

# **Level 3 Advanced Technical Diploma in Barbering (450)**

**June 2016 Version 1.2**

## **Synoptic Assignment Pack**

# Introduction

General information about structure of the assignment pack

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## 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.

# Assessment 3002-031 – Synoptic assignment

## Tasks

You are required to carry out the following barbering services, including consultation and aftercare. The services can be combined or carried out separately but you must provide services to a minimum of **two** clients. It is expected that all services will be carried out within **two to three** hours. Your Tutor will observe you throughout the services and may ask questions take notes.

### Creatively cut hair

- You must carry out **two** hair cutting services.
- The clients must have a full head of hair.
- They must be creative restyles that alters the shape of the hair.
- You must use blending/fading across a minimum 25% of the head for a minimum of one of the cuts. You must use clippers without attachments must be used for a minimum of one of the cuts.

### Full shaving service

- You must carry a full shaving service on **one** client.
- The client must have a minimum grade 1 attachment length facial hair across the whole face pre shave.

### Facial hair cutting service

- You must carry out a creative and personalised facial hair cutting service on **one** client.
- This must be a complete restyle and must not be a reshape.

### Conditions of assessment

These observations will be carried out under supervised conditions.

### Additional records to support your performance:

- Your Tutor's notes of your working practice, the standard and accuracy of the finished work.
- Photographs of your completed work.
- Records of any responses to 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

### Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **two** and **three** 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.

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose products, tools and equipment demonstrating the ability to select from a range of appropriate materials. Candidates may source their own models to use during the assessment. If the candidate is unable to source their own models the centre is permitted to do this on their behalf.

### 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

Oral questioning of the candidate and/or model(s) must be undertaken by the tutor.

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).

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

- If your client had a double crown what adaptations would you make?
- Why have you chosen those products, tools and equipment or techniques?
- How have you personalised the look for the client?
- What facial massage technique did you choose to use, and why?
- What aftercare advice will you give to the client?

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).

Tutors should observe no more than 8 candidates at one time.

**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 Tutors. 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 Tutors 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 Tutors 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 Tutors 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 Tutors 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 Tutors 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.

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

## Marking grid

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	<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 mark)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;"><b>(2 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>(3 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> Safe working practices, legislation, manufacturer's instructions, carrying out testing, awareness of tools, products and equipment, works with sustainable working practice (for example waste disposal, efficient use of utilities), personal presentation and hygiene</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"> <li>How confident and secure does their knowledge seem?</li> </ul>	<p>Prompting required over some less significant areas of safe working practices, demonstrates limited awareness of legislation</p> <p>A limited range of tools, products and equipment is considered</p>	<p>Safe working practices are considered throughout the services, demonstrates awareness of legislation</p> <p>A range of tools, products and equipment is considered</p>	<p>All aspects of safe working practices are consistently considered throughout the services, demonstrates full awareness of legislation</p> <p>A wide range of tools, products and equipment is considered</p>
10	<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>(1-2marks)</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>(3-4 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>(5-6 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> Interpretation of test results, consideration of factors that can affect services and managing client expectations in relation to this, selection of products, tools, equipment and techniques, aftercare advice and recommendations</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Takes the safe option when selecting products, tools and techniques, thinking only of the immediate outcome</p> <p>Understanding is inconsistent, with little evidence of consideration of the factors that may affect services, not always able to articulate reasons for adaptations. Limited testing is considered</p> <p>Minimal advice and recommendations given</p>	<p>Decisions around products, tools, equipment and techniques show consideration of the immediate outcomes with some consideration of the durability of the look. Choices are relevant</p> <p>Main factors and tests are considered with some relevant adaptation throughout the services, any adaptations are backed up with some reasoning</p> <p>Advice and recommendations show understanding across all services but the level of depth may vary</p>	<p>Decisions around products, tools, equipment and techniques are made holistically, showing consideration both to the immediate outcome and long term durability of the look. Choices are suitable and enhance the style potential</p> <p>Adaptations to services show clear evidence of consideration of complex factors and testing throughout the services, any adaptations are backed up with sound reasoning</p> <p>Comprehensive, tailored advice and recommendations given, demonstrating breadth and depth of understanding across all services</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<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>(1-4 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 style="text-align: center;"><b>(4-8 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>(9-12 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><b>Examples of skills expected: Use of products, tools and equipment, application and adaptation of techniques, adapting services following results of tests and due to factors that may impact services, following methodical processes</b></p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Proficiency in core practical skills demonstrated with limited evidence of a combination of techniques applied</p> <p>Limited evidence of holistic planning; planning not always implemented efficiently</p> <p>Limited application of products, tools and equipment with evidence of adhering to manufacturers requirements</p>	<p>Good range of practical skills demonstrated with clear evidence of the application of a combination of techniques, with the ability to make some adjustments successfully</p> <ul style="list-style-type: none"> <li>•Evidence of planning holistically, methodical sequencing of services demonstrated with some evidence of adaption made to plans</li> <li>•Relevant application of products, tools and equipment, with evidence of adherence to manufacturers requirements throughout</li> </ul>	<p>Confident demonstration of practical skills, extensive evidence of the application of a combination of techniques applied creatively, with precision and relevance, with ability to make adjustments successfully for the best outcome</p> <p>Extensive evidence of planning holistically, methodical and efficient sequencing of services demonstrated, with adaptations to plans made confidently throughout</p> <p>Skilful application of a broad range of products, tools and equipment, with clear evidence of adherence to manufacturers requirements throughout</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<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>(1-4 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>(5-8 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>(9-12 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><i>Examples of bringing it all together: planning working timetable, working logically and methodically, keeping tools nearby, work stations are organised sensibly, analysing, responding and adapting to factors that may affect services</i></b></p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Limited ability to deal with problems as they arise during services, little evidence of adapting working practices to deal with factors that affect services</p> <p>Evidence of time management demonstrated some of the time, with periods of wasted time</p> <p>Finished looks generally demonstrate accuracy with limited creative skills shown</p>	<p>Ability to deal with most problems as they arise during services, some evidence of adapting working practices to deal with factors that affect services</p> <p>Effective time management demonstrated with organisational skills shown</p> <p>Most finished looks are personalised demonstrating accuracy and skill, with some creativity shown</p>	<p>Comprehensive evidence of ability to deal with complex problems as they arise, confidently adapting working practice to deal with factors that affect services</p> <p>Strong evidence throughout the services of effective time management, opportunities for efficiency are maximised</p> <p>Finished looks are consistently personalised demonstrating balance, precision, skill and creativity</p>
15	<p><b>A05 Attending to detail/perfecting</b></p> <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> </ul>	<p><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, unfocused, unobservant, unmotivated.</p>	<p><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><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>



%	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"> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p><b>Examples of attending to detail: cross-checking, identification of factors, monitoring colour progression/development, fading/blending with precision, balancing the look, takes a step back and looks from different angles, takes into account environmental effects eg lighting,</b></p>		
		Minimal attention to detail with little evidence of refinement throughout the process, finished look is achieved by chance rather than through skill	Clear attention to detail, consistent effort to achieve desired result at every stage of the process, finished to a good standard with evidence of precision achieved through skill	Excellent attention to detail throughout services, persists in achieving the desired result at every stage of the process, finished looks demonstrate precision, strong evidence of effort to ensure tasks are completed to an exceptional standard
NA	<p><b>AO6 Identify and use knowledge from other sources – research</b></p> <ul style="list-style-type: none"> <li>Does the candidate identify and use a wide range of appropriate sources effectively?</li> <li>How critically is information appraised, for plausibility, suitability and relevance?</li> <li>How purposefully is information used?</li> </ul>	<p><b>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</b></p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p><b>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</b></p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p><b>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</b></p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		Not applicable.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>AO7 Originality and creativity</b> <ul style="list-style-type: none"> <li>Does the candidate respond to the brief in an original way?</li> <li>Are ideas/ materials etc used in a creative novel, experimental way?</li> <li>Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge?</li> </ul>	<p align="center"><b>(1-2 marks)</b></p> <p><b>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</b></p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center"><b>(3-4 marks)</b></p> <p><b>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</b></p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center"><b>(5-6 marks)</b></p> <p><b>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</b></p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>
		<p><b>Examples of creativity: Creative application of products, tools, techniques and equipment, innovative, sometimes unconventional, challenges self in a variety of ways, creative vision for finished looks, implementation of creative ideas</b></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 exploring options with client, may refer to visual aids, basic personalisation shown across some services</p> <p>Lack of creative flow or creativity is inappropriately applied, limited evidence of a vision or a disconnect between vision and finished look across a range of services</p> <p>Limited evidence of challenging self, stays within comfort zone using conventional techniques</p>	<p>Explores options with clients using some visual aids, evidence of a clear vision with opportunities created for some personalisation across a range of services</p> <p>Clear creative vision, suggestions are generally followed through to completion, occasionally creativity may be hindered by factors that affect the finished look across a range of services</p> <p>Some evidence of challenging self, explores conventional ideas, adapts the use of products, tools , equipment and techniques with some creativity</p>	<p>Explores options with clients using a range of visual aids, consistently creatively identifies possibilities, maximises opportunities for personalisation across all services</p> <p>Articulates a strong creative vision, vision is followed through to completion, clearly demonstrates confidence in knowing what will work and in adapting methods to maximise the finished look across a range of services</p> <p>Challenges self, explores experimental ideas, creatively applies techniques and adapts the use of products, tools and equipment throughout services</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO8</b> <b>Communication/Presentation/Documentation</b> <ul style="list-style-type: none"> <li>How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated?</li> <li>Does the candidate use logical and well structured writing that is coherent and easy to follow?</li> <li>How appropriate and well presented are the chosen communication methods and formats?</li> </ul>	<p style="text-align: center;"><b>(1-4 marks)</b></p> <p><b>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</b></p> <p>Somewhat disorganised/unstructured, informal, basic.</p>	<p style="text-align: center;"><b>(5-8marks)</b></p> <p><b>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</b></p> <p>Reasonably successful, conveys message quite well.</p>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p><b>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</b></p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
<p><b><i>Examples of communication:</i> Consultation eg using verbal and non-verbal communication skills, aftercare advice, client records, appointments, appointment books, sales transactions, general salon administration, spelling and grammar, customer service</b></p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Shows friendliness and politeness, some degree of adapting communication with clients, demonstrates limited control of interaction</p> <p>Agrees courses of action, limited or no confirmation of adaptations made during the service, offers limited reassurance, some advice and recommendations given</p> <p>Written administration is sometimes unclear, illegible or not always fully documented/complete, some consideration of client confidentiality</p> <p>Maintains customer service, with limited consideration of individual requirements</p>	<p>Friendly and polite manner at all times, demonstrates a variety of communication methods, adapts communication with clients as required, demonstrates appropriate control of interaction most of the time</p> <p>Clearly confirms and agrees courses of action, refers to adaptations made during the services, provides advice and recommendations with some clarity of the benefits of products and services shown</p> <p>Written administration is clear, accurate with some detail, maintains client confidentiality</p> <p>Maintains customer service throughout, demonstrating attentiveness to individual requirements</p>	<p>Friendly and polite manner at all times, confidently uses a variety of communication methods, demonstrating diplomacy and tact, adapts communication with clients maintains trust and confidence throughout services, demonstrates appropriate control of interaction throughout all services</p> <p>Skilfully discusses, confirms and agrees courses of action, clarifies any adaptations made during services, tailors advice and recommendations to individual needs, clearly articulates benefits of products and services</p> <p>Written administration is comprehensive and relevant, client confidentiality is fully observed throughout all services</p> <p>Delivers a high level of customer service throughout, demonstrating attentiveness and adapts to individual requirements</p>

## Declaration of Authenticity

Candidate name

Candidate number

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Centre name

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Centre number

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### 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.**

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Tutor/Tutors signature

Date

## Assessment feedback form

Candidate name

Candidate number

Tutors name

Date of assessment

Task / AO	Feedback

Tutors signature and date: