



AROMACARE ASSESSMENT GUIDANCE

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PART A - ASSESSMENT REQUIREMENTS

A1. INTRODUCTION

The **IFA AromaCare Assessment Guidance** sets out the requirements and procedures for the assessment of learners completing the IFA AromaCare Certificate.

The assessment is designed to confirm that learners have developed the knowledge, understanding and practical skills required to apply AromaCare safely, appropriately and confidently within their own working, caring or support environment.

The assessment provides learners with the opportunity to demonstrate their understanding of AromaCare principles, apply their learning in practice, and adapt AromaCare approaches to meet individual needs.

This document provides a single set of assessment guidance for both learners and Centres, setting out:

- the portfolio and case-study requirements;
- the practical assessment requirements;
- professional and safe working standards;
- assessment procedures and timings;
- Centre responsibilities and assessment preparation;
- portfolio submission and internal review requirements;
- assessment booking, cancellation and rescheduling procedures;
- online assessment requirements; and
- assessment decisions, feedback and appeals.

Centres should use this document alongside the relevant IFA course materials and assessment forms to ensure that learners are appropriately prepared for assessment.

The assessment comprises the following five principal components:

1. Portfolio Requirements
2. Case Study Requirements
3. Practical Assessment Preparation & Professional Standards
4. AromaCare Massage Practical Assessment
5. Professional Discussion / Oral Questions

A2. ASSESSMENT FORMAT

The assessment is normally undertaken as a group assessment, with a maximum of **8 learners per assessment slot**.

An assessment slot is allocated **3 hours**. The IFA examiner may conduct the assessment in person at the Centre or, where appropriate, online via an agreed platform for accessibility purposes.

Learners must have completed their required portfolio evidence before an assessment can be booked. Portfolios must be submitted to the IFA a minimum of **six weeks in advance** and learners should have a copy of their portfolio available during the assessment.

A3. ASSESSMENT PREPARATION

Before an assessment can be booked, Centres must ensure that:

- Learners have completed their required portfolio evidence.
- Portfolios have been reviewed internally by the Centre and are ready for external assessment.
- Portfolios are submitted to the IFA in advance of the assessment date as requested.
- Learners have access to a copy of their portfolio on the assessment day.
- Any additional support requirements, language considerations, or reasonable adjustments have been communicated to the IFA prior to assessment.

Where additional work is identified during portfolio review, learners may be required to complete further evidence before certification can be confirmed.

Learners who have not completed the required portfolio evidence may not be eligible to undertake the practical assessment.

A4. ASSESSMENT GROUP SIZE

To ensure the assessment can be managed effectively and each learner receives appropriate observation time, assessment groups should normally consist of no more than **8 learners per assessment slot**.

Where larger groups are presented, an additional assessment time slot will be required.

Regardless of whether one learner or the maximum of eight learners takes the assessment, the assessment fee remains the same and is charged per assessment slot.

PART B - COURSEWORK & PORTFOLIO

PORTFOLIO REQUIREMENTS

The portfolio provides evidence that the learner understands the principles of AromaCare and can apply their learning within their own working, caring or support environment.

The portfolio should demonstrate the learner's knowledge and understanding of AromaCare, their ability to apply and adapt AromaCare approaches to individual needs, and their ability to develop appropriate resources to support its use.

B1. UNDERSTANDING AROMACARE IN PRACTICE

Learners should demonstrate how AromaCare can be incorporated appropriately into their own working, caring or support environment.

The Work in Practice statement should explain:

- how AromaCare may be used within the learner's environment;
- how AromaCare can support emotional health and wellbeing;

- how approaches may be adapted for the people receiving AromaCare;
- relevant considerations relating to the learner's role and working environment.

The portfolio should also demonstrate the learner's understanding of safe AromaCare delivery, including professional boundaries, consent and communication, positive touch, essential oil safety, hygiene, environmental safety, safeguarding and appropriate workplace procedures.

AromaCare in Practice – Portfolio Requirements

Portfolio requirement	Evidence required
Work in Practice statement	A minimum 500-word statement explaining how AromaCare is applied within the learner's working environment, including how AromaCare relates to emotional health and wellbeing.
Safe working practice	Evidence demonstrating understanding of safety considerations within the working environment and the safe use of essential oils.
Workplace procedures	Information relating to workplace data protection, consent and client record-keeping procedures.

B2. ESSENTIAL OIL KNOWLEDGE AND APPLICATION

Learners should demonstrate an understanding of how essential oils can be selected and used appropriately within AromaCare.

Evidence should demonstrate that the learner understands that essential oil choices and blends may need to be adapted according to the individual's age, needs, circumstances and relevant safety considerations.

Learners should be able to explain the rationale for their choices and demonstrate an understanding of appropriate dilution and application. This knowledge will also be considered during the practical assessment and within the case studies.

Essential Oil Knowledge and Application – Portfolio Requirements

Portfolio requirement	Evidence required
Essential oils and blends	Recommended essential oils/blends for childhood, adolescent, adult and older adult clients, including rationale for choices, appropriate adaptations and dilution considerations.
AromaCare applications	Essential oil applications identified for AromaCare treatments, including foot massage, hand massage, compress, bath/footbath, diffuser/spray and aroma artefacts.

B3. CREATIVITY, INNOVATION AND ADAPTATION

Learners should demonstrate how AromaCare can be adapted to meet individual needs and how creative resources can support its delivery.

This may involve adapting massage approaches, developing resources to support communication or choice, or creating materials that make AromaCare more accessible and meaningful to the individual.

Evidence may include:

- massage stories suitable for use within the workplace;
- massage routines adapted for different individuals or groups;
- massage story books;
- sensory story resources;
- visual choice boards;
- communication resources;
- supporting graphics or visual aids;
- activity records where appropriate.

These resources may also support the learner's case-study evidence.

Where photographs are included, Centres must ensure appropriate permissions, confidentiality and data protection requirements have been considered.

Creativity, Innovation and Adaptation – Portfolio Requirements

Portfolio requirement	Evidence required
AromaCare resources and adaptations	Evidence of resources or approaches developed or adapted to support AromaCare delivery and meet individual needs. This may include massage stories, adapted massage routines, sensory story resources, visual choice boards, communication resources, supporting graphics, visual aids or activity records.

B4. LEARNING RESOURCES AND VISUAL AIDS

Learners should demonstrate their understanding of key areas of AromaCare by creating resources that can support learning, communication, choice and participation.

Resources should be appropriate for their intended audience and may be designed for individuals receiving AromaCare, colleagues, support staff, parents or carers.

Learning Resources and Visual Aids – Portfolio Requirements

Portfolio requirement	Evidence required
Stress and anxiety	Guidance and visual resources explaining stress and anxiety responses within the body.

Portfolio requirement	Evidence required
Touch and emotional wellbeing	Guidance and visual resources explaining the importance of touch and emotional wellbeing.
Body systems	Resources supporting identification and understanding of body systems.
AromaCare choice	Visual resources providing individuals with information and choice regarding AromaCare treatments.
Smell and emotional memory	Resources explaining smell, scent association and emotional memory.

B5. COMMUNICATION AND INFORMATION SHARING

Learners should demonstrate how AromaCare can be communicated appropriately to others and how information can be presented in a way that supports understanding, participation and choice.

Evidence may include information resources developed for:

- individuals receiving AromaCare;
- parents and carers;
- colleagues and support staff;
- managers or other authorised personnel.

Resources should explain the purpose of AromaCare and how it may support wellbeing.

Communication and Information Sharing – Portfolio Requirements

Portfolio requirement	Evidence required
Communication resources	Evidence of appropriate information, communication or visual resources developed to support understanding, communication and delivery of AromaCare to individuals, parents/carers, colleagues, support staff or authorised personnel.

B6. UNDERSTANDING WELLBEING, STRESS AND EMOTIONAL RESPONSES

Learners should demonstrate their understanding of how emotional wellbeing can influence an individual's experience and how AromaCare may be used to create a supportive and calming environment.

Learners should demonstrate understanding of:

- stress and anxiety;
- emotional responses;

- self-regulation strategies;
- the importance of creating a supportive and calming environment.

Evidence may include written explanations, visual resources, communication aids or supporting materials created for individuals or colleagues.

Understanding Wellbeing, Stress and Emotional Responses – Portfolio Requirements

Portfolio requirement	Evidence required
Wellbeing, stress and emotional responses	Evidence may include written explanations, visual resources, communication aids or supporting materials created for individuals or colleagues. This evidence may be incorporated into other portfolio requirements where appropriate.

CASE STUDIES AND REFLECTIVE PRACTICE

Learners should provide evidence of applying AromaCare within practice and demonstrate their ability to plan, deliver, observe, adapt and reflect on AromaCare sessions.

B7. CASE STUDY REQUIREMENTS

Learners must provide evidence of **16 AromaCare sessions**.

The required case study evidence comprises:

Client group	Required sessions
Children aged 3–12	4
Adolescents aged 13–20	4
Adults aged 21–50	4
Older adults aged 60–90	4
Total	16

The case studies may be completed across four clients in each age group, or in another format permitted by the IFA.

Each case study should demonstrate the learner's ability to:

- gather appropriate information about the individual;
- consider the individual's needs, circumstances and preferences;

- establish and record appropriate consent, taking account of the individual's ability to understand, communicate and participate in decisions regarding their AromaCare session;
- consider, where appropriate, the involvement of parents, carers or support workers in supporting communication, consent and safe practice;
- plan an appropriate AromaCare session;
- select suitable AromaCare approaches;
- select and adapt essential oils or blends appropriately;
- consider relevant safety considerations and contraindications;
- adapt the session where required in response to the individual;
- observe and record the individual's responses;
- reflect on the session and identify learning or possible improvements.

Reflective practice is an integral part of the case-study process. Learners should demonstrate reflection through consideration of their own approach, the individual's responses, any adaptations made, what worked well, any challenges encountered, learning gained and how their practice could be improved in future sessions. Reflective practice does not need to be presented as a separate document or section where it is clearly incorporated within the case-study evidence.

B8. CASE STUDY EVIDENCE

Evidence may include:

- consultation or session records;
- written case studies;
- reflective accounts;
- witness statements;
- workplace observations;
- anonymised photographic evidence;
- supporting resources or documentation.

Where photographic or other identifying evidence is used, appropriate consent, confidentiality and data protection requirements must be observed.

B9. PORTFOLIO AND CASE STUDY PRESENTATION

The learner's portfolio should be available to the examiner during the practical assessment and professional discussion. The 16 completed case studies must also be available for inspection as part of the portfolio evidence.

The Centre is responsible for ensuring that learners have completed the required portfolio and case-study work before the assessment.

Learners should also make available any relevant artefacts, visual resources, massage stories, communication resources or other materials they have created as part of their portfolio. Where appropriate, these should be clearly labelled with the learner's name so that the examiner can identify the work.

PART C – PRACTICAL ASSESSMENT

C1. PRACTICAL ASSESSMENT PREPARATION & PROFESSIONAL STANDARDS

Before the practical assessment, learners must be prepared to demonstrate AromaCare in a safe, professional and person-centred manner.

The examiner will observe the learner's professional approach throughout the assessment, including personal presentation, hygiene, preparation of the treatment area, client reception and consultation, safe working practices and overall professional conduct.

C1.1 PERSONAL PRESENTATION, HYGIENE AND PROFESSIONAL CONDUCT

The learner should demonstrate:

- appropriate professional appearance and a neat, tidy and well-groomed presentation;
- suitable, clean and comfortable clothing appropriate to the working environment;
- hair secured where appropriate;
- good personal hygiene;
- clean hands and short, clean nails;
- fresh breath and no noticeable body odour;
- minimal jewellery, avoiding items that could interfere with safe treatment or client comfort;
- no strong perfumes or fragrances;
- appropriate professional attitude, confidence and respectful behaviour.

Hygiene must be maintained throughout the assessment, not only at the beginning of the treatment.

The learner should demonstrate appropriate hand cleansing before treatment and, where relevant, cleansing of the client's hands or feet as part of the treatment preparation. Hands should be cleaned again where required following treatment, particularly following foot massage.

C1.2. PREPARATION OF THE TREATMENT ENVIRONMENT

The learner must demonstrate appropriate preparation of the treatment environment before the client is received.

Consideration should be given to:

- cleanliness and hygiene;
- privacy and dignity;
- appropriate lighting and temperature;
- accessibility;
- suitable seating for the client;
- client comfort and safe positioning;
- a safe area for the client's personal belongings;
- appropriate arrangements for jewellery or other personal items where required;
- safe positioning of equipment;

- towels, cushions, blankets or other supports required for comfort;
- appropriate protection of the treatment surface;
- tissues and other hygiene materials;
- blending dishes, bowls, measuring equipment and other required materials;
- essential oils, carrier oils and blending equipment.

The treatment area should remain **clean, organised and tidy throughout the assessment**.

The learner is responsible for preparing their own treatment area and equipment prior to commencing the assessment.

C1.3. CLIENT RECEPTION AND CONSULTATION

The learner must demonstrate a welcoming, professional and person-centred approach to the client.

The learner should demonstrate:

- a warm and appropriate welcome;
- confident, respectful and empathetic communication;
- effective listening and appropriate questioning;
- an explanation of the planned AromaCare experience;
- appropriate consultation;
- consideration of the individual's needs, preferences and circumstances;
- awareness of verbal and non-verbal communication, including body language;
- appropriate adaptation of communication where required;
- respect for dignity, choice and personal boundaries;
- appropriate consent before treatment;
- awareness of areas that should be avoided during treatment;
- identification of any areas requiring particular attention or adaptation.

The learner should be able to respond appropriately to information provided during the consultation and, where necessary, ask further relevant questions before proceeding.

The consultation should provide sufficient information for the learner to make appropriate decisions regarding the AromaCare approach, essential oils, treatment areas and any adaptations required.

C1.4. CONSENT AND CLIENT WELFARE

Before commencing treatment, the learner must obtain appropriate consent and demonstrate an understanding that consent is an ongoing process throughout the session.

The learner should demonstrate:

- appropriate explanation of the treatment;
- confirmation that the client understands what will take place;
- respect for the client's right to make choices about their treatment;
- awareness of verbal and non-verbal indications of comfort or discomfort;
- appropriate response if the client wishes to change or stop the treatment;
- consideration of dignity, modesty and personal boundaries;

- appropriate support when the client is preparing for or completing the treatment.

Where relevant, the learner should also demonstrate awareness of any communication, mobility or support needs that may affect the client's ability to participate comfortably and safely.

C1.5. PRACTICAL ASSESSMENT MODEL

The Centre must provide a suitable model/client for the practical assessment for each learner.

The assessment should reflect the type of situation a learner may encounter in practice. Learners must therefore be prepared to:

1. consult with the model/client;
2. identify their needs and relevant considerations;
3. select an appropriate AromaCare approach;
4. select and prepare a suitable essential oil blend;
5. deliver the treatment safely and professionally;
6. adapt the treatment according to the information available and the client's responses;
7. provide appropriate aftercare.

The learner must have the essential oils, carrier oils and materials required to prepare an appropriate blend during the assessment.

C2. AROMACARE MASSAGE PRACTICAL ASSESSMENT

The practical assessment enables learners to demonstrate their ability to prepare, consult with and provide an AromaCare treatment safely, professionally and appropriately.

The examiner will assess the learner's ability to integrate their knowledge with practical skills and observe, respond and adapt according to the individual.

The practical assessment will consider the learner's ability to work in a calm, methodical, confident and safe manner, while maintaining concentration on the wellbeing of the client.

C.2.1 ESSENTIAL OIL BLEND PREPARATION

As part of the AromaCare assessment, the learner will demonstrate that they can prepare a simple and appropriate essential oil blend safely.

The learner must:

- select appropriate essential oils for the individual;
- explain the general reason for their selection;
- consider the suitability and safety of the oils selected;
- only select oils within the Aromacare Manual
- identify any relevant contraindications or precautions;
- select an appropriate carrier/base oil;

- calculate and demonstrate an appropriate dilution;
- measure the required quantity of carrier oil;
- demonstrate the appropriate number of essential oil drops;
- prepare the blend safely and hygienically;
- demonstrate appropriate use of the blending information provided within their training;
- explain their choices at an appropriate level for their AromaCare qualification.

The purpose of this element is to demonstrate that they can make an appropriate, safe and informed AromaCare blend within the scope of their training.

The learner should be able to explain why the particular oils, carrier oil and drops have been selected, rather than simply demonstrate the preparation process.

Allocated time: 15 minutes

C.2.2 AROMACARE MASSAGE

The learner will demonstrate an appropriate AromaCare massage using the techniques and approaches taught during the programme.

The practical demonstration will include an AromaCare hand or foot massage.

The examiner will consider:

- safe and respectful use of touch;
- appropriate massage technique;
- pressure, rhythm and flow;
- quality and fluidity of movement;
- appropriate use of towels and supports;
- client positioning and comfort;
- awareness of modesty and dignity;
- communication throughout the treatment;
- awareness of the client's responses;
- appropriate adaptation according to individual needs and responses;
- awareness of relevant contraindications;
- maintenance of appropriate professional boundaries;
- ability to remain calm, focused and methodical throughout the treatment.

The learner should demonstrate awareness of obvious areas that may require avoidance or adaptation, such as cuts, significant bruising, varicose veins or other relevant concerns identified during consultation.

Where appropriate, the learner should demonstrate grounding at the beginning and/or completion of the treatment, together with suitable calming, breathing or sensory strategies.

The learner should maintain appropriate connection with the client throughout the treatment while remaining attentive to the client's comfort and wellbeing.

Appropriate hand cleansing should be demonstrated prior and following completion of the foot or hand treatment.

Allocated time: 15 minutes

C.2.3 MESSAGE STORY ADAPTATION

The learner must demonstrate their ability to adapt basic AromaCare massage movements to suit the individual.

The learner should demonstrate how massage, communication and creativity can be combined to create an appropriate AromaCare experience.

The adaptation should take account of:

- the individual's needs;
- preferences and interests;
- age and circumstances;
- communication style;
- comfort and responses;
- appropriate pressure and pace;
- relevant safety considerations.

The learner should demonstrate the ability to use the massage movements taught during their training establishment's programme and adapt them appropriately rather than simply reproduce a fixed sequence.

The message story adaptation will be demonstrated on the back.

Allocated time: 10 minutes

C2.4 MESSAGE TECHNIQUES

As part of the practical assessment, learners should demonstrate appropriate use of the massage techniques covered within the programme, including:

- Effleurage
- Gentle Tapotement
- Petrissage
- Frictions

The learner should demonstrate appropriate adaptation of:

- pressure;
- pace;
- rhythm;
- flow;
- technique.

The examiner will consider the learner's ability to provide a caring treatment rather than simply demonstrate individual massage movements.

Appropriate head, neck and shoulder massage movements may also form part of the massage where appropriate.

The learner should demonstrate flexibility and appropriate use of the hands, together with a relaxed manner and comfortable working posture.

C2.5 CALMING, GROUNDING AND SENSORY APPROACHES

Where appropriate to the individual and the AromaCare approach being demonstrated, the learner should be able to incorporate suitable strategies to support relaxation and emotional wellbeing.

These may include:

- appropriate breathing techniques;
- calming strategies;
- grounding techniques;
- sensory approaches;
- appropriate use of rhythm and repetition;
- verbal reassurance;
- creating a calm and supportive environment.

The learner should demonstrate judgement in deciding when and how these approaches are appropriate, rather than using them automatically.

C2.6 CLIENT CARE DURING TREATMENT

Throughout the treatment, the learner must maintain appropriate attention to the client's wellbeing.

The examiner will consider whether the learner:

- maintains appropriate communication and connection;
- demonstrates empathy and consideration;
- maintains the client's dignity and modesty;
- uses appropriate towels and supports;
- checks or observes comfort where appropriate;
- adapts the treatment when required;
- remains focused on the client and the treatment;
- maintains appropriate professional boundaries;
- works in a calm and reassuring manner.

The learner should maintain appropriate contact with the client during the massage where this is safe and appropriate, avoiding unnecessary interruptions to the treatment.

The learner should demonstrate an understanding that the quality of an AromaCare treatment is not based solely on massage technique, but also on the overall experience, comfort, communication and wellbeing of the individual.

C2.7 AFTERCARE AND COMPLETION OF TREATMENT

Following the AromaCare treatment, the learner must:

- finish the treatment appropriately;
- allow the client appropriate time to rest and respond;
- provide suitable aftercare advice;
- consider the individual's ongoing comfort, safety and support needs;
- assist the client appropriately if support is required when leaving the treatment position;
- complete any relevant treatment records;
- clear the treatment area efficiently and hygienically.

The learner should allow the client time to rest following the massage and, where appropriate within the Centre's normal practice, offer a glass of water or other suitable refreshment and be able to explain the purpose of the aftercare advice provided.

The learner should assist the client safely when moving from the treatment position where required, particularly where the individual may need additional support with mobility or balance.

The learner should maintain appropriate hygiene during the clear-down process and leave the treatment area clean, safe and ready for subsequent use.

Where several learners are completing the practical assessment together, learners who have completed their treatment should remain quiet and respectful while other learners are being assessed.

Where a group assessment is taking place, learners should clear down in an organised and quiet manner as directed by the examiner/Centre.

The examiner may consider:

- efficient and organised clearing down;
- speed and efficiency while maintaining appropriate hygiene;
- hygiene throughout the treatment and completion of the assessment.

Allocated time: 5 minutes

C2.8 PRACTICAL ASSESSMENT TIMINGS

Practical component	Allocated time
Essential oil blend preparation	15 minutes
AromaCare hand or foot massage	15 minutes
Massage Story adaptation on back	10 minutes
Aftercare and completion	5 minutes

Practical component	Allocated time
Total practical component time	45 minutes

These timings relate to the individual practical assessment components.

The examiner will observe hygiene, professional presentation, client care, communication, consultation, adaptation and safe working practices throughout the practical assessment, rather than treating these as separate timed activities.

C2.9 PRACTICAL ASSESSMENT OBSERVATION OVERVIEW

For clarity, the examiner's observation will cover the following areas throughout the assessment:

1. Personal appearance and professional attitude
2. Preparation of the treatment area
3. Client reception, welfare and preparation
4. Hygiene throughout the assessment
5. Consultation and consent
6. Essential oil selection and safe blending
7. AromaCare massage treatment
8. Massage techniques and appropriate adaptations
9. Breathing, calming, grounding or sensory strategies where appropriate
10. Client care, communication and wellbeing
11. Aftercare and completion
12. Professional discussion / oral questions

C3. PROFESSIONAL DISCUSSION / ORAL QUESTIONS

Following the portfolio review and practical assessment, the examiner will speak with each learner individually.

The examiner may use the discussion to clarify any points arising from the portfolio, case studies or practical assessment.

This is intended as a short professional discussion rather than a formal examination of the learner's entire course knowledge.

The learner may be asked about:

- their AromaCare practice and working environment;
- decisions made within their case studies;
- essential oil choices and safe blending;
- treatment adaptations;
- communication and individual needs;
- consent and professional boundaries;
- safe use of essential oils and touch;
- calming, breathing or grounding approaches where relevant;
- their reflections on the practical assessment;

- how AromaCare may be adapted within their working environment.

Learners should be prepared to explain the reasons for some of their choices, rather than simply describe what they did.

Allocated time: 15 minutes per learner.

C4. TOTAL ASSESSMENT TIME

The overall assessment is organised within a **3-hour assessment slot per group**.

The 3-hour slot allows time for the examiner to assess the learners, conduct the individual professional discussions, ask any questions in regards to portfolio and case-study evidence, and view relevant learner-created resources, artefacts and visual materials, together with appropriate time for organisation and changeover between learners.

The individual practical assessment timings above relate to the practical components and should not be interpreted as the total length of the group assessment slot.

The assessment slot is designed to provide sufficient time for the examiner to observe each learner appropriately and for learners to present their portfolio evidence and resources without the assessment becoming unnecessarily rushed.

PART D - CENTRE PROCEDURES

D1. INTERNAL REVIEW PRIOR TO ASSESSMENT

The portfolio must be completed in full and internally reviewed by the AromaCare tutor before being submitted to the IFA.

The internal review should confirm that the required evidence has been provided and that the learner has demonstrated the knowledge, understanding and practical application required for assessment.

Where further evidence or development is required, this should be addressed before entering a learner into the end point assessment.

The IFA provides Centres with the following documents to ensure assessment readiness:

- Aromacare Internal Portfolio & Practical Assessment Marking Form
- Aromacare Assessment Readiness Checklist

D2. PORTFOLIO SUBMISSION, LATE SUBMISSION AND RE-ASSESSMENT

The completed portfolio must be received by the IFA **a minimum of six weeks before the scheduled assessment date**. This allows sufficient time for the examiner to review the portfolios in full and prepare for the assessment.

Centres and learners should therefore ensure that portfolios are submitted within the required timeframe.

Late Portfolio Submission

Where a portfolio is not provided within the required six-week submission period, a £50 late submission charge will apply.

This charge is necessary because the IFA examiner's time is allocated in advance to review learner portfolios and prepare for the assessment. Late submission may require additional administrative arrangements or changes to the examiner's allocated preparation time.

Portfolio Re-assessment

Where the examiner has reviewed a portfolio and determines that fundamental evidence is required, and a subsequent review of revised or additional evidence is necessary, a £50 portfolio re-assessment charge will apply.

This charge reflects the additional examiner time required to review the revised or additional evidence.

Centres should ensure that learners are aware of these requirements and associated charges before submitting learners for assessment.

D3. ASSESSMENT BOOKING, CANCELLATION AND RESCHEDULING

Assessment bookings must be made using the **AromaCare Assessment Candidate Schedule Form**, which includes:

- learner name;
- IFA registration number;
- date the assessment is requested;
- requested assessment session (morning and/or afternoon); and
- confirmation of completed portfolio

Confirmation of Assessment Date

An assessment date is not considered confirmed until the IFA has formally confirmed the assessment booking with the Centre.

Once an assessment date and session have been confirmed, the IFA commits examiner time to that assessment slot. The examiner's time is specifically allocated and secured for the Centre's assessment.

Cancellation or Change of Assessment Date

Because examiner time is booked specifically for the confirmed assessment slot:

Assessment cancellations or requests to change the confirmed assessment date made less than 30 days before the scheduled assessment date will normally be non-refundable.

This includes cancellations or changes made by the Centre where the examiner has already been allocated and committed to the assessment.

Where an assessment is cancelled or rescheduled 30 days or more before the confirmed assessment date, the IFA will consider the request and, where possible, may release or reallocate the examiner booking without charge.

Exceptional Circumstances

The IFA may consider exceptions where a cancellation or postponement is caused by exceptional circumstances outside the Centre's reasonable control.

Examples may include circumstances such as:

- serious unforeseen events affecting the Centre;
- significant disruption to the Centre's premises;
- emergency closure;
- severe weather or other major disruption affecting the ability to conduct the assessment; or
- other circumstances which the IFA considers to be exceptional.

Any decision to waive or reduce a cancellation charge will be made by the IFA and will depend upon the circumstances and any costs already incurred.

Centre Responsibility

Centres should ensure that learners are fully prepared and available before an assessment booking is confirmed.

Centres are responsible for checking:

- that learners have completed the required portfolio evidence;
- that portfolios are ready for external review;
- that learners are available on the proposed assessment date;
- that appropriate models/clients and facilities can be provided;
- that any required reasonable adjustments have been communicated; and
- that the Centre can meet the online or in-person assessment requirements.

Once an assessment has been confirmed, Centres should avoid making changes to the learner list, assessment session or assessment date wherever possible.

Where a Centre needs to make a change, it should contact the IFA as soon as possible so that the implications for examiner availability and any associated costs can be considered.

D4. ONLINE ASSESSMENT REQUIREMENTS

Where an assessment is conducted online, Centres and learners must ensure that all required assessment materials and arrangements are prepared in advance.

Online assessments are normally conducted using **Zoom** or another platform agreed with the IFA.

Portfolio and Written Evidence

Where portfolios or other written coursework are required for online assessment:

- coursework must be submitted electronically in advance as instructed by the Centre/IFA;
- written portfolio evidence must be provided **in English**;
- Centres and learners are responsible for ensuring that submitted work is understandable and suitable for assessment;
- the IFA examiner is not responsible for translating learner coursework or other assessment evidence.

Learners and Centres should make use of appropriate translation, proofreading or language-support resources where required before submitting work.

Online Practical Assessment

Centres must ensure that the examiner can clearly observe the learner, model/client, treatment area and practical work.

Before the assessment, the examiner may provide instructions regarding:

- camera positioning;
- room layout;
- lighting;
- visibility of the treatment area;
- positioning of the model/client;
- movement of the learner during treatment;
- presentation of portfolios and artefacts.

More than one camera is advisable for practical assessment, particularly where this allows the examiner to obtain a clear view of the treatment area and the learner's practical work.

The Centre and learner must follow any specific instructions provided by the examiner before or during the assessment.

The learner should ensure that the camera angle allows the examiner to observe relevant aspects of the practical assessment clearly, while maintaining the client's dignity and privacy.

Where the examiner is unable to adequately observe an assessment component because of camera positioning, room layout or other technical limitations, the examiner may request that the camera or environment is repositioned before continuing.

Where an assessment cannot proceed or needs to be cancelled due to poor visibility, an unsuitable assessment set-up, or an unreliable/bad internet connection, the same principles and procedures that apply to examination cancellation will apply.

D5. ASSESSMENT DECISIONS AND APPEALS

The IFA assessment process is designed to provide a fair, consistent and appropriate assessment of the learner's knowledge, understanding and practical competence.

Assessment decisions are made against the requirements of the relevant course and the applicable assessment criteria.

Assessment Results

Following completion of the assessment, the learner will be informed by their Centre of their assessment result.

Assessment Feedback

Detailed individual examiner feedback is not routinely provided to learners with their assessment results and is not a standard requirement of awarding bodies.

The IFA may provide Centres with general feedback following an assessment, including information on the overall performance of learners assessed and areas where learners demonstrated strengths or where further development may be beneficial. This feedback may also assist Centres and tutors in evaluating how effectively course content is being understood and applied by learners.

Where a learner wishes to obtain further information about the basis of an individual assessment decision, the learner may request a formal assessment review through the **IFA Exam and Assessment Appeals Policy**.

Appealing an Assessment Decision

If a learner wishes to challenge an assessment decision or requests a formal review of the basis on which an assessment decision was made, the learner must submit a formal Exam or Assessment Appeal in accordance with the IFA Exam and Assessment Appeals Policy and using the standard Exam or Assessment Appeal Form.

The appeal process provides the formal mechanism through which an assessment decision can be reviewed and the learner's grounds for appeal considered.

The standard fee for submitting an appeal is £50.00, as set out in the IFA Exam and Assessment Appeals Policy. The IFA may waive or refund the appeal fee where the appeal identifies an error, procedural irregularity or other fault on the part of the IFA that materially affected the assessment decision.

All appeals will be considered in accordance with the IFA Exam and Assessment Appeals Policy. The outcome of the appeal will be formally recorded and communicated to the learner through their Centre, where appropriate.