

Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540)

(6003-30)

[SAMPLE]

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

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Synoptic Assignment Pack

Candidate section

Candidate Guidance

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 on work placement in a well known beauty salon and spa. The salon and spa are hosting a 'pamper event' for a group of clients who are preparing for a special occasion. The clients have all booked in for a range of treatments to include: Body massage, Facial electrical, Body electrical and a dry spa treatment incorporating a wrap.

As a beauty therapist you will be asked to plan a range of effective treatments for your allocated client which will improve their skin and body condition. You will be given up to **5 hours** to perform the range of treatments.

You will perform a body and skin analysis as part of your assessment, selecting products and equipment to suit your client.

You should actively promote and identify sales opportunities, reflect on your treatments and services and evaluate the outcomes.

Tasks

Meet, greet and consult with the client to discuss their treatment objectives, perform a body and skin analysis to agree a treatment plan for their pampering event.

Prepare yourself, the client and area and perform the treatments, demonstrating throughout, the relevant techniques and application methods to suit the client's needs.

Your treatments should be applied in the most suitable sequence and must include:

- Body massage:
 - Full body massage including appropriate techniques and treatment application to meet client objectives

- Facial electrical:
 - range of specific products to include exfoliation and mask as applicable
 - skin warming devices to suit treatment objectives

- Body electrical:
 - **minimum of two** areas to be treated
 - **minimum of two** pieces of equipment to be demonstrated
 - range of specific products
 - skin warming devices to suit treatment objectives

- Dry spa wrap:
 - full treatment
 - range of specific products to include body mask and wrapping material
 - skin warming devices to suit treatment objectives

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

On completion of treatments, provide your client with suitable advice and recommendations and gain feedback from them.

Based on your client feedback, evaluate and reflect on the outcomes of the services. Include the areas you have excelled in and the areas in need of improvement.

Conditions of assessment:

You must carry out the task under supervised conditions

Guidance notes are **not** allowed during the assessment.

Clients must not be contra-indicated to any of the treatments, and should be prepared to have all areas treated.

What must be presented for marking:

- client record
- completed treatment plan
- client feedback/evaluation sheet
- self evaluation/reflection on performance
- any additional supporting evidence eg retail sales or further appointment bookings

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 of 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 a set of tasks. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take.

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.

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

It is recommended that an external client is allocated for assessment purposes (this must not be a trainee or qualified therapist). Candidates may conduct treatments on more than one client but must not be familiar with the client/s.

The centre is responsible for ensuring that the client is not contraindicated in any way to any of the treatments included in the pamper package in order to ensure that candidates are provided the opportunities to demonstrate a full range of skills.

Guidance on tasks

Time

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

Suggested timings per task are as follows:

Consultation and body and skin analysis: 30 minutes

Practical observations:

- Body massage – 60 minutes
- Facial electrical – 60 minutes
- Body electrical – 45 minutes
- Dry spa treatment – 60 minutes

Advice and recommendations – 15 minutes

It is expected that candidates will spend up to 30 minutes to document their review, self-evaluation and reflection.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and centres should ensure that all equipment is working correctly prior to beginning the treatment.

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 marking and moderation purposes and so 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 during the observation.

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

- How would you adapt your consultation techniques and treatment application for an extremely nervous and body conscious client?
- Why is agreeing a treatment plan prior to application important?
- If a client requested that the dials on the machine be turned up to maximum during the treatment, how would you deal with this?
- If a client had excessive soft adipose tissue, how could this impact on an EMS treatment?
- Why are you using those particular products or techniques?

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. They may not have access to the marking grids.

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.

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	<p>AO1 Recall of knowledge relating to the qualification LOs</p> <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>(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy.</p> <p>Hesitant, gaps, inaccuracy</p>	<p>(3-4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</p> <p>Sound, minimal gaps</p>	<p>(5-6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</p> <p>Accurate, confident, complete, fluent</p>
<p>Examples of types of knowledge expected: <i>treatment objectives, features and benefits, contra-indications and contra-actions, advice and recommendations, skin care equipment, skin types and conditions, Health and Safety, Equality and Diversity, modesty, works with sustainable working practice (for example waste disposal, efficient use of utilities), personal presentation and hygiene.</i></p>				
		<p>Limited relevant breadth and depth of knowledge demonstrating errors, inaccuracy or omissions related to the treatment and how the objectives were met.</p> <p>Basic knowledge of product features, benefits and actions. Demonstrated limited evidence of knowledge from the advice and recommendations given to the client.</p> <p>A limited range of tools, products and equipment is considered</p>	<p>Adequate breadth and depth of substantial knowledge demonstrating minor errors or omissions related to the treatment and how the objectives were met.</p> <p>Satisfactory knowledge of product features, benefits and actions. Demonstrated sufficient evidence of knowledge from the advice and recommendations given to the client.</p> <p>A range of tools, products and equipment is considered.</p>	<p>Outstanding breadth and depth of knowledge that is comprehensive, accurate and relevant, demonstrating no errors related to the treatment and how the objectives were met.</p> <p>Comprehensive knowledge of product features, benefits and actions. Demonstrated exemplary evidence of knowledge from the advice and recommendations given to the client.</p> <p>A diverse range of tools, products and equipment is considered.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<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>(1-3 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>(4-6 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>(7-9 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: <i>treatment planning and adaptation, equipment setting, products and treatments understanding, advice and recommendations, application of techniques, consultation techniques, technical terminology, preparation of self, client and work area and closing down procedures, hygiene procedures.</i></p>				
		<p>There was a limited evidence of a range of understanding; application of knowledge was disconnected to the theory. Understanding was inconsistent with little evidence of links between treatment objectives, treatment plan and their applications. Little or no reference given for any adaptations.</p> <p>Brief explanation with little detail on how equipment settings/treatment techniques are used to effectively meet client objectives.</p>	<p>There was evidence of an adequate range understanding; application of knowledge was connected to the theory. Understanding was consistent with coherent reasoning with well explained links between treatment objectives, treatment plan and their applications. Reference was given for any adaptations. Explanations were often detailed on how equipment settings/treatment techniques were used to effectively meet client objectives.</p>	<p>There was evidence of outstanding breadth and depth of understanding; application of knowledge was accurately connected to the theory and integrated. Understanding was consistent with exceptional reasoning with comprehensive explanations linking treatment objectives, treatment plan and their applications. Substantial reference given for any adaptations including justifications and excellent comprehension on how equipment settings/treatment techniques are used to effectively meet client objectives.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	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? 	<p align="center">(1-6 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 align="center">(7-12 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 align="center">(13-18 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: application and adaptation techniques, attention to detail, dexterity, organisation, compliance to health and safety, hygiene, handling skills</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 accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>Lack of consideration to health, safety and hygiene. No professional etiquette demonstrated. Basic preparation of the areas to be treated skin cleansing – face/feet). Limited evidence of treatment adaptation or modification justified and applied. Limited evidence that sequences, movements and techniques were applied (variation regarding pressures, timings) limited use of products, (essences), advice and recommendations. The treatments were not completed within the agreed time, either rushed or poorly time managed. Lack of enthusiasm. Ineffective treatment outcomes with only minimal consideration toward client comfort and well-being. No feedback elicited from client.</p>	<p>Top of band: attention to detail. Participation, satisfactory fulfilment of treatment objectives. Practical abilities were consistent with the treatment plan. Health and Safety was followed. Quality of skills were consistently applied demonstrating rhythm and flow. Any excess product removed from the treatment area correctly. No evidence of products and consumable wastage.</p>	<p>Top of band: excellent attention to detail, participation, outstanding fulfilment of treatment objectives. Practical abilities were consistently of an exceptional level fully meeting the treatment plan. Health and Safety was followed. Exceptional quality of skills applied consistently demonstrating rhythm and flow. Any excess product removed from the treatment area correctly. No evidence of products and consumable wastage.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p>AO4 Bringing it all together - coherence of the whole subject</p> <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>(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>(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>(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: evidence of amalgamation of consultation, treatment plan, problem solving application, adaption, advice and recommendation best suited to the individual; evaluation and reflection on the outcomes, independent learning, time management, ability to be able to be stretched and challenged, organisation, working logically and methodically, analysing and responding and adapting to factors that may affect treatments.</p>				
		<p>Limited evidence of consideration of knowledge and understanding when planning the treatment/s.</p> <p>Inadequate reflection and evaluation of knowledge and skills used to formulate treatment plan, apply treatment including adaptation, advice and recommendations. Limited ability to deal with problems as they arise during treatments, little evidence of adapting working practices to deal with factors that affect treatments.</p>	<p>Evidence of consideration of knowledge and understanding when planning the treatment/s.</p> <p>Suitable reflection and evaluation of knowledge and skills used to formulate treatment plan, apply treatment including adaptation, advice and recommendations.</p> <p>Ability to deal with most problems as they arise during treatments, some evidence of adapting working practices to deal with factors that affect treatments.</p>	<p>Outstanding evidence of consideration of knowledge and understanding when planning the treatment/s. Detailed reflection and evaluation of knowledge and skills used to formulate treatment plan, apply treatment including adaptation, advice and recommendations.</p> <p>Comprehensive evidence of ability to deal with complex problems as they arise, confidently adapting working practice to deal with factors that affect treatments.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Poor evidence of time management, with periods of wasted time.</p> <p>Bottom of band: Lack of evidence of using knowledge and understanding to demonstrate any links between equipment, products, consumables and techniques across the qualification and to the client's needs and treatment/s objectives. Demonstrated no ability to analyse, problem solve and evaluate.</p> <p>Top of band: Little evidence of using knowledge and understanding to demonstrate limited links between equipment, products, consumables and techniques across the qualification and to the client's needs and treatment/s objectives. Demonstrated poor ability to analyse, problem solve and evaluate.</p>	<p>Effective time management demonstrated with organisational skills shown.</p> <p>Bottom of band: Adequate evidence of using knowledge and understanding to demonstrate key links between equipment, products, consumables and techniques across the qualification and to the client's needs and treatment/s objectives. Demonstrated limited ability to analyse, problem solve and evaluate.</p> <p>Top of band: Evidence of using a range of knowledge and understanding which is integrated to demonstrate key links between equipment, products, consumables and techniques across the qualification and to the client's needs and treatment/s objectives. Demonstrated adequate ability to analyse, problem solve and evaluate.</p>	<p>Strong evidence throughout the treatments of effective time management, opportunities for efficiency are maximised.</p> <p>Bottom of band: Evidence of a wide range of knowledge and understanding which is integrated to demonstrate sound links between equipment, products, consumables and techniques across the qualification and to the client's needs and treatment/s objectives. Demonstrated the ability to analyse, problem solve and evaluate.</p> <p>Top of band: Evidence of a wide and diverse range of knowledge and understanding which is holistically integrated to demonstrate excellent links between equipment, products, consumables and techniques across the qualification and to the client's needs and treatment/s objectives. Demonstrated the ability to critically analyse, problem solve and evaluate.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<p>AO5 Attending to detail/perfecting</p> <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>(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>(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>(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: Examples of understanding expected: thinking about and attending to specific requirements of client's needs and treatment/s objectives, dexterity and attention to detail and client care during treatment/s application , adaption, professional practice, identified areas for development</p>		
		<p>Limited attention to client's needs. Planning of treatment/s through consultation and application demonstrated inaccuracy and gaps. Treatment objectives were inaccurately interpreted with no logical sequence. Evaluation demonstrated minimal depth and reflection.</p>	<p>Adequate attention to client's needs. Planning of treatment/s through consultation and application were generally accurate with no gaps. Minimal errors were evident. Treatment objectives were interpreted with some logical sequence. Evidence of use of reflection to evaluate situations and could discuss some potential areas for improvement.</p>	<p>Highly focused on the attention to client's needs, showing extreme care and accuracy with consistent attention to detail in planning of treatment/s through consultation and application. No errors demonstrated. Evidence of use of constructive reflection to analyse and evaluate situations and could discuss fully the impact and areas for improvement.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	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? How appropriate and well presented are the chosen communication methods and formats? 	<p align="center">(1-3 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">(4-6 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">(7-9 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: Communication when promoting beauty products, services and treatments monitoring working practices, control of stock and resources, interaction with the client, presentation and clarity of treatment plan, communication with others, technical terminology, verbal and non-verbal communication, diverse client needs</p>		
		<p>Candidate demonstrated limited communication skills. Reflections demonstrated minimal depth and evaluation. Limited and inaccurate documentation.</p> <p>Used unsuitable and ineffective communication techniques, no technical terminology adopted, no consideration of equality and diversity, no-engagement or direction with the client.</p>	<p>Candidate demonstrated adequate communication skills. Reflections demonstrated depth and evaluation. Sufficient and accurate documentation.</p> <p>Used suitable and effective communication techniques with some basic technical terminology adopted, satisfactory consideration of equality and diversity, engagement with the client.</p>	<p>Candidate demonstrated extensive range of communication skills. Reflections demonstrated sound depth and evaluation. Outstanding and accurate documentation.</p> <p>Used exemplary and effective communication techniques, with confident use of technical terminology to suit client level of understanding. Demonstrated full engagement with client and was able to extend and widen discussions.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>No or little evidence of advice and recommendations.</p> <p>Bottom of band: Communication of treatment/s plan was limited and poor. Poor use of verbal, non-verbal communication and listening skills throughout. No attention to the professional requirements or to reflect professional practice.</p> <p>Top of band: Communication of treatment/s plan was inconsistent. Limited use of verbal, non-verbal communication and listening skills throughout. Limited attention to professional requirements and to reflect professional practice.</p>	<p>Adequate evidence of advice and recommendations.</p> <p>Bottom of band: Communication of treatment/s plan was consistent. Satisfactory use of verbal, non-verbal communication and listening skills throughout. Adequate attention to professional requirements and to reflect professional practice.</p> <p>Top of band: Communication of treatment/s plan was consistent and appropriate. Effective use of verbal, non-verbal communication and listening skills throughout. Clear attention to professional requirements and to reflect professional practice.</p>	<p>Demonstrated use of reflection to analyse and evaluate situations to give informed advice and recommendations. Outstanding evidence of empathy with consideration to equality and diversity.</p> <p>Bottom of band: Communication of treatment/s plan was consistent, clear, detailed and appropriate. Excellent use of verbal non-verbal communication and listening skills throughout. High level of attention to professional requirements and to reflect professional practice, allowing for the sharing of ideas, communication of arguments and discussion points.</p> <p>Top of band: Communication of treatment/s plan was exemplary. Excellent use of robust verbal, non-verbal communication and listening skills throughout with integration of theory and practice. Outstanding level of attention to professional requirements and to reflect professional practice, consistently allowing for the sharing of ideas and communication of arguments and discussion points.</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 signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: