

# **Level 2 Technical Certificate in Beauty Retail (6003-023)**

**Version 1**

**Assessment Pack  
Synoptic Assignment 2018**

**PAST ASSIGNMENT (2018) DO NOT USE FOR LIVE ASSESSMENT**

## General guidance for candidates

### **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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

### **Plagiarism**

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 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.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

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**

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. 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 continue the assessment until they are sure you are ready for assessment and can work safely.

### **Presentation of work**

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

You should make sure that each piece of evidence including any forms are 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 or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

## Assignment Brief

You are currently working as a Beauty Advisor for a luxury brand which sells make-up, skin care, body care and fragrance. The counter is in a department store, located in an area which has low footfall. The counter is required to make £2000 per month. At the end of this month, the counter is 10% under its target. Your manager has asked you to plan and run a promotional activity to help reach the required counter target. Your manager will provide you with an updated product and price list that you will use for the promotional activity.

You will first need to plan and market your promotion. As part of your planning, you will need to calculate the sales targets you need to achieve during the promotion.

On the day, you will set up your counter and independently run the promotion, which includes demonstrating make-up and skin care products and liaising with customers.

On completion of the promotion, you will evaluate its success, whether sales targets have been achieved and your own performance.

# Tasks

## Task 1

Produce a plan for the promotional activity. In your plan, you should include

- Sales targets
- Marketing materials
- An action plan for preparing for and running the promotion
- Justification for your choices

You will be given the product and price list to support the development of your plan and marketing materials.

You may use a calculator for this task.

### **Conditions of assessment:**

- You may collect the supporting information you want to use in the plan in unsupervised conditions.
- You must carry out the development of the plan and marketing materials under supervised conditions.

### **What you must produce for marking:**

- Promotion plan
- Promotional/marketing materials
- Sales targets calculations, including all working out

## Task 2

It is the day of the promotion. You must set up your counter ready for the promotion and during the promotion, will interact with customers. You will need to demonstrate and sell products and close sales. All sales should be recorded.

You may use a calculator during this task.

### **Conditions of assessment:**

You must set up and run the promotion independently, under supervised conditions.

### **What you must produce for marking:**

- Sales sheet
- Clearly labelled photographs of the counter set up to include the products, displays and the promotional materials

### **Additional evidence of your performance that must be captured for marking:**

- Customer feedback

- Your tutor's notes of your working practice, products and techniques, describing the quality, consistency and accuracy of the finished work, and details of your contribution

### **Task 3**

Evaluate your promotional activity. You should review the running of the promotion against your plan, your own performance and products sold.

#### ***Conditions of assessment:***

You must produce the evaluation under supervised conditions.

#### ***What you must produce for marking:***

- Evaluation sheet(s)

## Task instructions for centres

### **Resources**

Candidates should be provided with suitable materials and access to resources for gathering information and producing their promotional activity plan and marketing materials. A range of suitable products, tools and equipment should be available to demonstrate and sell a range of products. A suitable area for the retail space, which must include a retail counter and point of sale, must be provided by the centre. The centre should ensure that the retail area is as realistic as possible. If a centre cannot provide the required area, then an attempt must be made to locate an alternative area outside of the centre. Suitable areas may include use of the retail counter within a local shop or salon outside of opening hours and centres may wish to use links with employers to arrange this.

### **Task specific guidance**

#### **Task 1**

In preparation for task 1 centres must provide a suitable range of products and a price list that meets the requirements of the assessment brief and reflect the products they have available. The centre are also responsible for providing the products for use during the assessment.

The product and price list should be given to candidates during the under supervised conditions whilst they are developing and planning their marketing materials.

Centres may vary the product and price list for different product ranges Dermalogica, Clarins etc, depending on availability, however, this is not a requirement.

The centre must provide a sales target sheet template and may wish to use templates currently used throughout training, providing they allow candidates to collect suitable evidence.

Candidates may produce their marketing materials by hand if digital resources are not easily accessible.

Centres must ensure that the promotional/marketing materials are suitable for uploading for moderation.

#### **Task 2**

It is recommended that Task 2 is carried out on separate day to Task 1. Task 2 can be scheduled up to 3 days after the completion of task 1.

Customer role profiles have been provided within Appendix 1 for use within this task. Centres are responsible for providing three suitable customers for each candidate and may wish to create additional customer profiles, providing the same skills are assessed. It is advised that the order in which the customer role profiles are used is rotated between candidates. Customers should be briefed before the assessment, using the customer role profiles, and should be informed that they must not prompt candidates unless stated within the role profile. Suitable customers may include centre staff or members of the public. Friends or family of the candidate and the assessor must **not** act as a customer.

Customers should only pass the counter one at a time and gaps should be left between customers, to allow for a realistic environment. During the assessment, candidates should also make every opportunity, where it is available, to sell and engage with real customers, taking them through to the point of sale. Where candidates are liaising with the simulated customers, they must complete the process of closing sales eg bagging up products, simulation of the till point, but it should be made clear that no money is to be exchanged. Products should then be returned following the close of sale. Where the candidate is selling to a real customer, money may be

exchanged and the full sales process should be followed, through to the closing of the sale and bagging up of products. Candidates should be appropriately dressed and presented to work on counter. Whilst candidates will be assessed on their selling techniques and their ability to follow sales processes, they should not be marked down should they not reach their original sales target.

### **Task 3**

It is recommended that Task 3 can be carried out straight after task 2, however, this is not a requirement. If separated, it is recommended that no more than 2 working days are left between the completion of each task.

The assessor may use oral questioning to clarify further detail within the candidate's evaluation of the promotion and their sales techniques, where it is felt appropriate to support the candidate's work. Oral questioning and responses must be clearly recorded and made available for moderation.

Centres must ensure that evaluation sheets do not contain any leading questions or prompts and enable the candidate to demonstrate the breadth and depth of their knowledge and understanding for this task.

### **Photo evidence required for task 2**

Tutors should ensure supporting evidence including photographs can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment.

Photos must clearly and visibly show the counter set up with:

- products
- displays
- promotional materials

Photos should be taken and uploaded in colour.

### **Time**

The following timings are provided to support centre planning.

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **seven** and **eight** hours.

The time can be broken down as follows:

- Task 1: 4 hours
- Task 2: 2 hours
- Task 3: 1-2 hours

Candidates are required to gather information to support their planning as part of Task 1. Information gathering may be carried out in unsupervised conditions and does not have a time restriction. It is recommended that **candidates be given their brief two weeks prior to the assessment**, to allow time for information gathering. The timing for Task 2 is a recommended time, which is based upon the candidate liaising with three customers as per the role profiles detailed in Appendix 1. Should the candidate stop and sell to additional customers, the assessor may be flexible with task timing. However, it should be noted that excessive time spent with a



customer may be marked down in accordance with the marking grid. It is recommended that candidates carry out Task 3 immediately after the completion of Task 2.

## Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

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 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 an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

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.

Candidates should be made aware during learning 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.

Candidates 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.

### **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.

### **Compliance with timings**

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

### **Observation evidence**

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

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

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** 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).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

### **Minimum evidence requirements for marking and moderation**

The sections in the assignment:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

*Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.*

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

### **Preparation of candidates**

Candidates should be aware of which aspects of their performance (across the AOs) 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.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

### **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, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under 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. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

### **Security and authentication of candidate work**

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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.**

### **Accessibility and fairness**

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings 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, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable 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 and feedback***

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- 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 malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for 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.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, 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.

### ***What is, and is not, an appropriate level of guidance***

- A tutor **should intervene with caution** 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, and full details should be recorded on the CRF.

- The tutor **should not** provide 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 tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must 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.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

**All** specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

### ***Guidance on marking***

Please refer to the ***Technical qualifications – marking, and - moderation*** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

## 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
10	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>• Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>• How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> </ul>	<p style="text-align: center;"><b>(1-2 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;"><b>(3-4 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps</p>	<p style="text-align: center;"><b>(5-6 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick</p>
<p><b>Examples of types of knowledge expected:</b> appropriate techniques, products, tools, legislation, terminology, marketing methods, steps for planning promotional activities, calculation of sales targets</p>				

	<ul style="list-style-type: none"> <li>• How confident and secure does their knowledge seem?</li> </ul>	<p>Limited knowledge from across the qualification. Only a basic range of techniques, marketing methods, products and tools are known. Uncertainty in terminology and when it should be used. Clear gaps in knowledge identified in several areas and reassurance often sought.</p>	<p>Good knowledge from across the qualification. A range of techniques, marketing methods, products and tools are known in detail and in some depth. There is some uncertainty in terminology and when to use this, but limited reassurance sought.</p>	<p>Comprehensive knowledge from across the qualification, with in depth knowledge of the full range of techniques, marketing methods, products and tools clearly evidenced. Knowledge is used confidently and accurately at all times.</p>
15	<p><b>AO2 Understanding of concepts theories and processes relating to the LOs</b></p> <ul style="list-style-type: none"> <li>• Does the candidate make connections and show causal links and explain why?</li> <li>• How well are theories and concepts applied to new situations/the assignment?</li> <li>• How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p><b>(1-3 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing,</p>	<p><b>(4-6 marks)</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b></p> <p>Logical, slightly disjointed, plausible,</p>	<p><b>(7-9 marks)</b></p> <p><b>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.</b></p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p><b>Examples of understanding expected:</b> why and when different products and selling techniques are used, sales process followed in a logical sequence and applied to different customers, linking selling to targets, application of promotional planning steps to a situation/brief, justification of marketing methods used</p>		



		Limited evidence of understanding and some explanations are weak and simplistic. Explanations to customers are inconsistent and justification for product selection, selling techniques and marketing methods used are not supported in either planning or evaluation. Candidate does not follow the sales process correctly, with some gaps identified. Often does not consider sales targets when selling products.	Good understanding across the qualification. Explanations to customers are clear, accurate and precise. Candidate links sales targets to the products they are selling and is able to provide reasons for their choices made throughout the promotion planning, running and evaluation stages. Candidate follows the sales process, but some minor inconsistencies identified.	In depth understanding of concepts across the qualification, which has been successfully applied to the assignment scenario and range of customers. Detailed explanations are given to customers and decisions made are strong, consistent and confident. The sales process flows smoothly throughout, with no hesitation. Key focus on reaching targets through promotion planning, running and evaluation. Thorough and supported justifications made for all choices throughout the assignment.
30	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p style="text-align: center;"><b>(1-6 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p> <p><b>Examples of skills expected:</b> product application techniques, methods of communication, selling techniques, ability to adapt to a variety of situations, following good working practices</p>	<p style="text-align: center;"><b>(7-12 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p style="text-align: center;"><b>(13-18 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>

		<p>Clumsy product application and limited techniques used.</p> <p>Minimal interaction with customer and lack of enthusiasm and confidence when using limited selling techniques.</p> <p>Candidate unable to adapt to different situations in the retail environment.</p> <p><b>Top of the band:</b> Attempt made to interact with customer.</p> <p>Candidate attempted to adapt to different situations within the retail environment.</p>	<p>Satisfactory product application and a good selection of techniques used, with minor inconsistencies. Minor errors are rectified.</p> <p>Candidate can adapt to most situations within the retail environment successfully.</p> <p>Adequate communication with little or no attempt to build rapport.</p> <p>Range of selling techniques used, with candidate showing some confidence to traffic stop and link sell.</p> <p><b>Top of the band:</b> Positive communication with some attempt to build rapport.</p>	<p>Range of application techniques used accurately and confidently, without inconsistencies.</p> <p>Candidate is flexible and able to successfully adapt to any situation within the retail environment.</p> <p>Wide range of selling techniques effectively used.</p> <p>Confident ability to traffic stop, link sell and interact with the customer in a positive and engaging manner. Clear evidence of rapport built with customers, which has enhanced the retail experience.</p> <p><b>Top of the band:</b> Demonstrated exceptional ability to use selling techniques and interact and engage with customer in a confident and enthusiastic manner.</p> <p>Flawless delivery of product application.</p>
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30	<b>AO4 Bringing it all together - coherence of the whole subject</b> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p style="text-align: center;"><b>(1-6 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p style="text-align: center;"><b>(7-12 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></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;"><b>(13-18 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p><b>Examples of bringing it all together:</b> linking products chosen to customer needs, matching complementary products, closing sales, ability to demonstrate and sell/explain features and benefits of products simultaneously, promotion run efficiently and in accordance with plans</p>		

		<p>Tasks often approached illogically. There are inconsistencies both in planning and application of skills and knowledge. Work is not carried out efficiently and is, at times, disjointed.</p> <p>Candidate is not able to sell and describe product benefits during demonstrations consistently or confidently. Does not display clear linking of knowledge and understanding to the tasks or the customer's needs and wishes, which results in poor sales and customer experience. No attempt made to link sell complementary products.</p> <p><b>Top of band</b> Candidate approaches work in a logical way, with minor inconsistencies.</p>	<p>Tasks completed efficiently. Knowledge and understanding is demonstrated but not always applied to the tasks in the most appropriate way. Overall experience provided by the candidate is positive and basic customer needs are met, but not exceeded. Some attempt made to link sell additional products, but not always suitable or complementary to products demonstrated. Able to provide the customer with some basic information on products whilst carrying out demonstrations.</p> <p><b>Top of band</b> The candidate has shown a good understanding of the task requirements. Knowledge and understanding is drawn from and applied appropriately throughout. Candidate makes suggestions to encourage repeat business.</p>	<p>All tasks completed efficiently and to a high standard. An in-depth knowledge and understanding is shown and adapted where relevant to the task or customer. Excellent customer experience provided throughout. Candidate is able to provide detailed explanations of products and application methods, throughout demonstrations, in a clear and confident manner. Additional products selected to link sell, which are complementary to products demonstrated and meet customer's needs. Products selected are supported by justifications.</p> <p><b>Top of band</b> Clear and coherent thought process evident throughout all tasks. Clear and detailed explanations of the features and benefits of products given during demonstrations, which lead to additional sales. Customer needs exceeded. Candidate is innovative in the ways in which repeat business may be encouraged.</p>
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15	<b>A05 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>• Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>• How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>• Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p><b>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.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p style="text-align: center;"><b>(7-9 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p><b>Examples of attending to detail:</b> evaluation and reflection, counter preparation and set up, attending to customer needs, time keeping, personal presentation</p>		

		<p>Easily distracted and inconsistent in the quality of the service and customer approach. Minimal preparation and attention to detail in the work environment.</p> <p>Shows little interest in self-improvement, managing time effectively or learning from mistakes.</p> <p>Little attention paid to the customer's needs, which leads to buying signals, or opportunities to promote particular products, being missed.</p> <p>Some minor hygiene and personal presentation requirements not followed.</p>	<p>Displayed satisfactory results in the work. Has intermittently checked work for quality in key areas. Made attempts to correct basic mistakes.</p> <p>Always fully prepared. Is able to reflect on their own performance on occasion and can manage time effectively.</p> <p>Attention paid to customer, but subtle signals from the customer in relation to particular needs or buying signals are missed.</p> <p>Good personal presentation demonstrated and worked hygienically at all times.</p>	<p>Demonstrated an outstanding and highly detailed approach to the work. Has consistently and successfully reviewed their own performance in order continually progress. Able to identify areas for future improvement, as well as those areas in which they have performed well, and able to explain why this is the case and how they would adapt their approach.</p> <p>Attention paid to the customer throughout, always considering their needs such as time available, what they are looking for, what they may like and buying signals. Tailors their behaviour and advice to those customers.</p> <p>Excellent personal presentation and professionalism demonstrated throughout.</p>
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## Appendix 1

### Customer profile 1

You are slowly walking past the counter. When the candidate stops you or offers a demonstration or products, you should respond negatively about being stopped, for example saying 'I'm not interested'.

### Customer profile 2

You are slowly walking past the counter. When the candidate stops you, you are willing to speak with the candidate and have a demonstration if offered. You express keen interest in make-up and current trends. You are out for a day shopping with no time constraint. You tell the candidate that you are looking for a birthday present as you are attending a birthday dinner after you have finished shopping. During the demonstration, you can ask the candidate how to apply the products and their cost. You should not ask what other products are available. If the candidate offers between 1-3 products, you should buy them all. If more than 3 products are offered, you should agree to buy a minimum of 4 products, at your discretion.

### Customer profile 3

You are walking past the counter in a rush, as you are on your lunch break from work. You are willing to speak to the candidate and have a demonstration if offered, but you tell the candidate that you don't have much time. You don't wear much make-up but are interested in skin care. If asked, you should tell the candidate that you have a good regime and already use a cleanser, toner and moisturiser but are concerned about signs of aging and are open to new products for your current regime. You reiterate that you don't have much time and only agree to buy 1 of the products offered. However, if the candidate challenges the sale, you should agree to purchase other products.