

# Level 2 Technical Certificate in Land-based Engineering

(0171-28)

March 2018

**0171-28 Synoptic Assignment Pack**

## General guidance for candidates

### General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and 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

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.

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

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

### Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

### Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

### Presentation of work

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

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference. All electronic files must be given a

clear file name that allows your tutor to identify it as your work. Written work eg reports may be word processed but this is not a requirement.

SAMPLE

## Assignment Brief

Read through the scenario in preparation for completing this assignment.



You have taken on a role as a service technician in a local agricultural dealership.

Mr Brown is a local farmer who has brought in his tractor for a service and winter check.

He has reported his tractor appears to have reduced performance and power – he would like this investigated and reported on.

There is also a small hole on one of the metal vehicle body panels caused by a careless telehandler operator. He would like this repaired.

He has dropped the tractor off with a mounted PTO driven machine attached, which he will need to use following the service.

Your supervisor has provided you with a job card to be completed.

## Tasks

### Task 1

Devise a service and winter check list for use on Mr Brown's vehicle including tests to be carried out to investigate the reported lack of performance and proposed method of repair to body damage.

Vehicle make and model will be provided by your assessor.

This task should take you approximately 2 hours.

#### Conditions of assessment:

You must carry the task out on your own, under supervised conditions. You can refer to the manufacturers manual and specification, hard copy or online.

#### What must be presented for marking:

- Service checklist

#### Additional records to support your performance:

- N/A

### Task 2

Service and test Mr Brown's vehicle with consideration of:

- Preparing and moving the vehicle from the forecourt to the workshop
- Presenting findings and recommendations to Mr Brown
- Working safely throughout

This task should take you approximately 5 -6 hours.

#### Conditions of assessment:

You must carry the task out on your own, under supervised conditions.

#### What must be presented for marking:

- Completed job card
- Serviced vehicle

#### Additional records to support your performance:

- Your tutor's notes of your working practice, the standard and accuracy of finished work
- Photographs (and/or videos) showing sequence of work
- Service schedule from task 1
- Witness testimony of findings and recommendations

### Task 3

Repair the damage to the bodywork of the vehicle with consideration of:

- Working safely
- Tools and equipment required
- Repair options

This task should take you approximately 3 hours.

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

You must carry the task out on your own, under supervised conditions.

#### **What must be presented for marking:**

- Job card
- Finished vehicle body work

#### **Additional records to support your performance:**

- Your tutor's notes of your working practice and the standard and accuracy of the finished work
- Photographs of work showing before and after repair

## Task instructions for centres

### Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **ten** and **eleven** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

- It is recommended task 1 takes 2 hours.
- It is recommended task 2 takes 5 - 6 hours.
- It is recommended task 3 takes 3 hours.

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Details of the vehicle and attached implement must be provided by the assessor and should be pre-completed on the job card template provided in Appendix 1.

### Task 1

Task 1 should be completed first but tasks 2 and 3 can be scheduled in either order depending on logistic requirements of delivery.

### Task 3

Body panel repair can be carried out off vehicle as a simulated activity.

## Centre 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 to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

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

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

### Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

### Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

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

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

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, 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).

See the ***Technical qualifications – marking and moderation*** centre guidance document for further information on gathering evidence suitable for marking and moderation.

### Minimum evidence requirements

The sections:

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

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

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

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

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

### Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the ***Technical qualifications – teaching, learning and assessment*** centre guidance document for further information on preparing candidates for Technical qualification assessment.

### Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

### Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

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

### Accessibility and fairness

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

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the

performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

### Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), 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 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.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should 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.

It is up to the marker to decide if the guidance required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

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

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- 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.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

### Guidance on marking

Please see the *Technical qualifications – marking and moderation* centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

SAMPLE

## Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<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>(1-4 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy.</p>	<p style="text-align: center;"><b>(5-8 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>(9-12 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> Legislation and regulations, health and safety, how to access technical data, technical terminology, workshop processes, land-based machinery and equipment component location, identification and functionality, routine service actions, use maintenance and storage tools, equipment and hardware relevant to repairs and maintenance, knowledge of power units, transmissions, hydraulics, electrics – units of measurement and components, engine uses and types, documentation types, applications for engines.</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>The candidate gives limited examples from across the range of knowledge. Basic recall of facts offered. Limited use of technical terminology.</p> <p>Little reference to legislation (including health and safety).</p>	<p>The candidate gives examples which are wide ranging and detailed in some areas. Recall of facts is broadly complete.</p> <p>Technical terminology is regularly used with some gaps. Some examples of legislation referred to.</p>	<p>The candidate gives a wide range of accurate examples from across the range of the qualification content. Excellent recall of relevant facts are offered confidently.</p> <p>Extensive, accurate use of terminology used to demonstrate breadth of knowledge. Legislation referred to correctly and accurately throughout.</p>
20	<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 theories and concepts are applied to new situations/the assignment?</li> </ul>	<p><b>(1-4 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing.</p>	<p><b>(5-8 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>(9-12 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>

%	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 well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p><b>Examples of understanding expected:</b> Health and safety implications, workplace risks assessments, servicing procedures and safety requirements, good working practices, understanding of machinery and equipment systems and the function of their components - including engines, hydraulics, transmissions and electrics. Procedures for moving, storing and cleaning machinery and equipment. Importance of professional development and personal behaviours, workshop housekeeping principles and implications, procedures for dismantling, inspecting and reinstating systems, material properties and uses, cutting , shaping and joining processes.</p>		

SAMPLE

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p><b>Bottom of band:</b> Very limited understanding of workplace safety, risk assessments and materials not always used, handled or disposed of in the safest manner.</p> <p>Very few elements of service activities and safety checks understood. Shows little awareness of good working practices and unable to explain the points requested.</p> <p><b>Top of band:</b> A basic understanding of workplace safety and risk assessments but materials not used, handled or disposed of in the safest manner.</p> <p>Shows some understanding of the elements of service activities and safety checks.</p>	<p><b>Bottom of band:</b> There is a compliance with workplace safety, risk assessments and an awareness of correct handling and disposal procedures.</p> <p>Shows a basic knowledge of the requirements for servicing and safety checks. Shows an awareness of good working practices but unable to explain several of the points requested.</p> <p><b>Top of band:</b> There is a broad compliance with workplace safety and risk assessments and an awareness of correct handling and disposal procedures.</p> <p>Shows a broad knowledge of the requirements for servicing and safety checks.</p>	<p><b>Bottom of band:</b> Full compliance with safety, risk assessments in the majority of situations and shows a good understanding of the correct handling and disposal, but on occasion unsure.</p> <p>Good understanding of service activities but unsure of some of the correct procedures. Good understanding of good working practices but does not show a full understanding of every point requested.</p> <p><b>Top of band:</b> Full compliance with safety and risk assessments. Materials are consistently used, handled and disposed of correctly.</p> <p>Full understanding of service activities</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<p><b>AO3 Application of practical/technical skills</b></p> <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><b>(1-6 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p><b>(7-12 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p><b>(13-18 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced.</p>
		<p><b>Examples of skills expected:</b> Working in a safe manner, carrying out machinery and equipment servicing, safety checks and repairs to appropriate specifications and standards, using hand and power tools, special tools, test equipment, and verification tools, use and application of tools and equipment relevant to repairs and maintenance, dismantling, inspecting and reinstating systems, measuring and marking out, cutting, shaping and joining materials, maintenance and testing of electric and hydraulic systems, completing documentation.</p>		

		<p><b>Bottom of band:</b> Little compliance with risk assessment. Unsure of how to use, handle and dispose of materials in the correct manner. Generally working in an untidy, but safe manner.</p> <p>Poor ability to use tools, often uses the wrong tool for the job. Limited ability to carry out servicing in any logical manner. Unsure what documentation is required.</p> <p><b>Top of band:</b> Limited compliance with risk assessments. Materials not always used, handled and disposed of in the correct manner. Generally working in a tidy manner.</p> <p>Limited ability to use tools and equipment but techniques are correct. Limited ability to carry out vehicle servicing but uses a logical sequence.</p>	<p><b>Bottom of band:</b> Good compliance with risk assessment. In most cases material handled and disposed of correctly. Mostly good use of tools and equipment hesitations in selecting correct tool and technique.</p> <p>Majority of the elements of the service and safety check carried out but not always in a logical sequence. Not all documentation completed and with some inaccuracies.</p> <p><b>Top of band:</b> Broad compliance with risk assessment. Materials generally used, handled and disposed of in the correct manner. Good use of tools and equipment and in most cases showing the correct techniques.</p> <p>Majority of the elements of the service and safety check carried out in a logical sequence.</p>	<p><b>Bottom of band:</b> Good compliance with risk assessment. Materials always used, handled but not always disposed of correctly. Strong use of tools and equipment always selecting the correct tool but not always using the correct technique.</p> <p>All elements of the service and safety check carried out but not always in a logical sequence. Full documentation completed with very minor inaccuracies. All practical tasks carried out in line with industry standards.</p> <p><b>Top of band:</b> Full compliance with workplace risk assessment. Materials always used, handled and disposed of correctly. Excellent use of tools and equipment always selecting the correct tool and using the correct technique.</p> <p>All elements of the service and safety checks carried out in a logical sequence. All</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
				practical tasks carried out in line with industry speeds and standards.
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>Examples of bringing it all together:</b> Applying knowledge and understanding to a particular scenario/ problem – decisions/approaches taken e.g. planning process, contingencies, completion of reports, explaining actions/ discussing options for repair, and verification of repairs. Considering reliance of machine/vehicle systems on each other.</p>		

		<p><b>Bottom of band:</b> There is some evidence of the candidate using their knowledge, understanding and skills to make straightforward links between limited topics across the qualification.</p> <p>Unsure of correct and safe working procedures. Shows little understanding of the need to work logically with the correct tools and equipment. Shows little understanding of servicing and safety checks when carrying these out in a practical manner.</p> <p><b>Top of band:</b> The candidate shows evidence of using their knowledge, understanding and skills to make key links between limited topics across the qualification. Some understanding of correct and safe working procedures.</p> <p>Shows some understanding of the need to work</p>	<p><b>Bottom of band:</b> The candidate consistently brings together their knowledge, understanding and skills when carrying out assessments and evaluations throughout tasks. Candidate makes key links between a range topics across the qualifications.</p> <p>Shows application of safe working procedures. Shows an understanding of the need to work in a logical sequence, uses correct tools and equipment, but does not always apply this knowledge. Shows an understanding of the requirements for carrying out servicing and safety checks.</p> <p><b>Top of band:</b> Utilises a range of knowledge, understanding and skills from across the qualification when carrying out assessments and evaluations throughout tasks.</p> <p>Shows good application of safe working procedures.</p>	<p><b>Bottom of band:</b> Utilises a wide range of knowledge, understanding and skills from across the qualification to skills when carrying out assessments and evaluations throughout tasks.</p> <p>Always works in a safe manner showing a full awareness of health and safety requirements. Always works in a logical manner using the correct tools and equipment. Fully aware of the requirements for carrying out vehicle servicing and safety checking.</p> <p><b>Top of band:</b> Utilises a wide range of knowledge, understanding and skills from across the qualification when carrying out assessments and evaluations creatively and holistically. Always works in a safe manner showing a depth of awareness of health and safety requirements.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>logically with the correct tools and equipment.</p> <p>Shows some understanding of servicing and safety checks when carrying these out in a practical manner.</p>	<p>Shows sound understanding of the need to work in a logical sequence, uses correct tools and equipment. Shows a good understanding of the requirements for carrying out servicing and safety checks.</p>	<p>Always works in a logical manner using the correct tools and equipment.</p> <p>Fully aware of the requirements for carrying out vehicle servicing and safety checking. Able to adapt to changing circumstances.</p>
10	<p><b>AO5 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>(1-2 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p><b>(3-4 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>(5-6 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:</b> Working in a safe manner, carrying out pre-use checks on machinery and equipment, verifying work before storing machinery and equipment, ensuring machinery and equipment is stored/handed over in a clean and safe condition, checking details of presentation/assignment, checking the results of servicing tests and inspections, re-checking findings, taking/reading accurate measurements and recording, checking bonded joints.</p>		

SAMPLE

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate demonstrates no concern with industry standards, speeds and quality.</p> <p>Limited planning of activities demonstrated.</p> <p>Inaccuracies and gaps in results generated – showing a lack of care.</p> <p>Little commitment to completion of tasks.</p> <p>Limited checks carried out when working.</p> <p>Not all documentation is correctly completed and with a number of inaccuracies.</p>	<p>The candidate shows some consideration with aiming to meet industry standards, speeds and quality.</p> <p>Intermittent level of commitment displayed in work ethic in completion of tasks – e.g. limited attention to detail and customer care when working.</p> <p>Some inaccuracies and gaps in output generated.</p> <p>Some consideration of planning of activities demonstrated.</p> <p>Most checks carried out when working.</p> <p>Most documentation completed with few inaccuracies.</p>	<p>The candidate engages fully with tasks and pushes themselves to meet industry standards, speeds and quality.</p> <p>Demonstrates a consistent positive work ethic and commitment to completion of tasks.</p> <p>The candidate is highly focussed on task with minimal errors.</p> <p>Consistent and considered planning of activities demonstrated.</p> <p>High levels of care and meticulous levels of detail and accuracy throughout.</p> <p>Comprehensive tests carried out throughout working processes.</p> <p>Documentation completed to a high level of accuracy.</p>

## Declaration of authenticity

### Technical qualifications

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

#### **Candidate:**

*I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.*

<b>Candidate signature</b>	<b>Date</b>

#### **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.*

<b>Tutor signature</b>	<b>Date</b>

#### **Additional Support**

Has the candidate received any additional support in the production of this work?

**No**  **Yes**  (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

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

## Candidate Record Form

### Technical qualifications

**Level 2 Technical Certificate in Land-Based Engineering (0171-28)**

**Level 2 Land-Based Engineering - Synoptic assignment (0171-024)**

<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

**Marker Notes** – Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.

<b>AO1 – Recall - Breadth, depth, accuracy</b>												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO1 Mark	Notes & justification											
<b>AO2 – Understanding - Security of concepts, causal links</b>												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark	Notes & justification											

<b>AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application</b>																		
30%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO3 Mark	Notes & justification																	
<b>AO4 - Bringing it together - use of knowledge to apply skills in new context</b>																		
20%	1	2	3	4	5	6	7	8	9	10	11	12						
AO4 Mark	Notes & justification																	
<b>AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged</b>																		
10%	1	2	3	4	5	6												
AO5 Mark	Notes & justification																	

<b>Tutor signature</b>	<b>Date</b>

<b>Total</b>

## Technical qualifications - Practical Observation Form

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

Complete the table below referring to the relevant marking grid found in the assessment pack. Do not allocate marks at this stage.

<b>Assessment Objective (AO)</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<b>AO1</b> Describe how well the candidate shows <b>recall</b> of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	
<b>AO2</b> Describe how well the candidate shows <b>understanding</b> when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	

<b>Assessment Objective (AO)</b>	<b>Notes</b> – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
<b>AO3</b> Describe how well the candidate demonstrated their <b>practical skills</b> . e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.	
<b>AO4</b> Describe how well the candidate <b>brings it all together</b> – e.g. how <b>coherent</b> are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.	
<b>AO5</b> Describe how well the candidate <b>attended to detail</b> e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.	

<b>Tutor signature</b>	<b>Date</b>