive impression.</p> <p>Given a limited explanation of why appearance is important to service industries.</p> <p>Given a basic outline of the opportunities for creating a positive impression in a hair and beauty environment.</p> <p>Given a limited explanation of the main image differences between hair and beauty environments.</p> | <p>Given a good outline of the skills necessary to create a positive impression.</p> <p>Given a good explanation of why appearance is important to service industries.</p> <p>Given a good outline of the opportunities for creating a positive impression in a hair and beauty environment.</p> <p>Given a good explanation of the main image differences between hair and beauty environments.</p> | <p>Given a detailed outline of the skills necessary to create a positive impression.</p> <p>Given an in depth explanation of why appearance is important to service industries.</p> <p>Given a detailed outline of the opportunities for creating a positive impression in a hair and beauty environment.</p> <p>Given an in depth explanation of the main image differences between hair and beauty environments.</p> |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 2 Understand the influences on customer interactions | <p>Given a limited explanation of the differences between customer satisfaction and customer care and how this impacts on business success.</p> <p>Given a limited explanation of how cultural, racial and socio-economic backgrounds may impact on client expectations.</p> <p>Given a limited explanation of how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds.</p> | <p>Given a good explanation of the differences between customer satisfaction and customer care and how this impacts on business success.</p> <p>Given a good explanation of how cultural, racial and socio-economic backgrounds may impact on client expectations.</p> <p>Given a good explanation of how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds.</p> | <p>Given an in depth explanation of the differences between customer satisfaction and customer care and how this impacts on business success.</p> <p>Given an in depth explanation of how cultural, racial and socio-economic backgrounds may impact on client expectations.</p> <p>Given an in depth explanation of how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds.</p> |
| | 0 to 5 marks | 6 to 10 marks | 11 to 15 marks |
| 3 Be able to present a positive impression to others | <p>Used a limited range of communication skills with occasional appropriateness.</p> <p>Demonstrated a limited ability to avoid discriminatory behaviour.</p> <p>Shown a limited ability to collaborate with team members to present a positive impression.</p> | <p>Used a good range of communication skills appropriately.</p> <p>Demonstrated a good ability to avoid discriminatory behaviour.</p> <p>Shown a good ability to collaborate with team members to present a positive impression.</p> | <p>Used an extensive range of communication skills in the appropriate way.</p> <p>Demonstrated an excellent ability to avoid discriminatory behaviour.</p> <p>Shown an excellent ability to collaborate with team members to present a positive impression.</p> |
| | 0 to 5 marks | 6 to 10 marks | 11 to 15 marks |
| 4 Be able to carry out a simple satisfaction survey | <p>Designed a simple client satisfaction survey consistent with business expectations with continual teacher guidance.</p> <p>Carried out a satisfactory survey.</p> <p>Presented and carried out a basic evaluation of the results and made limited suggestions for future progress.</p> | <p>Designed a simple client satisfaction survey consistent with business expectations with initial teacher guidance.</p> <p>Carried out a good survey.</p> <p>Presented and carried out a good evaluation of the results and made good suggestions for future progress.</p> | <p>Designed a simple client satisfaction survey consistent with business expectations unaided.</p> <p>Carried out an excellent survey.</p> <p>Presented and carried out an excellent evaluation of the results and made extensive suggestions for future progress.</p> |

Assignment Brief



Ryeme Natural Hair and Beauty

You are an assistant stylist in *Ryeme Natural Hair and Beauty* salon. Your manager has decided to open another salon in a different area. He has taken some members of staff from your salon and has employed others from the local area of the new salon. He wants to offer a wider range of hair and beauty services, treatments and retail products to suit the needs of ethnic groups in the new area.

He is going to deliver some staff training and has asked you to help. He has asked you to prepare a presentation to train staff in how to create a positive impression and what influences staff and customer communications.

The new salon has now been open for one month. The manager wants some customer satisfaction data so that he can move his business forward. He has asked you to work with a small number of other stylists/beauty therapists to plan a customer satisfaction survey. You will then carry out the survey, look at the results and make suggestions about how he should develop his new salon.

Task 1

(18 marks) – covering Outcomes 1 and 2

Individually you will produce a visual presentation (slides/flip chart/flash cards) to be shown at a staff team meeting at the new *Ryeme Natural Hair and Beauty* salon. You do not need to give the presentation as the manager can do this. Your visual presentation will have to be annotated to ensure that the assessment criteria are sufficiently covered.

The presentation should train staff on the following:

- how staff can create a positive impression when dealing with clients
 - appropriate dress codes for a hair and beauty salon environment
 - an explanation of why appearance is important in any service industry
 - how to create and continue to give an ongoing positive impression in the hair and beauty sector (when to ask questions/how to respond to questions/ body language/ politeness)
 - an explanation of the main image differences in hair and beauty environments
- what influences staff and customer communications
 - how customer satisfaction and customer care are different
 - how customer satisfaction impacts on the success of the business

- an explanation of how clients from different backgrounds may have different expectations
- an explanation of how staff's own beliefs and views may influence the way they interact with different clients

Task 2

(30 marks) – covering Outcomes 3 and 4

Your group will design and create a simple client satisfaction survey for *Rejoice Natural Hair and Beauty* salon which will not be more than 2 sides of A4. Individually you should write up your own account of your contribution to these activities. Your teacher will observe you and assess your individual input.

The manager of the salon wants each group member to show what they have learned from the training presentation in Task 1. Therefore, you must create a positive impression when communicating with each other and the clients regardless of their culture or background.

- Your group will then carry out the survey on between 10 and 20 people.
- Your teacher/manager will observe you and will assess your individual ability to work with others to create a positive impression, when creating and carrying out the survey.
- You will present the results of your survey in the form of a chart which will be done individually.
- Your group will then review and evaluate the feedback and discuss how to take steps to improve the business by using the results of the survey.
- These suggestions will be written up individually.

You will present Task 1 and 2 to your teacher who will give you a mark out of 48 marks

Required Criteria

- Appropriate dress codes for a hair and beauty salon environment
- An explanation of why appearance is important in any service industry
- How to create and continue an ongoing positive impression in the hair and beauty sector (when to ask questions/how to respond to questions/ body language/ politeness)
- An explanation of the main image differences in hair and beauty environments
- How customer satisfaction and customer care are different
- How customer satisfaction impacts on the success of the business
- An explanation of how clients from different backgrounds may have different expectations
- An explanation of how your own beliefs and views may influence the way you interact with different clients

Appendix 1 – Evidence sheet of learner's performance for task 1

Teacher comments here:

| | |
|--|---------------|
| See the Assessment grid in the unit to give total marks for task 1 (out of 18) | Total marks = |
|--|---------------|

Appendix 2 - Evidence sheet of learner’s performance for task 2

When creating the survey within the team and carrying out the survey the learner should have demonstrated the skills listed below. Make comments below to evidence the learner’s performance. Then use the assessment grid in the unit to assess each learner.

Communication skills and ability to create a positive impression:

- a) State how the learner used verbal communication in a positive way

- b) State how the learner used non verbal communication in a positive way

- c) How did the learner show the ability to avoid discriminatory behaviour? Make comments below

- He/she was objective

- He /she observed equal opportunities

- He/she used discretion

- d) How did the learner show collaborative skills to create a positive impression when designing/carrying out the survey? Make comments below:

- He/she worked well as part of a team

- He/she provided constructive support to others

- He/she reached agreements with others through discussion

Overall mark for Outcome 3 _____ (up to 15 marks)

Overall mark for Outcome 4 _____ (up to 15 marks)