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## SAMPLE ASSESSMENT MATERIALS (SAMs)

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**BT3D1** - Level 3 Diploma in Massage Therapies  
(601/6975/8)

**BT3ED1** - Level 3 Extended Diploma in Massage  
Therapies  
(601/6976/X)

Version 1

## External Sample Assessment Material

There are two written exams for this qualification.

The examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section.

Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.

Section B will largely include extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.

Photographs and diagrams are used where applicable to bring the examination to life.

The questions in Section B will vary year on year and will cover the full breadth of mandatory content over time. Learners will be required to answer all of the questions in Section B.

All mandatory units are assessed in each and every examination. The full breadth of mandatory content will be covered over the life of the qualification.

The mandatory units assessed in Paper 1 (EX.1) and Paper 2 (EX.2) are set out below:

External examination (BT3D1.EX1)	
Units covered	UCO28M - Health and safety in the salon UBT90M - Client care and consultation UBT96M - Swedish massage UBT119M - Promote and sell products and services UBT98M - History and origins of massage therapies
External examination (BT3D1.EX2)	
Units covered	UBT101M - Stone therapy UBT100M - Indian head massage UBT95M - Anatomy and physiology for the face and body systems UBT142M - Contribute to the effective running of a business

External examination (BT3ED1.EX1)	
Units covered	UCO28M - Health and safety in the salon UBT90M - Client care and consultation UBT96M - Swedish massage UBT119M - Promote and sell products and services UBT98M - History and origins of massage therapies
External examination (BT3ED1.EX2)	
Units covered	UBT101M - Stone therapy UBT100M - Indian head massage

	UBT95M - Anatomy and physiology for the face and body systems UBT142M - Contribute to the effective running of a business
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## External Sample Assessment Material



**BT3D1** - Level 3 Diploma in Massage Therapies  
(601/6975/8)

**BT3ED1** - Level 3 Extended Diploma in Massage Therapies  
(601/6976/X)

Please write clearly in block capitals.										
Centre number										
Learner number										
Surname										
Other names										
Learner signature										
Date										

## SAMPLE EXAM QUESTIONS

**Time allowed:**

### Instructions

- Use black ink.
- Answer all questions.
- You must answer questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- There are two sections to this paper.
- Both sections should be attempted.
- The marks for the questions are shown in brackets.

### Advice

- Please read each question carefully before answering.

**SECTION A – 10 Marks**

**Answer ALL questions. Write your answers in the spaces provided.**

There can be many potential fire hazards within the salon, including electrical pieces of equipment such as heated blankets.

**1 (a)** Discuss the potential consequences of using an unsuitable fire extinguisher on the flames from an electrical piece of equipment.

(2 marks)

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**Total for Question 1 = 2 marks**

A massage therapist has a client booked in for a full body massage. While preparing the treatment room the therapist notices the adjustable controls on the couch are not working. The massage therapist is concerned about the fault, as the next client has a large frame and is over six feet in height.

2 (a) From the list of options, select the most significant risk to the therapist.

(1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A Client unsupported in areas due to height.                  |
| <input type="checkbox"/> | B Faulty equipment, couch is not safe to use.                 |
| <input type="checkbox"/> | C Strain to therapist during massage due to poor positioning. |
| <input type="checkbox"/> | D Trip hazard from the lead on electrical couch.              |
| <input type="checkbox"/> | E Unable to use body weight for effective pressure.           |

**Total for Question 2 = 1 mark**

When preparing the treatment room for the day, the therapist requires a cleaning solution to wipe down all surfaces. The solution chosen has the following symbol printed on the label, see **Figure 1**.

**Figure 1**



**3 (a)** From the list of options, select the most appropriate action that the therapist should take.

(1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A Do not use the solution as it is self-reactive.                       |
| <input type="checkbox"/> | B Ensure full PPE is worn as solution has corrosive effect on the skin. |
| <input type="checkbox"/> | C Product is safe to use, continue as normal.                           |
| <input type="checkbox"/> | D Solution has ability to irritate the skin; wear gloves when using.    |
| <input type="checkbox"/> | E Solution is harmful to environment; take care when placing in waste.  |

**Total for Question 3 = 1 mark**

Jim has attended the salon for a massage treatment and has complained of back pain during his consultation. During a postural analysis you discover a slight kyphosis of the spine.

Jim plays a lot of sport and suffered an injury to his elbow whilst playing tennis. He is not taking any medication but suffers with low blood pressure.

4 (a) From the list of options, select the impact the curvature of the spine will have on the massage treatment.

(1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A Focus on relaxing muscles in the sacral region. |
| <input type="checkbox"/> | B Focus on stretching muscles in the chest.       |
| <input type="checkbox"/> | C Increase pressure in the thoracic region.       |
| <input type="checkbox"/> | D Reduce pressure in the cervical region.         |
| <input type="checkbox"/> | E Use tapotement movements on areas of tension.   |

**Total for Question 4 = 1 mark**

Promotion of products and treatments is an important part of aftercare advice given to clients.

**5 (a)** Explain the importance of ensuring that clients have realistic expectations of the benefits and effects of new products or treatments; including the consequences of unrealistic expectations.

(3 marks)

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**Total for Question 5 = 3 marks**

Senior therapists may be given the responsibility of completing risk assessments of the working area to ensure client, staff and visitor safety.

6 (a) Summarise the difference between a hazard and a risk.

(2 marks)

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**Total for Question 6 = 2 marks**

**TOTAL FOR SECTION A = 10 MARKS**

## SECTION B – 10 Marks

**Answer ALL questions. Write your answers in the spaces provided.**

Study the key features from a client's contra-indication section on the consultation card in **Table 1**; the client has attended the salon for a stone therapy massage treatment.

**Table 1**

Name	Miss Palmer	
Age	23	
Medication	Anti-depressants Tablets to prevent migraines	
Allergies	Nuts	
Treatment Objectives/Areas of concern	Relaxation – studying for final exams currently. Relieve headaches and reduce stress Treatment is a Christmas gift from parents.	
Condition	Yes/No	Further information
Bruising	Yes	On both lower legs
Scar Tissue	Yes	Left arm – where implant was removed
Skin diseases/disorders	Yes	Skin sensitivity to perfumed products
Varicose Veins		
Other conditions:		Migraines Mild depression IBS (particularly when stressed)



**TOTAL FOR SECTION B = 10 MARKS**

**TOTAL FOR PAPER = 20 MARKS**

**END OF EXAM**

## BT3D1/BT3ED1 – Marking Guide

### Section A

There can be many potential fire hazards within the salon, including electrical pieces of equipment such as heated blankets.

Q1 (a) Discuss the potential consequences of using an unsuitable fire extinguisher on the flames from an electrical piece of equipment.

UCO28M LO1	Answer	Total marks
	<p><b>1 mark</b> for each suitable description for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Increase severity of fire</li> <li>• More damage could be caused</li> <li>• Cause injury to themselves or others</li> <li>• Put themselves and others at greater risk</li> </ul> <p><b>(maximum – 2 marks)</b></p>	<b>2 marks</b>
<b>Do not award marks for</b>	Candidate correctly identifying the most suitable extinguisher to be used on an electrical fire.	

A massage therapist has a client booked in for a full body massage. While preparing the treatment room the therapist notices the adjustable controls on the couch are not working. The massage therapist is concerned about the fault, as the next client has a large frame and is over six feet in height.

Q2 (a) From the list of options, select the most significant risk to the therapist.

UCO28M LO1/L02	Multiple Choice Question	Answer
A	Client unsupported in areas due to height.	<b>Incorrect</b> answer because this is not a risk to the therapist.
B	Faulty equipment, couch is not safe to use.	<b>Incorrect</b> answer because couch is still safe without the controls.
C	Strain to therapist during massage due to poor positioning.	<b>Correct</b> answer because therapist may strain during the treatment if the couch cannot be adjusted to correct height, risk of RSI over time.
D	Trip hazard from the lead on electrical couch.	<b>Incorrect</b> answer because it is not the most significant risk.
E	Unable to use body weight for effective pressure.	<b>Incorrect</b> answer because this is not a risk to the therapist.

Most correct answer

Least correct answer

C	D	B	E	A
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When preparing the treatment room for the day, the therapist requires a cleaning solution to wipe down all surfaces. The solution chosen has the following symbol printed on the label, see Figure 1.

Q3 (a) From the list of options, select the most appropriate action that the therapist should take.

UCO28M LO1	Multiple Choice Question	Answer
A	Do not use the solution as it is self-reactive.	<b>Incorrect</b> answer because this is not the symbol for self-reactive.
B	Ensure full PPE is worn as solution has corrosive effect on the skin.	<b>Incorrect</b> answer because this is not the symbol for corrosive.
C	Product is safe to use, continue as normal.	<b>Incorrect</b> answer because the hazard label indicates there is a risk.
D	Solution has ability to irritate the skin; wear gloves when using.	<b>Correct</b> answer because symbol is used to warn of an irritant.
E	Solution is harmful to environment; take care when placing in waste.	<b>Incorrect</b> answer because this is not the symbol for being harmful to the environment.

Most correct answer

Least correct answer

D	B	A	E	C
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Jim has attended the salon for a massage treatment and has complained of back pain during his consultation. During a postural analysis you discover a slight kyphosis of the spine.

Jim plays a lot of sport and suffered an injury to his elbow whilst playing tennis. He is not taking any medication but suffers with low blood pressure.

Q4 (a) From the list of options, select the impact the curvature of the spine will have on the massage treatment.

UBT96M LO2	Multiple Choice Question	Answer
A	Focus on relaxing muscles in the sacral region.	<b>Incorrect</b> answer because this will not impact on the tightness of the muscles.
B	Focus on stretching muscles in the chest.	<b>Correct</b> answer because pectoral muscles will have tightened.
C	Increase pressure in the thoracic region.	<b>Incorrect</b> answer because this will not relax the chest muscles which will be pulling shoulders forward.
D	Reduce pressure in the cervical region.	<b>Incorrect</b> answer because this will not impact on the tightness of the muscles.
E	Use tapotement movements on areas of tension.	<b>Incorrect</b> answer because this will not help stretch the muscles.

Most correct answer

Least correct answer

B	C	A	D	E
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Promotion of products and treatments is an important part of aftercare advice given to clients.		
Q5 (a) Explain the importance of ensuring that clients have realistic expectations of the benefits and effects of new products or treatments, including the consequences of unrealistic expectations.		
UBT119M LO1/LO2	Answer	Total marks
	<p><b>1 mark</b> for each correctly identified reason of any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Client won't be disappointed with results.</li> <li>• Client understands what benefits and effects they will see.</li> <li>• Client understands the impact of other factors which may affect results eg: lifestyle, medication.</li> <li>• Client has factual information.</li> <li>• Abide by selling legislation and regulations.</li> </ul> <p><b>(maximum – 2 marks)</b></p>	<b>2 marks</b>
	<p><b>1 further mark</b> for identifying the consequence on customer satisfaction:</p> <ul style="list-style-type: none"> <li>• Client may complain to the salon due to being disappointed by the results.</li> <li>• Salon may be reported for failing to adhere to selling legislation and regulations.</li> </ul>	<b>1 mark</b>

Senior therapists may be given the responsibility of completing risk assessments of the working area to ensure client, staff and visitor safety.		
Q6 (a) Summarise the difference between a hazard and a risk.		
UCO28M LO2	Answer	Total marks
	<p><b>1 mark each</b> for accurately identify the definition of a hazard and a risk.</p> <ul style="list-style-type: none"> <li>• <b>Hazard</b> – Anything within the salon that has the potential to cause harm or be dangerous.</li> <li>• <b>Risk</b> – The likelihood of a hazard causing harm, what the potential harm could be.</li> </ul>	<b>2 marks</b>

<b>Section B</b>
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<b>Study the key features from a client's contra-indication section on the consultation card in Table 1; the client has attended the salon for a stone therapy massage treatment.</b>		
<b>Q7 (a) Discuss the factors highlighted on the consultation card and how they will impact the treatment.</b>		
UBT101M LO1,LO2 LO3 and LO4	Answer	Total marks
	<p><b>1-4 marks</b> for identifying up to 4 identifying factors that will impact the treatment.</p> <p>Areas the candidate may discuss:</p> <ul style="list-style-type: none"> <li>• Bruising on lower legs – check if client has any discomfort when pressure is applied.</li> <li>• Scar tissue – how recent was implant removed, is scar over 6 months old?</li> <li>• Migraines/headaches – is client currently suffering?</li> <li>• IBS – check comfort of client, avoid abdomen if sensitive or bloated.</li> <li>• Allergies – patch test oils if concerned about reactions 24-48 hours prior to treatment, particularly if using pre-blended oils.</li> <li>• Avoid nut based mediums due to allergy.</li> </ul>	<b>4 marks</b>
	<p><b>1-4 further marks</b> for giving further detail and explaining why the factors will impact the treatment.</p>	<b>4 marks</b>
	<p><b>1-2 further marks</b> for justifying the impact the factors may have and how they will modify the treatment for the client.</p>	<b>2 marks</b>

## Internal Sample Assessment Material



### Graded Synoptic Assessment – Assessor Pack

Qualification title	Level 3 Diploma in Massage Therapies Level 3 Extended Diploma in Massage Therapies
Qualification product code	BT3D1 BT3ED1
Graded synoptic assessment code	BT3D1.SYN BT3ED1.SYN
Units covered	UCO28M - Health and safety in the salon UBT90M - Client care and consultation UBT96M - Swedish massage UBT101M - Stone therapy UBT100M - Indian head massage UBT119M - Promote and sell products and services
Series	Sample

### What is in this pack?

- Instructions for assessors
- Client requirements
- Marking pack

### Instructions for assessors

1. The purpose of the graded synoptic assessment is for learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification.
2. The graded synoptic assessment is set by VTCT and requires learners to carry out a complete commercial service in a real or realistic working environment on a real and unfamiliar client, thus simultaneously drawing together a range of skills and knowledge, and using them in an integrated way. Learners will provide a complete personalised bespoke massage therapy treatment, whilst taking into account unpredictable, client-centred variable factors, which will mirror commercial practice in industry.

3. The complete service must be completed in a commercially acceptable time frame. Learners are permitted up to a maximum of two hours and twenty minutes to complete the service.
4. The Learner Pack details the services to be provided and includes a set of tasks, which specify the activities that need to be demonstrated.
5. Assessments must be conducted on real clients. It is the centre's responsibility to source suitable clients. Learners must not be assessed on a client they have previously worked on – assessments on family members, friends and peers are strictly prohibited (see client requirements section for more information).
6. This graded synoptic assessment has been designed with employers and professional associations to reflect industry practice. It has also been informed by the experience and assets of WorldSkills International.
7. The information in this pack should be read in conjunction with the Learner Pack, the qualification specification and unit specifications, in particular the assessment requirements and assessment guidance sections.
8. Centres should involve industry practitioners or employers in the synoptic assessment process.

#### Scheduling the graded synoptic assessment

9. VTCT sets the graded synoptic assessment, which is changed annually. It is the responsibility of the centre to internally assess and internally quality assure the assessment, which is subject to external verification by VTCT.
10. Learners must complete the graded synoptic assessment towards the end of their learning programme; this might be in the final term or last third of the qualification.
11. Assessments should be conducted only when learners are suitably prepared for assessment. Centres may determine the precise timing of graded synoptic assessments to suit local needs.
12. Centres must produce and maintain an assessment plan which includes the graded synoptic assessment. VTCT EQAs will arrange with centres to conduct quality assurance visits to observe graded synoptic assessments, to quality assure the consistency of assessment decisions and that learner work is to the required national standard. VTCT will also conduct random spot-checking of graded synoptic assessments.

#### Preparing for the graded synoptic assessment

13. Centres must identify clients for the graded synoptic assessment. Potential clients must meet the specified client characteristics.
14. It is the responsibility of the centre to meet with potential clients at the centre to establish suitability and to meet the health and safety requirements for thermal, pressure and product sensitivity testing.
15. Clients deemed suitable must be provided with the date and time they are required to attend the centre for the graded synoptic assessment.
16. Learners must carry out their assessment on a new client, that is, one not previously worked on.

### Conducting the graded synoptic assessment

17. *Time*: All services must be completed in a commercially acceptable time frame. Learners are permitted up to a maximum of two hours and twenty minutes to complete the service. The exact time taken must be documented.
18. *Environment*: Assessments must take place in a real or realistic working environment on a real client.
19. *Resources*: Learners must be given access to the full range of products, tools and equipment required to carry out all services within the graded synoptic assessment.
20. *Supervision/Authenticity*: The assessment must be supervised at all times by an assessor.
21. *Collaboration*: Whilst learners can work in groups to practise and prepare for this assessment, the graded synoptic assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.
22. *Reflective discussion*: Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. VTCT will provide specific questions for assessors which cover justification and evaluation of learner choices and actions, and recommendations for future practices. Assessors must use these questions to conduct a reflective discussion with learners on completion of their practical assessment. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.
23. *Feedback*: Learners must not be provided with feedback throughout the assessment. The centre must not release results or provide feedback to learners until internal verification has taken place and the centre has had a recent EQA visit, and the grades awarded have been externally verified.

### Judging and grading the synoptic assessment

24. Learner performance must be internally assessed by centre staff.
25. The synoptic assessment is graded Fail, Pass, Merit or Distinction.
26. Assessors must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided. Judgement is made against specified characteristics that define the Pass, Merit and Distinction grades.

Assessors must not attempt to assign a grade to each and every task, instead they must weigh up the strengths and weaknesses of the service provided as a whole and decide on which grade best reflects the learners overall performance.

27. Assessors must use the marking grid to record assessment decisions which includes:
  - the grade awarded
  - justification for the grade awarded
  - details of reference material or supporting evidence (i.e. treatment plans, consultation cards/records, client feedback or testimony etc.)

### Internal quality assurance of the graded synoptic assessment

28. Centres must ensure the internal quality assurance and quality control of all learner assessment including reliability, validity, fairness and authenticity.
29. It is the responsibility of the centre to ensure that rigorous internal standardisation has taken place to ensure:
- the correct procedures relating to the delivery of the graded synoptic assessment are administered
  - the grading criteria and standard of evidence required by grade, is clearly understood
  - assessment decisions taken by different assessors (across sites, where applicable) are consistent, fair and reliable
30. Once learners have completed the graded synoptic assessment and grades have been determined, centres must internally quality assure a suitable sample of learner work. As a minimum, centre sampling must meet all criteria, which includes:
- a minimum sample of 20 or the square root (whichever is the largest), for cohorts below 20, a 100% sample is required
  - all assessors and internal verifiers, and all sites (where applicable).
  - learner work at all grades, including learner work which has been given a Fail grade
31. Centres must ensure that assessors have:
- been consistent in their application of the grading criteria
  - applied grading criteria fairly and consistently across all learners

Internal quality assurance outcomes for the graded synoptic assessment, including changes to learner grades must be recorded and made available to the EQA

#### External quality assurance of the graded synoptic assessment

32. The graded synoptic assessment is subject to external quality assurance by VTCT. EQAs will schedule visits to observe graded practical assessments.
33. On a centre visit an EQA will:
- verify that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
  - check that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements
  - review the quality of meaningful employer involvement
  - in line with VTCT's sampling strategy, sample learner work to verify that it is to the required standard for a given grade, this includes observation of graded synoptic assessments
  - review evidence of the activities that have been undertaken to standardise assessments
  - sample work and observe assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the IQA
34. Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any

practical assessments taking place at the centre, so that external verification can take place.

35. Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.
36. Depending on their findings, the EQA may take different courses of action; including agreeing an improvement plan and timeline for improvement with the centre, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.
37. VTCT will conduct targeted and unannounced spot checks on centres. An EQA independent of the centre may visit a centre without prior notice to sample learner evidence, and observe graded synoptic assessments.
38. In addition to the two normal EQA visits per year, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of VTCT's formal quality assurance process. Spot checks are carried out by VTCT EQAs and will interrogate the delivery, assessment and internal quality assurance of the graded synoptic assessment.

The EQA conducting a spot check will:

- be independent of the centre
- ensure graded synoptic assessments are conducted appropriately and in line with VTCT procedures
- judge and grade learner performance in graded synoptic assessments alongside centre assessors to ensure the national standard is being achieved
- compare judgements between assessors to ensure grading criteria and characteristics are being consistently applied

VTCT will draw on centre assessment plans to conduct unannounced spot checks.

#### Submitting grades for the graded synoptic assessment

39. The centre should submit learner grades to VTCT using Linx2Online on the VTCT website.

#### Retaking the graded synoptic assessment

40. *Retakes for learners who have failed* - Learners who fail to reach the required Pass standard in the graded synoptic assessment, are permitted ONE retake opportunity after feedback and appropriate tuition have taken place. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.
41. *Retakes for underperforming learners* - Learners who achieve the Pass standard or above but are deemed to have underperformed in the graded synoptic assessment, are permitted ONE retake opportunity. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.

Evidence of underperformance must be recorded and retained by centres. Evidence may include grades achieved by learners in other assessments which demonstrate comparative underperformance. This evidence must be made available for external quality assurance.

## Client requirements

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Centres must identify suitable clients for the graded synoptic assessment. Centres may ask learners to identify suitable clients.

Clients must meet all of the following requirements. Specifically, clients must:

- be 16 years or over
- not be contra-indicated for either, stone therapy, Indian head or Swedish massage
- not be hypersensitive to heat or pressure
- be willing to have stone therapy, Indian head and Swedish massage treatments
- be willing to divulge relevant personal and medical details for the purpose of consultation
- be prepared for the treatment to be carried out by a learner unknown to them
- not have practitioner knowledge or experience
- provide consent to participate.

Potential clients must meet with centre staff who will establish suitability in relation to the specified client requirements, and health and safety requirements for thermal, pressure and product sensitivity testing.

## Marking pack

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Learner name:	
Date:	
Graded synoptic assessment code:	BT3D1.SYN BT3ED1.SYN
Series:	Sample
Theme:	Provide a bespoke, massage therapy treatment incorporating stone therapy, Swedish and Indian head massage
Assessor name:	

### Instructions

You (the assessor) must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided.

You must not attempt to assign a grade to each and every task, instead you must weigh up the strengths and weaknesses of the service provided as a whole and decide on which grade best reflects the learners overall performance. Grade characteristics must not be used as a tick list.

You are required to justify the grade awarded.

### Support and guidance

Prior to conducting graded synoptic assessments, you are strongly encouraged to attend an 'Establishing the Standard' workshop hosted by VTCT, to explore best practice in conducting graded synoptic assessments and in particular, correctly using the grading rubric.

For more information, visit the VTCT website ([www.vtct.org.uk](http://www.vtct.org.uk)).

## Holistic grading rubric

Use the grading rubric below, to award the learner a grade for the synoptic assessment.

<b>All or most</b> of the characteristics must be achieved to award the given grade
<b>Characteristics of a Pass</b>
<p>The learner carried out a massage therapy service, which satisfied the essential requirements of the client and mostly aligned with the consultation. The learner produced a bespoke massage service using suitable methods and techniques, including compliance with health and safety and product specifications. The finished bespoke treatment was suitable for the client. The learner communicated with the client to check expectations, maintain positive personal contact and conclude the service to the client's satisfaction. The learner completed the service within the scheduled time, whilst maintaining a clean and tidy work area.</p> <p>The learner demonstrated sufficient knowledge and understanding throughout the assessment.</p> <p>The learner explained some aspects of the service, with reasons for the decisions taken and made suggestions for improvement to personal performance.</p>
<b>Characteristics of a Merit</b>
<p>The learner systematically carried out the agreed services which fully aligned with the consultation and employer expectations. The learner carried out a bespoke service incorporating Indian head, stone and Swedish massage of equal quality to achieve a pleasing overall result. The learner used a range of techniques proficiently which were suitably tailored for the client. The learner used communication skills to establish and maintain a positive relationship with the client throughout. The learner maintained customer service, client comfort and confidence. The learner managed time, materials and equipment effectively whilst maintaining a safe working area. The learner discussed methods and products for future health benefits and skin care, including the services and products available from the business. The learner demonstrated awareness of environmental sustainability with some eco-friendly measures employed.</p> <p>The learner demonstrated a broad and detailed knowledge and understanding throughout the assessment.</p> <p>The learner justified most aspects of the service given relative to the client's needs and wants, with reasons for the decisions and actions taken. The learner identified key strengths, weaknesses and opportunities for improvement.</p>
<b>Characteristics of a Distinction</b>
<p>The learner systematically and seamlessly integrated services, which fully aligned with the consultation and exceeded employer expectations. The learner produced a result that demonstrated equal mastery of Indian head, stone and Swedish massage, which delighted the client. The learner used a range of techniques with a high degree of skill, confidence, flow and fluidity that were suitably tailored for the client. The learner provided a massage service that demonstrated adaptability, creativity and professionalism. The learner used a communication strategy that was courteous, considerate and attuned to the clients responses, which established a positive relationship with the client throughout. The learner provided a high degree of customer service and actively sought opportunities to make the client feel special. The learner managed time, the work area, equipment and materials for optimal safety, efficiency and effectiveness. The learner used strategies to provide advice and guidance, and promote and sell products and services, discussing the relative advantages and disadvantages of future options; demonstrating a strong commercial focus. The learner demonstrated commitment to environmental sustainability employing eco-friendly measures throughout.</p> <p>The learner demonstrated a broad and comprehensive knowledge and understanding throughout the assessment.</p> <p>The learner reflected upon and justified all aspects of the service, covering the options available, and the reasons for the decisions and actions taken. The learner explained strengths and weaknesses, the benefit to the salon, and identified opportunities for improvement; supported by clear, self-planned actions to improve further.</p>

**Grading decision**

Duration of  
assessment:

Grade  
awarded:

Justification  
for grade  
awarded:

Reference  
material /  
supporting  
evidence:

Assessor  
name:

IQA name:

## Graded Synoptic Assessment – Learner Pack

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Qualification	title	Level 3 Diploma in Massage Therapies Level 3 Extended Diploma in Massage Therapies
Qualification	product code	BT3D1 BT3ED1
	Graded synoptic assessment code	BT3D1.SYN BT3ED1.SYN
	Series	Sample

### What is in this pack?

- Instructions for learners
- Assessment brief

### Instructions for learners

1. This graded synoptic assessment requires you to complete a commercial service on a new client to industry standard, in a commercially acceptable time frame. You have up to a maximum of two hours and twenty minutes to complete the service.
2. You are required to demonstrate knowledge, understanding and skills from across a range of mandatory units.
3. You will have access to the full range of products, tools and equipment required to carry out services.
4. You will be supervised by your assessor at all times.
5. You must not communicate or collaborate with your peers at any time throughout the assessment.
6. At the end of your assessment, your assessor will ask you a number of structured questions. You will be required to justify and evaluate your choices and use of products, tools, equipment and techniques used throughout the service.
7. Your assessor will make an overall judgement of your performance and will award you with a grade of Fail, Pass, Merit or Distinction. You will not be issued with your

grade until a later time. This assessment is worth 20% of your overall qualification grade.

8. The assessment brief section details the theme of the service and the tasks you are required to undertake.

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## Assessment brief

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### 1. Service to be provided

You must provide a bespoke massage therapy treatment incorporating stone therapy, Swedish and Indian head massage.

### 2. What you must do

When carrying out your service you must:

- carry out all of the Tasks detailed in this assessment brief
- through consultation, establish and address the clients indications for treatment
- devise a personalised treatment plan
- provide a stone therapy treatment
- provide a Swedish back massage
- provide an Indian head massage
- maintain a clean and tidy work area as you work
- observe health and safety practices throughout
- complete the service in a commercially acceptable time frame

At the end of the assessment, you will be required to justify and evaluate all aspects of your service, identifying opportunities for improvement. This will take the form of a reflective discussion with your assessor.

### 3. Time

You must complete the service in a commercially acceptable time frame. You have up to a maximum of two hours and twenty minutes to complete the service. Specific timings are as follows:

- Consultation (up to 1 hour)
- Stone therapy (treatment time of 30 minutes)
- Swedish back massage (treatment time of 20 minutes)
- Indian head massage (treatment time of 30 minutes)

## 4. Tasks

Throughout your service you must complete all tasks in the table below.

Tasks		Links to units and (learning outcomes)
1	Comply with health and safety standards throughout	UCO28M (LO1,2,3)
2	Plan, prepare and set up the work area with the resources to provide the treatments to be included.	UBT90M (LO1,4) UBT96M (LO1,3,4) UBT101M (LO1,3,4) UBT100M (LO1,3,4)
3	Complete a thorough consultation to establish the treatment aims and objectives	UBT90M (LO1,2,3,4) UBT96M (LO1,3,4) UBT101M (LO1,3,4) UBT100M (LO1,3,4)
4	Devise a personalised treatment procedure, incorporating the application of all three therapies to suit the needs of the client as established at consultation	UBT90M (LO1,2,3,4) UBT96M (LO1,3,4) UBT101M (LO1,3,4) UBT100M (LO1,3,4)
5	Provide the personalised treatments in line with the consultation and devised personal treatment procedures	UBT96M (LO1,2,3,5) UBT101M (LO1,3,4) UBT100M (LO1,3,5)
6	Provide aftercare advice and recommendations	UBT90M (LO2, 4) UBT96M (LO2,5) UBT101M (LO2,4) UBT100M (LO2,5) UBT119M (LO1,2,3)
7	Complete post-treatment maintenance and maintain client records	UBT90M (LO4) UBT96M (LO5) UBT101M (LO4) UBT100M (LO5)
At the end of your assessment you will be required to justify and evaluate all aspects of your service.		