

Level 3 Advanced Technical Diploma in Nail Technology (450) (6003-32)

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Synoptic Assignment Pack

Introduction

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Synoptic Assignment Pack

Candidate section

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assignment. This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

You should take care when planning to make sure you have divided the time available between tasks appropriately. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of work is clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work. Written work eg reports may be word processed but this is not a requirement.

Assignment

You are planning on setting up your own business and you need to create a business plan that includes the company ethos. As part of setting up of your own business you are going to hold an open day/event and will invite all the local small businesses and community residents. The focus of your open day/ event will be on nail enhancement services and nail art. You have two clients booked during the day for different services to showcase your skills.

During the open day/event you should actively promote and identify sales opportunities.

Task 1 – Develop a business plan

Produce a business plan that outlines the company ethos and includes the following:

- type, size, location and workforce
- costings
- list of services that you want to offer, this should include a professional product range
- applicable Health and Safety legislation, national and local
- competitive analysis on similar businesses in the area
- a floor plan of the finished salon.

Conditions of assessment

You may carry out research and collect the information you want to use in the business plan under unsupervised conditions.

You must carry out the development of the business plan under supervised conditions.

What must be presented in for marking:

- A completed business plan.

Task 2 - Provide nail enhancements to clients

In preparation for the open day/event you will need to prepare a look book of different nail art and sculpting designs that can be shown to those attending the open day/event and to show the client during consultation to help them choose their design. You will need to research different ideas for the look book.

You are required to apply two full sets of nail enhancements on two different clients. The services must include the following:

- one full set of liquid and powder nail enhancements for a client, that includes:
 - sculpting.
 - a minimum of **four** nail art techniques.
- one full set of gel nail enhancements for a client, that includes:
 - pink and white.
 - tip application.

You will be given **5 hours** to apply both sets of nail enhancements.

Your tutor will observe you carrying out the nail enhancements. You will be expected to answer oral questions related to nail enhancements during the observation.

You are required to evaluate both sets of nails enhancements. As part of your evaluation you should take a range of photographs of each of your full set of nail enhancements, and then evaluate your work including the areas you have excelled and the areas in need of improvement.

Conditions of assessment:

You may carry out research and collect any information for your look book under unsupervised conditions.

All other parts of the task, including creation of the look book, application of nail enhancements, taking photographic evidence and evaluation must be carried out under supervised conditions.

What must presented for marking:

- look book
- completed service plan
- photographs and evaluation documents
- any additional supporting evidence eg client feedback.

Additional records to support your performance:

- Your tutors notes of your working practice, products and techniques used and responses to any oral questions.

Tutor guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning for this qualification to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with a set of tasks. They then have to draw on the knowledge and skills they have to independently select the correct processes, skills, materials, and approaches to take, from across the qualification, to make good decisions that will achieve an end result that is fit for the specified purpose.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks. Assessment specification

The table below indicates the content assessed and evidence required for this synoptic assessment.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Guidance on tasks

Task 2

It is expected when applying the gel nail enhancements to a client that the candidate carries out a full consultation, prepares the area, the client and themselves for the service and provides aftercare advice and recommendations. As part of the advice and recommendations for each service it is expected that the candidate takes opportunities to promote and sell products and other services.

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **ten** and **fourteen** hours. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

The time can be broken down as follows:

- business plan: it is expected candidates to spend **at least two hours** researching and **two hours** putting together the planning document.
- look book - for this task we expect candidates to spend **at least two hours** planning independently and **two hours** creating their planning document in controlled conditions.
- liquid and powder nail enhancements including nail art: **three hours**
- gel nail enhancements: **two hours**
- pictorial evidence and evaluation: it is expected that candidates will spend up **thirty minutes** taking photographic evidence and evaluating nails for each service.

The assessment of the business plan task and look book can be scheduled together or taken on separate occasions. They should be assessed prior to the nail enhancement treatments.

Candidates should be given their tasks **three weeks** prior to the first scheduled assessment date to allow time for research.

Resources

Candidates should be provided with suitable materials and access to resources for researching and producing their business plan and look book. A range of suitable products, equipment should be available to apply the enhancements.

Clients

Candidates are responsible for sourcing their own clients. The clients can be known to the candidate and they can be peers, friends or relatives. Candidates may have previously worked on the clients prior to the assessment, however tutors should try to minimise opportunities for the candidate to repeatedly practice the exact assessment requirements on the clients they will use for assessment as much as possible.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded (eg measurements to confirm accuracy/tolerances).

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for moderation purposes and must be detailed and accurate.

Tutors should ensure that any supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Oral questioning of the candidate and/or client must be undertaken by the tutor.

Tutors should be asking a range of 'why' and 'what if' style questions at appropriate time during nail services, for example:

- If during consultation a client explained that they worked with their hands in water for long periods, what nail enhancement system would be best advised and why?
- If your client had an allergy to nail glue but has requested additional length to her enhancement, what would you advise?
- Why is it important to avoid touching the clients nail plate with your fingers during an enhancement service?
- Why is it important to wear a face mask during a nail enhancement service?

Preparation

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability. The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as tutor malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

It is up to the marker during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

Example

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

A tutor may not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance on marking

Please see the centre guidance document **Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids** for detailed guidance on using the following marking grid.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
5	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p style="text-align: center;">(1 mark)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(2 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(3 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>	
		<p>Examples of types of knowledge expected: appropriate techniques, products, tools, equipment, health and safety legislation.</p>			
		<p>The candidate has shown a limited range of knowledge from across the qualification with insecurity in areas.</p>	<p>The candidate has shown an appropriate range of knowledge from across the qualification which is sound and often detailed.</p>	<p>The candidate has shown in-depth and detailed knowledge across the whole qualification range, showing a high degree of confidence and accuracy.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p>(1-2 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(3-4 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(5-6 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
<p>Examples of understanding expected: research, design brief interpretation, logical sequence of application, selection of appropriate tools and products, appropriate techniques, colour theory, balance of nail structure, timescale, use of terminology, chemical processes, continuity of nail art design, costings, purpose of a business plan, mood board, look book.</p>				
		<p>There is a limited evidence of a range of understanding from across the practical tasks disconnected to the theory.</p>	<p>There is understanding from across the practical tasks which is consistent with coherent reasoning and well explained.</p>	<p>There is detailed understanding from across the practical tasks applied consistently and integrated, linking practical to theory.</p> <p>Candidate used concepts and theory confidently in explaining decisions taken and application.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use 	<p style="text-align: center;">(1-4 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p style="text-align: center;">(9-12 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p>Examples of skills expected: nail enhancements, application techniques, nail art techniques, overall final application, attention to detail, monomer, polymer and hard/soft gel, dexterity, organisation, compliance to Health and Safety, hygiene.</p>		

	<p>skills/achieve practical outcomes?</p>	<p>The application is not completed within the agreed time, rushed throughout, with lack of enthusiasm, lack of quality, Poor blending of tips, poor application of product, the nail is uneven and not balanced.</p> <p>Limited nail art techniques used. Some less significant areas of health, safety and hygiene were not followed.</p> <p>Minimal consideration given professional etiquette</p> <p>Bottom of band: Poor attention to details, lack of effective participation, poor fulfilment of client requirements. Practical abilities did not reflect the mood board. Health and Safety was not followed. Quality of skills are limited. High level of products and consumable wastage. Over-exposure to products.</p> <p>Top of band: Limited attention to detail, limited interpretation of the client requirements, with some guidance required. Some Health and Safety was followed. Quality of skills are sporadically applied. Over-exposure to products.</p>	<p>The application is completed within the agreed time using appropriate skills to meet the client requirements, using a range of techniques, with adequate level of skills, showing some precision eg blending of tips, application of product is even and well balanced. application of pink and white is precise, a varied amount of nail art techniques used with attention to detail</p> <p>Appropriate products, tools and equipment selected to complete design objectives.</p> <p>Health and Safety and hygiene were followed.</p> <p>Effective professional etiquette demonstrated</p> <p>Bottom of band: Fair attention to detail, effective participation, fulfilment of client requirements. Practical abilities reflected from the mood board into the finished services. Health and Safety was followed throughout. Quality of skills are basic.</p> <p>Top of band: effective attention to detail and interpretation of client requirements. Health and Safety was followed throughout. Quality of skills are consistently applied.</p>	<p>The application is completed within the agreed time using a high quality range of skills to meet the client requirements, outstanding precision and attention to detail.</p> <p>Exceptional skills including blending of tips, application of sculpted nails, seamless use of pink and white, a selection of nail art techniques used that complement each other with an exquisite finish.</p> <p>Demonstrated resourcefulness. Variation of products, tools and equipment selected to complete design objectives.</p> <p>Health and Safety and hygiene were followed.</p> <p>Exceptional professional etiquette demonstrated.</p> <p>Bottom of band: high quality attention to detail, effective participation, fulfilment and adaptation of client requirements. High quality abilities reflected effectively from the mood board into the finished services. Health and Safety was followed throughout. Skills are high quality.</p> <p>Top of band: Outstanding and confident attention to detail, interpretation</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new contexts/ problems on their own? 	<p style="text-align: center;">(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p style="text-align: center;">(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
<p>Examples of bringing it all together: amalgamation of research, planning, application, evaluation and reflection, evidence of finished look to meet the design brief, problem solving, independent learning, time management.</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Limited evidence of consideration of theory when planning designs. Inadequate reflection and evaluation on knowledge and skills used to create designs.</p> <p>Bottom band: lack of evidence of using their knowledge and understanding to make straight forward links between topics across the qualification.</p> <p>Top band: little evidence of use of knowledge and understanding to make key links between topics across the qualification.</p>	<p>Evidence of consideration of theory when planning designs. Suitable reflection and evaluation on knowledge and skills used to create designs.</p> <p>Bottom band: consistent in bringing together knowledge, understanding and skills when analysing and solving problems, and reflecting on the design brief and finished look. Evidence of key links between the range of topics across the qualification.</p> <p>Top band: evidence of a range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which demonstrated basic appreciation of design and its impact on the finished look.</p>	<p>Outstanding use of knowledge, understanding and skills across the qualification to plan and execute designs. Highly detailed reflection and evaluation on knowledge and skills used to create designs.</p> <p>Bottom band: evidence of a wide range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which demonstrated an appreciation of the wider context of design and its impact on the finished look.</p> <p>Top band: evidence of a wide and deep range of knowledge from across the qualification to analyse and problem solve, creatively and holistically. Integration of knowledge, understanding and skills which demonstrated a full understanding of the wider context of the design and its impact on the finished look.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	A05 Attending to detail/perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p align="center">(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail: thinking about and attending to specific requirements of the client, precision placement of monomer and polymer, soft and hard gel application and nail art techniques, adaption, effective development of nail art design, professional etiquette, identified areas for development.</p>		
		<p>Limited attention to detail. Planning and application demonstrated inaccuracy, gaps and errors. Client requirements interpreted with no logical sequence. Limited planning of mood board. Evaluation demonstrated minimal depth and reflection.</p>	<p>Adequate attention to detail. Planning and application were generally accurate with no gaps. Minimal errors were evident. Client requirements interpreted with adequate logical sequence. Evidence of planning in mood board. Candidate used reflection to evaluate situations and could discuss some potential areas for development.</p>	<p>Highly focused on the client requirements achieving an outcome based on performance objectives, showing extreme care and accuracy with consistent attention to detail in planning and application. Candidate used reflection to analyse and evaluate situations and could discuss fully areas for development.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> Does the candidate identify and use a wide range of appropriate sources effectively? How critically is information appraised, for plausibility, suitability and relevance? How purposefully is information used? 	<p align="center">(1-2 marks)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p align="center">(3-4 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p align="center">(5-6 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
<p>Examples of research: primary and secondary sources and selection , referencing, business planning, collection of visual images, research a variety of styles, annotation, costings, analysing the competition, company ethos, SWOT analysis.</p>				
		<p>Provided unclear and limited information that was presented in an illogical order to meet the design brief.</p> <p>Lack of referencing and minimal range of sources used.</p>	<p>Provided clear and relevant information that was presented in a logical order to meet some requirements of the design brief.</p> <p>Demonstrated understanding of referencing using a range of sources.</p>	<p>Provided detailed and in-depth information with strong and consistent evidence of research that was well considered including a wide range of sources and references.</p>
15	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? 	<p align="center">(1-3 marks)</p> <p>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center">(4-6 marks)</p> <p>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center">(7-9 marks)</p> <p>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	<p>Examples of creativity: creativity and presentation of mood board and look book, variations in the use of skills, techniques and products, thinking outside the box, innovative technologies and resources, looking at latest trends, creative vision and imagination, originality, unconventional design ideas</p> <p>Basic creativity but has no or little originality shown, selected and used inappropriate products, tools and equipment.</p> <p>Bottom of band: Poor engagement in the creative process. Poor engagement with ideas, vision and lack of creative flow.</p> <p>Top of band: Limited engagement in the creative process Little engagement with ideas, vision and lack of creative flow.</p>	<p>Selected and used appropriate products, tools and equipment in a logical sequence with creativity and confidence to meet the clients requirements.</p> <p>Bottom of band: Fair engagement in the creative process and understanding of the clients requirements. Engagement with ideas, vision and adequate creative flow.</p> <p>Top of band: Effective engagement in the creative process and satisfactory understanding of the design brief. Independency with creative ideas. Effective engagement with ideas and vision, generating creative flow.</p>	<p>Outstanding creativity using original ideas confidently, carried out application modifying and adapting techniques to meet the client requirements. Correct products, tools and equipment selected and used in an imaginative and creative way. Successful interpretation of design brief meeting all criteria.</p> <p>Bottom of band: Strong and consistent engagement in the creative process. Development of ideas and creativity producing artistic flow.</p> <p>Top of band: Outstanding, unconventional originality, with ability to think outside the box to develop something new. High level of participation and enthusiasm. Evidence of stretch and challenge to push boundaries.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? 	<p align="center">(1-2 marks)</p> <p>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center">(3-4 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</p> <p>Reasonably successful, conveys message quite well.</p>	<p align="center">(5-6 marks)</p> <p>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
		<p>Examples of communication: interaction with the clients, presentation and clarity of mood board and look book, communication with others, technical terminology, verbal and non-verbal communication, diverse client needs.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How appropriate and well presented are the chosen communication methods and formats? 	<p>Used unsuitable communication techniques (questioning and listening), eg closed questions, no technical terminology adopted, no consideration of equality and diversity, no-engagement or direction with the client.</p> <p>No or little evidence of home care, after care, products and services.</p>	<p>Used suitable communication techniques (questioning and listening,) eg open/closed questions, technical terminology adopted.</p> <p>Evidence of empathy with consideration of equality and diversity, engagement and direction with the client.</p> <p>Positive body language (eg eye contact and facial expression) and was friendly and polite with the client and peers.</p> <p>Some use of client record.</p> <p>Adequate etiquette demonstrated.</p> <p>Adequate evidence of home care, after care, products and services.</p>	<p>Used suitable communication techniques (questioning and listening,) eg open/closed/probing questions, confident technical terminology adopted to suit client level of understanding.</p> <p>Outstanding evidence of empathy with consideration of equality and diversity, high level of engagement and direction with the client.</p> <p>Positive and confident body language (eg eye contact and facial expression) and was friendly and polite to the client and peers.</p> <p>Used visual aids and client record where applicable, care with tone of voice to match the setting/client/service, exceptional professional etiquette presented.</p> <p>Exceptional evidence of home care, after care, products and services.</p>

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor/tutor signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date:

Quality Assurance Co-ordinator signature and date (where applicable):