

# **Level 3 Advanced Technical Extended Diploma in Equine Management (1080)**

**(0172-38)**

**[SAMPLE]**

**This assignment is also used as a sample of the synoptic approach for the following qualification:**

- **Level 3 Advanced Technical Extended Diploma in Equine Management (720)**

## **Synoptic Assignment Pack**

# Introduction

General information about structure of the assignment pack

Candidate section

- Candidate guidance
- Assignment and tasks

Tutor section

- Guidance on tasks
- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
- Feedback form

## Candidate section

### Candidate guidance

#### General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

#### Plagiarism

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

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

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

#### Timings and planning

You should take care when planning to make sure you have divided the time available between tasks appropriately. You should check your plan is appropriate with your tutor.

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

#### Health and Safety

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

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

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

#### Presentation of work

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

You should make sure that each piece of work is clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work

## Assignment

You are a recently recruited Stable Yard Manager at Lambs Estate School, currently accommodating 30 horses all of a variety of types, levels, ages and abilities. The general manager and owner have discussed with you opportunities to explore how Lambs Estate School could diversify into other areas, including competitions.

Over the next few months, you will be working with your team of yard staff including grooms, instructors, and assistant supervisors. You will be carrying out daily routines in the yard, monitoring horses' health and welfare, including feeding and fitness plans, and exercising horses.

You have also been told that there is an upcoming competition that you will be expected to compete in and prepare for. Two members of your staff will need to accompany you. You will need to help to prepare and coach your team member so they are ready to assist for the competition.

## Tasks

### Task 1

Within the first few weeks of starting your job, the general manager has asked that you submit a business plan indicating how Lambs Estate School can diversify into a competition centre.

In your business plan, you must include:

- profile of the business
- marketplace analysis
- supply chain
- quality management systems in place
- marketing strategy
- recommendations for new initiatives

### Conditions of assessment:

Your business plan must be completed working alone under supervised conditions.

You may carry out research and collect the information you want to use in your plan under unsupervised conditions.

### What must be presented for marking:

- Business plan
- Research notes

### Task 2:

As a new staff member of Lambs Estate School you are keen to ensure all of your team are up-to-date on practices and procedures within the yard. You have decided to run an induction day, through which you will demonstrate the following activities:

- daily routines
- health checks on horse
- tack up
- standards and procedures
- feeding and nutrition
- assessing horse behaviour and welfare

To support your demonstration, produce an employee handbook that captures these standards and yard procedures.

**Conditions of assessment:**

Your employee handbook must be completed working alone under supervised conditions.

**What must be presented for marking:**

- Employee handbook

**Additional records to support your performance:**

- Your tutor's notes of your working practice, the standard and accuracy of the finished work and details of your contribution
- Profession discussion records
- Video of your performance

**Task 3a:**

In order to enrich your understanding of becoming a competition centre, you have decided to compete in a local dressage competition.

Firstly, you need to understand which horse(s) will be suitable to compete by

- carrying out a fitness and suitability assessment on a selected horse, to include conformation. You will do this through exercising on the lunge.
- recommending fitness plan to ensure optimum performance for competition.

**Conditions of assessment:**

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

**What must be presented for marking:**

- Fitness and suitability assessment
- Fitness plan

**Additional records to support your performance:**

- Your tutor's notes of your working practice, the standard and accuracy of the finished work and details of your contribution
- Profession discussion records
- Video of your performance

**Task 3b**

You will need to brief your team with a presentation on key considerations for the competition day, including

- standards, rules and regulations
- risk assessment for the day
- responsibilities of team
- considerations for customer care
- working with the competition groom
- preparation of transport
- pre/post competition care of the horse.

**Conditions of assessment:**

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

You may carry out research and collect the information you want to use in your presentation under unsupervised conditions.

**What must be presented for marking:**

- Presentation notes

**Additional records to support your performance:**

- Your tutor's notes of your working practice, the standard and accuracy of the finished work and details of your contribution
- Video of your performance

**Task 4**

On competition day, you will prepare your horse for presentation. You will need to

- ride through selected warm-up exercises to prepare for riding a dressage test
- ride the test
- cool-down your horse and provide immediate aftercare, including preparing horse for travelling
- load horse for travelling

**Conditions of assessment:**

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

**What must be presented for marking:**

- Reflection on performance

**Additional records to support your performance:**

- Your tutor's notes of your working practice, the standard and accuracy of the finished work and details of your contribution
- Professional discussion records
- Video of your performance

## Tutor guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

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

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

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

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

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

## Guidance on tasks

### Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **50 - 60 hours**. Candidates should be required to plan their work and their plans confirmed with them for appropriateness in relation to the time allocated for each task.

### Resources

Candidates must have access to appropriate tools and equipment to complete the tasks.

### Health and safety

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

### Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded (eg measurements to confirm accuracy/tolerances).

The tutor should refer to the grading criteria to ensure appropriate aspects of performance are recorded. These notes will be used for moderation purposes and must be detailed and accurate.

Tutors should ensure that any supporting evidence including 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).

### Preparation

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates must not have access to the marking grids.

## Guidance on assessment conditions

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

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

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

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

### Authentication of candidate work

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

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

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

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

### Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

It is up to the tutor during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The 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.

**Example:**

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

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

A tutor may not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

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

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

## Guidance on marking

Please see the centre guidance document ***Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids*** for detailed guidance on using the following marking grid.

## Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
10	<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> <li>How confident and secure does their knowledge seem?</li> </ul>	<b>(0-2 marks)</b> <b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy	<b>(3 - 4 marks)</b> <b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps	<b>(5 - 6 marks)</b> <b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent.	
		<b>Examples of types of knowledge expected:</b> Legislation, regulations, roles and responsibilities, use of terminology, health and safety considerations, codes of conduct, feed types, types of tack and equipment, selection of grooming equipment for bathing/grooming, selection of travelling equipment, daily routine			
		The candidate has shown a limited range of knowledge from across the qualification with insecurity in areas.	The candidate has shown an appropriate range of knowledge from across the qualification which is sound and often detailed.	The candidate has shown in-depth and detailed knowledge across the whole qualification range, showing a high degree of confidence and accuracy.	
20	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> </ul>	<b>(0-4 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing,	<b>(5-8 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible,	<b>(9-12 marks)</b> <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> Logical reasoning, thoughtful decisions, causal links, justified	

%	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 theories and concepts are applied to new situations/the assignment?</li> <li>• How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p><b>Examples of understanding expected:</b> Business improvements considerations; team dynamics; effects of competition; relationships across allied organisations; requirement for daily routine; horse anatomy; structure of digestive system; suitability of tack; implications of health and safety compliance; assessment of horse fitness and behaviour; selection of suitable warm-up and cool-down exercises</p> <p><b>Bottom of band:</b> The candidate has shown a basic understanding across the tasks, but lacks ability to link underpinning theory to practice.</p> <p><b>Top of band:</b> The candidate has shown basic understanding across the qualification, with some insecurity in some areas. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors are limited.</p>	<p><b>Bottom of band:</b> The candidate has shown a good understanding across the tasks, with some links between underpinning theory to practice.</p> <p><b>Top of band:</b> The candidate has shown a broad range of understanding, making links to practice. Explanations are usually detailed. Understanding is consistent with reasoning coherent and well explained.</p>	<p><b>Bottom of band:</b> The candidate shows in-depth and detailed understanding across the whole qualification range, showing a high degree of confidence and accuracy.</p> <p><b>Top of band:</b> Explanation is clear and strong links have been made between theories and links to practice.</p> <p>Concepts and understanding can be applied consistently and effectively in existing and new contexts.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/successfully has the candidate been able to use</li> </ul>	<p style="text-align: center;"><b>(0-5 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p style="text-align: center;"><b>(6 - 10 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p style="text-align: center;"><b>(11 – 15 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> Riding on the flat; lungeing; preparing horses for presentation; tacking up; assessing health and fitness of horse; assessing conformation of horse; carrying out risk assessments; working with others; feeding; mucking out; grooming; handling</p>		

	<p>skills/achieve practical outcomes?</p>	<p>Tasks are not completed within reasonable time, rushed throughout, limited quality</p> <p>Limited engagement with customers</p> <p>Limited awareness of horse welfare</p> <p>Limited care of equipment</p> <p>Limited consideration for health and safety and hygiene.</p> <p>No professional etiquette demonstrated.</p> <p><b>Bottom of band:</b> Poor attention to detail, lack of effective participation, limited health and safety compliance; quality of skills are limited; high level of product wastage; no care of equipment.</p> <p><b>Top of band:</b> Limited attention to detail, limited participation, some health and safety compliance; quality of skills are sporadically applied; limited consideration for horse welfare; some wastage of products and consumable wastage; minimal care of equipment.</p>	<p>Tasks are completed within agreed time using appropriate skills to meet task brief</p> <p>Adequate levels of skills shown</p> <p>Some confidence in practical tasks</p> <p>Good awareness of horse welfare</p> <p>Appropriate tools and equipment selected</p> <p>Health and safety and hygiene were followed</p> <p>Effective professional etiquette demonstrated</p> <p><b>Bottom of band:</b> Fair attention to detail, effective participation, Health and Safety was followed throughout. Quality of skills are basic; limited level of product wastage; some care of equipment. Some consideration for horse welfare.</p> <p><b>Top of band:</b> effective attention to detail and participation; health and safety was followed throughout. Quality of skills are consistently applied. No wastage; good care of equipment; good consideration for horse welfare.</p>	<p>Tasks are completed within agreed time using appropriate skills to meet task brief</p> <p>Quality of skills are consistent and to industry standards</p> <p>Consistent confidence in practical tasks</p> <p>Excellent consideration of horse welfare</p> <p>Appropriate tools and equipment selected</p> <p>Health and safety and hygiene were followed</p> <p>Outstanding professional etiquette demonstrated</p> <p><b>Bottom of band:</b> high quality attention to detail, effective participation; health and safety consistently applied; strong work ethic; demonstrating consistent confidence in practical tasks; skills are high quality; excellent consideration for horse welfare.</p> <p><b>Top of band:</b> Outstanding and confident attention to detail, health and safety consistently applied; strong work ethic; demonstrating consistent confidence in practical</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
				tasks; autonomous in application; independent performance; Quality of skills are consistently applied to industry standards. Excellent consideration for horse welfare.
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</li> </ul>	<p align="center"><b>(0-4 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 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 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> Applies knowledge and understanding to a particular situation, justifies decisions/approaches taken, contingencies, reflection and evaluation in professional discussions</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	contexts/ problems on their own?	<p><b>Bottom of band:</b> There is some evidence of the candidate using their knowledge and understanding to makes straightforward links between limited topics across the qualification.</p> <p><b>Top of band:</b> The candidate shows evidence of using their knowledge and understanding to makes key links between limited links across the qualification.</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><b>Top of band:</b> Utilises a range of knowledge from across the qualification when carrying out assessments and evaluations throughout tasks. Integration of knowledge, understanding and skills which informs basic appreciation of working with horses.</p>	<p><b>Bottom of band:</b> Utilises a wide range of knowledge from across the qualification to skills when carrying out assessments and evaluations throughout tasks. Integration of knowledge, understanding and skills which informs an appreciation of working with horses.</p> <p><b>Top of band:</b> Utilises a wide range of knowledge from across the qualification when carrying out assessments and evaluations creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context when working with horses.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>A05 Attending to detail/ perfecting</b> <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> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p align="center"><b>(0-2 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 align="center"><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 align="center"><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>
		<p><b>Examples of attending to detail:</b> Meets specific requirements of the task; care of equipment; product wastage; time management; precision of plaiting; grooming of horse; care and welfare when working with horse</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Limited attention to detail. Planning and application demonstrated inaccuracy, gaps and errors.</p> <p>Task brief interpreted with no logical sequence.</p> <p>Evaluation demonstrated minimal depth and reflection.</p>	<p>Adequate attention to detail.</p> <p>Planning and application of skills demonstrated were generally accurate with no gaps.</p> <p>Minimal errors were evident.</p> <p>Task brief interpreted with adequate logical sequence.</p> <p>Candidate used reflection to evaluate situations and could discuss some potential areas for development.</p>	<p>Highly focused on the tasks brief achieving an outcome based on performance objectives, showing extreme care and accuracy with consistent attention to detail in planning and application.</p> <p>Candidate used reflection to analyse and evaluate situations and could discuss fully areas for development.</p>
5	<p><b>AO6 Identify and use knowledge from other sources – research</b></p> <ul style="list-style-type: none"> <li>Does the candidate identify and use a wide range of appropriate sources effectively?</li> <li>How critically is information appraised, for plausibility, suitability and relevance?</li> </ul>	<p><b>(1 mark)</b></p> <p><b>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</b></p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p><b>(2 marks)</b></p> <p><b>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</b></p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p><b>(3 marks)</b></p> <p><b>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</b></p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>

%	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 purposefully is information used?</li> </ul>	<p><b>Examples of research:</b> Uses a range of sources (e.g. internet, books, journals), reference list, standard referencing framework, selection of research material and sources</p>		
		<p>There is little evidence of background reading with some basic referencing to sources. Limited range of sources used e.g. candidate has used only internet. Referenced sources are not always evidenced in assignment work but there is an attempt to use standard referencing framework.</p>	<p>Good evidence of background reading with considered and relevant referencing. Referencing is clear and provides a range of sources. Use of a standard referencing framework is generally accurate.</p>	<p>Strong and consistent evidence of background reading with well considered referencing. Referencing demonstrates depth and breadth of research sources including books, web based research, journals and more. Use of a standard referencing framework is accurate.</p>
0	<p><b>AO7 Originality and creativity</b></p>	<p>N/A: There is no requirement for originality and creativity in this qualification.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>AO8 Communication/ Presentation/ Documentation</b> <ul style="list-style-type: none"> <li>• How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated?</li> <li>• Does the candidate use logical and well structured writing that is coherent and easy to follow?</li> <li>• How appropriate and well presented are the chosen</li> </ul>	<p style="text-align: center;"><b>(0-2 marks)</b></p> <p><b>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</b></p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p style="text-align: center;"><b>(3-4 marks)</b></p> <p><b>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</b></p> <p>Reasonably successful, conveys message quite well.</p>	<p style="text-align: center;"><b>(5-6 marks)</b></p> <p><b>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</b></p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
<p><b>Examples of communication:</b> Use of accurate presentation, assignment and report writing skills, layout and presentation aid effective communication of information, coherence of recommendations, well expressed sentence structure (syntax) and grammar; interaction with customers, technical terminology, verbal and non-verbal communication with others, professionalism</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	communication methods and formats?	<p>Candidates provide basic responses to assessment tasks. Work contains grammatical and spelling errors.</p> <p>Written and verbal explanation sometimes enables the candidate to address topics.</p> <p>Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p> <p>No consideration of equality and diversity.</p> <p>Limited considerations when communicated professionally.</p>	<p>Candidates provide generally consistent responses to assessment tasks. Some grammatical and spelling errors.</p> <p>Written and verbal explanation generally enables the candidate to address discussion topics.</p> <p>Responses to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task.</p> <p>Evidence of empathy with consideration of equality and diversity</p> <p>Some considerations when communicated professionally.</p>	<p>Candidates provide clear and consistent responses to assessment tasks. Few grammatical and spelling errors.</p> <p>Written and verbal explanation enables the candidate to show depth and breadth of discussion topics.</p> <p>Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment task.</p> <p>Outstanding evidence of empathy with consideration of equality and diversity.</p> <p>Sound consideration when communicating professionally.</p>

# Declaration of Authenticity

Candidate name

Candidate number

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Centre name

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Centre number

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## Candidate:

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

Candidate signature

Date

## Tutor:

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

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Tutor signature

Date

## Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: