

### Introduction

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In some cases a need or benefit is identified for unit assessments to be set locally at the centre. This may be in response to varying local contexts over which the unit learning outcomes can be demonstrated and assessed, or where a unit is so specialist in nature there is little benefit to the standardised assessment approach offered by externally set assessments.

This guidance is designed to support centres in operating such assessments so that they are as valid, reliable and fit for purpose as possible.

The materials provided allow a standard approach for all such assessments across centres, providing a clear process to support the centre's assessment developers and offering candidates a similar assessment experience no matter where they are in the country, as well as the benefit of local flexibility.

### The document layout

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This guidance is laid out in the sequence of development and delivery of the assessment:

#### 1 The materials

It begins with an overview of the structure of the materials and how they fit together to make a full assessment pack.

#### 2 The process

An overview of the assessment production and delivery process

#### 3 Assessment and grading criteria

An explanation of the importance of getting the assessment and grading criteria right, along with guidance on how to use the generic grading criteria and unit assessment criteria.

#### 4 Writing assessment tasks

Guidance on how to go about devising valid and reliable tasks that provide appropriate opportunity for all candidates to demonstrate the unit learning outcomes. Sign off of the assessments for use, initially by the assessor then the IQA with sampling by the QC.

#### 5 Delivering assessments

Preparing the candidates and delivering the assessments, including assessment conditions, measures for preventing plagiarism, scheduling assessments and dealing with late submissions. Also guidance on using the forms during marking and grading, standardising marking, making assessment judgements, and providing feedback.

#### 6 Appendices

Appendix 1 Generic grading criteria

Appendix 2 Assessment conditions and controls

# 1 The materials

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## Guidance materials

### Developing centre devised assessments (this document) (GM1)

This document provides a generic guidance for all centre devised qualifications in the use of the standard centre devised forms and the production of fit for purpose assessments.

### Generic grading criteria (GM2)

These are provided as appendix 1 of *Developing centre devised assessments* and also as a separate document.

### Guidance for producing centre devised tasks for <qualification title /number> (GMXXX<sup>1</sup>)

This short document lays out the *unit specific guidance* for the production of assessments for the qualification to meet City & Guilds requirements, and to ensure consistency across centres. This document is used in conjunction with the assessment criteria (AC) and learning outcomes (LO), as contained in the qualification handbook. The important information for assessment production may include:

- examples of appropriate assessment methods
- examples of appropriate tasks and evidence types
- whether there are any specific assessment conditions to be adhered to for the unit assessment
- whether the unit is graded or not
- which generic grading criteria are to be used when grading the unit, (if it is to be graded).

**The Forms** – The consistency of the assessments and quality assurance across centres is supported through the use of the following standard forms for the development and operation of the assessments:

#### Assessment development forms:

**Assessment tasks (AD1)** – the assessment task form allows tasks to be written in a standard format, showing mapping to the units and generic grading criteria, and incorporating guidance to candidates about the assessment deadline, assessment conditions, avoiding plagiarism and labelling evidence.

**Assessment grading criteria (AD2)** – This form is used to lay out the assessment criteria and grading criteria that will be used to mark each candidate's evidence against for each task.

**Assessment sign off form (AD3)** – This form is used by the IQA to review the assessments and grading criteria. They are reviewed for validity and accessibility of the tasks and ensure that the correct assessment and grading criteria have been transferred into the grading criteria form and appropriate contextualisation where appropriate. The assessment tasks and grading criteria must not be used until they have been signed off.

#### Generic forms:

**Evidence recording form (GF1)** – this form is used by the assessor during an observation of performance to make notes that will support decision making, and act as candidate evidence for quality assurance. Where appropriate, centres may devise more detailed checklists which are specific to the tasks.

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<sup>1</sup> Where XXXX = the qualification number.

**Assessment front sheets** – these are used as front sheets for the candidates to hand their work in incorporating candidate details and a plagiarism statement. There are 2 versions of this form:

**The assessment unit front and mark sheet (GF2)** where the assessment tasks for the unit are all handed in together for marking and so it also combines the front sheet and the mark sheet on which the candidate's overall grade for the whole assessment is calculated.

**The assessment task front sheet (GF3)** is used where an individual task is handed in and marked separately and then it is used with the separate assessment unit mark sheet (GF4).

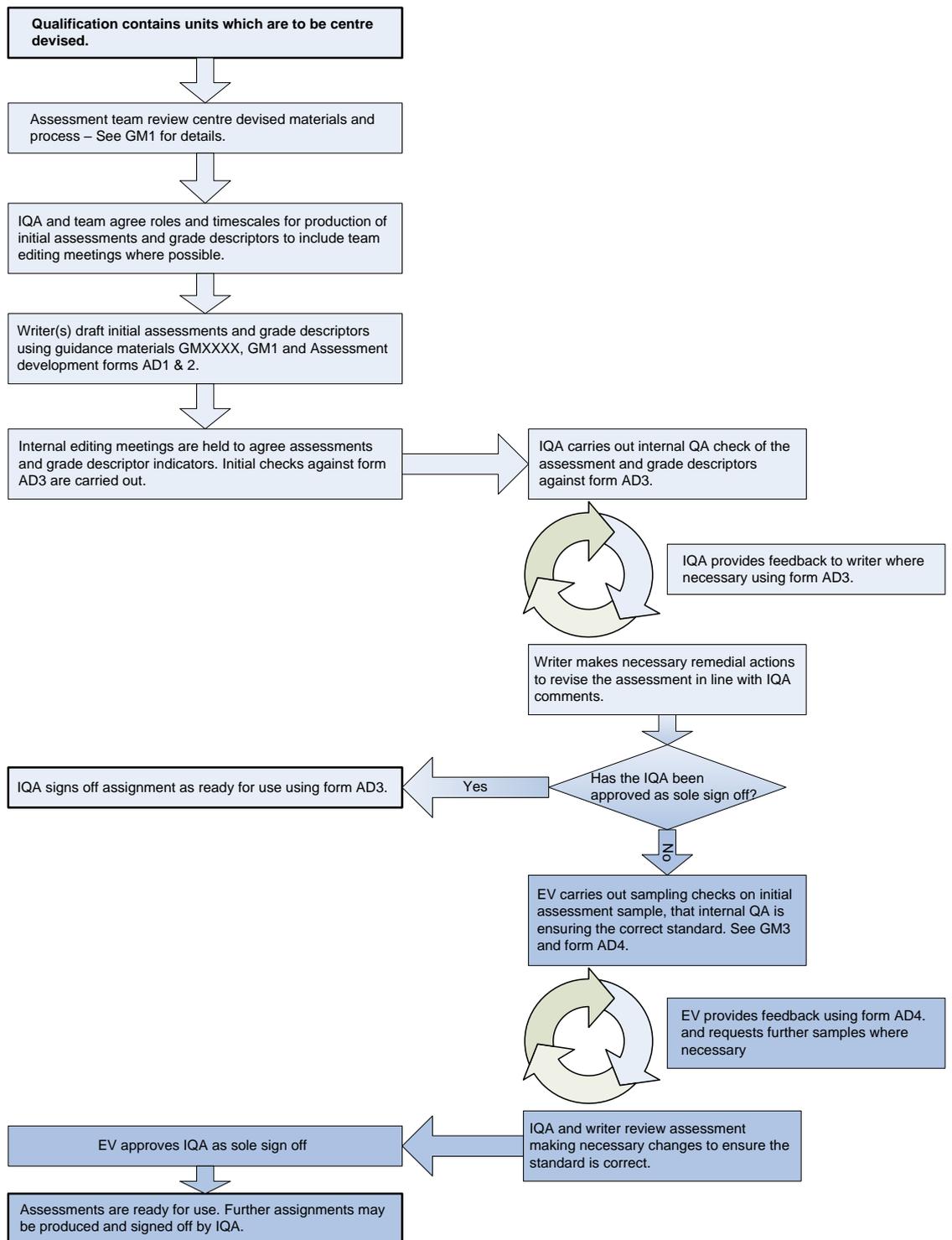
**Assessment unit mark sheet (GF4)** – This brings together the separate task grades into the final assessment grade for the unit.

**Assessment feedback and action plan form (GF5)** – this is used to provide feedback to the candidate and allow for an action plan to be drawn up.

**Qualification assessment tracking form (GF6)** – this may be used by the candidate to log the assessments they need to do to complete the qualification, along with hand in dates. It is not mandatory.

**Group assessment tracking form (GF7)** – this form is intended to help the assessor keep track on the candidates as a group as the progress through the assessments for a qualification. It is not mandatory.

## 2 The process



### 3 Assessment and grading criteria

**Alignment:** For the candidate's result to be valid, the grading criteria must reflect the standard expected by the end users. It is therefore good practice to begin writing an assessment task by considering the 'answer' or outcome that is expected for each unit grade. The task is then more likely to generate the correct evidence.

**Reliability:** The use of the same criteria to mark against across centres helps to maintain reliability of the result. All candidates are assessed against the same standard despite tasks being different. The ability to contextualise the grading criteria helps standardisation of marking within the centre which supports the reliability of marking.

The standard for pass is always the standard that is represented by the assessment criteria in the unit. While some assessments may be simply graded pass/fail, based on these criteria, others may be graded.

In order to simplify the process of grading for centres, a range of generic grading criteria have been produced that represent characteristics valued in vocational qualifications. Some relate to knowledge and understanding, and some to putting practical skills into practice. (See appendix 1)

The unit specific guidance contained in the **Guidance for producing centre devised tasks for <qualification title> (GMXXXX)** document specifies which grading criteria are to be used for grading each unit assessment. The assessment tasks that you devise must allow the candidates the opportunity to demonstrate evidence of both the assessment criteria and grading criteria.

For this reason it is important to begin with the unit assessment criteria, level descriptors<sup>2</sup> and the grading criteria as a source for the task development. The tasks and contextualised indicators & notes for the grading criteria should be developed and revised as a whole.

The **assessment grading criteria (AD2)** grid should be completed to show the unit assessment criteria that are covered by each task, as well as all the grading criteria that candidates can provide evidence for in each task.

All unit assessment criteria and all specified grading criteria must be represented at least once across the whole assessment; against whichever tasks there is opportunity for candidates to generate evidence towards pass or a higher grade.

As the grading criteria are generic, it is helpful to interpret what evidence of the grade in the context of the task would look like, this should be recorded in the indicators and notes section, but it is the grading criteria that are assessed against. Where a generic grading criterion may apply to more than one task, the indicators for each task may be different – ie specific to the task.

The generic grading criteria include descriptors and examples of indicators in the pass column. These are given as a baseline in the understanding of the merit and distinction descriptors only, and it is the assessment criteria for the unit that should actually be incorporated into the grading criteria form.

**The minimum evidence for pass is described by the assessment criteria of the unit, and any grading criteria must reflect a standard of performance of the learning outcomes which goes beyond the minimum for pass.**

**KEY POINT**

### 4 Writing assessment tasks

**Forms required:** **assessment tasks (AD1), assessment grading criteria (AD2), assessment sign-off sheet (AD3).**

**Tasks should be drafted** which are meaningful representations of real work tasks of a complexity that is in line with the level descriptors. This makes the assessments highly valid in their assessment of the workplace potential of the candidates. Alternatively provide a brief context for the tasks to allow candidate to understand how the skills knowledge or understanding might relate to the real workplace. While validity is important it is also important to balance this with the availability of sufficient resources and managing costs.

The candidate must know what is expected of them through reading the task.

<sup>2</sup> For level descriptors use the relevant descriptors for QCF or SCQF

It is therefore very important that there are not any barriers in how the task is expressed, eg unlikely or unusual tasks, unfamiliar language, difficult sentence structures, contexts or complexities that would require skills or even mindsets different to or beyond the requirements of the unit.

It is natural when writing formal assessments to introduce formal language, hoping to impress on the candidate the formality of the task, but this can make understanding the task harder for some candidates, putting them at an unfair disadvantage so straightforward easy to understand language should be used.

The task should be written on the **assessment tasks (AD1)** form. The composition table should be used to capture how the task maps to the unit assessment criteria and demonstrate how full coverage is achieved.

**Assessments covering more than one unit** are feasible as long as sufficient evidence can be produced that will meet the ACs for all of the units, and as long as the grade for each unit can be separately identified. In other words, the task can be presented as a single entity but the evidence relating to each unit must be identified and marked separately.

The products of one task (eg covering one unit) can be used as a resource for other tasks as long as the candidate will not be disadvantaged in doing so – ie the assessor must check that the product from the initial task is appropriate and will allow the candidate full access to higher grades in the further tasks for other units. For example: in a journalism qualification, an article produced by the candidate for one unit assessment could be used as the basis for an assessment on using publishing software to lay out a magazine article, as long as the attributes of the article (eg. word count) is sufficient for the candidate to achieve the publishing assessment – if not, then a piece of text would need be provided as a resource for the assessment.

The **Guidance for producing centre devised tasks for <qualification title> (GMXXXX)** will specify whether the unit is to be graded and if so, which generic grading criteria to apply to the assessment overall.

**For graded units, complete the assessment grading criteria (AD2)** form. Following the mapping in the assessment composition form, transfer the unit assessment criteria into the pass column of the **Assessment grading criteria form (AD2)**, against the tasks they refer to.

This is a good time to confirm that the tasks will generate sufficient evidence for each assessment criterion.

These should be inserted into the grading criteria form against all of the tasks that can generate evidence to meet them. Not all grading criteria will be appropriate for all tasks and evidence for some criteria may come from more than one task. The whole assessment should allow for evidence to be generated for all specified assessment and grading criteria.

By their nature, the generic grading criteria will not refer to specific evidence and so indicators of the sorts of evidence that would meet the grading criteria for the task should be noted in the notes/indicators section. Examples are often helpful, but it's not expected or necessary to list all possible examples.

What is better, if possible, is a principle that can guide whether evidence is of the right type and of the correct standard to indicate the candidate has met a merit or distinction grade.

**Check the tasks and grading criteria are in alignment** At this point the tasks should be reviewed against the assessment and grading criteria table, and vice versa, to be sure that they are still in alignment:

Assessment task instructions must direct candidates in such a way that, where they are able to, they will naturally provide sufficient evidence of achievement of all the appropriate assessment criteria and any evidence they provide that demonstrates performance of *the learning outcome* to a higher standard than pass should be able to be picked up by the grading criteria.

Only evidence of the knowledge, understanding and skills required by the learning outcomes and assessment criteria of the unit must be required to

**Validity:** The biggest threats to validity are: insufficient evidence that the learning outcomes have been met, and giving credit for performance that is not true evidence of the intended learning outcome.

**Reliability** All centre assessors using the tasks must be clear in how they are to be delivered and how to apply the assessment and grading criteria. Therefore having the group edit the tasks and contribute to the grading criteria notes is helpful here.

achieve pass and the standard of performance of the learning outcomes must go beyond the minimum required for pass to achieve a higher grade.

**Insert details of the assessment conditions into the assessment task form** so it is ready for use, including information on location, supervision requirements and how work is to be kept secure.

The assessment is likely to be used on more than one occasion, so it is important to record all of this information so that when it is reused the candidates have the same experience every time and are treated equally fairly. It also means that all assessors in the centre can easily apply the same conditions every time, and indeed it simply keeps all the information to hand.

The assessment conditions are most important in helping the assessor to be sure that the candidate's work is their own. For example exam conditions very efficiently allow large numbers of candidates to be examined all at once with very few invigilators but give candidates little opportunity to cheat.

The sorts of conditions that will be appropriate will therefore depend on such thing as:

- the nature of the task
- numbers of candidates to observe
- whether the task needs to be directly observed or whether the end product provides sufficient evidence
- how many candidates can be observed at any one time without compromising either the ability to record sufficient evidence, nor introducing opportunity for cheating

Other considerations will be around the location:

- whether a particular type of workshop/workplace environment is required, or simply
- a normal classroom environment

Security of work is important:

- large pieces eg some artwork would most probably need to be stored in a locked room,
- electronic work should be held securely by the tutor between sessions.

These precautions ensure that there is no opportunity for the candidate to introduce work that is not their own, but also to ensure that work is kept safe from damage.

**Checking authenticity:**

Since short answer and MC questions do not provide sufficient textual evidence (hand writing/ writing style) or evidence of original thought, they are **never** suitable as homework. Only substantial texts or original work can be considered for unsupervised completion as this can be verified more readily.

**Homework.** Candidates should not normally produce evidence at home or without some degree of supervision, unless suitable measures for detecting plagiarism are put in place (eg the candidate must be able to answer detailed and probing questions about their work and methods or provide evidence of planning, developments/drafts of work or written reflections on their methods) These measures are likely to be time consuming for the assessor, requiring one to one contact, so should only be used when there is a clear benefit to do so which outweighs the risks. Research in preparation for supervised writing up of a task may however be completed without supervision.

Both candidates and assessors are required to sign statements that the work produced is the candidate's own work.

Guides for tutors and candidates about how to avoid and detect plagiarism and check for authenticity can be found on the **Ofqual website**.

Further details around conditions and methods of controlling them are to be found in Appendix 2.

**Self assess the assessment using the **assessment sign off sheet (AD3)**.**

This is a final check to ensure that the assessment is ready for internal and/or external sign off. The key questions are designed to check that the assessment is fit for purpose, and accessible for all 'ready for assessment' candidates.

**Internal quality assurance and sign off.** The assessment is then judged internally through the centre's quality assurance mechanisms to be fit for

purpose. All assessments must be signed off by an authorised IQA as ready for use after checking against the checklist. Any changes necessary are recorded as remedial actions, and once these actions are completed appropriately the assessment can be signed off as ready for use.

**External quality assurance and sign off.** A sample of the assessments, grading criteria forms and sign off forms will be verified by the QC to ensure that appropriate tasks and standards are being set across all centres. The QC will need to be confident that the IQA is sufficiently experienced before the IQA can be the sole sign off for assessments.

**Record keeping.** Once the assessment and grading criteria have been signed off, a copy of the assessment and grading criteria along with the sign off sheet must be kept. This may be electronically where electronic signatures have been used. Whenever the assessment is used in future, it must be clear that it is the final version which has been signed off that is being used.

**Assessments must be accessible to all candidates who are ready for assessment.**

**The candidates should be clear about what they need to do without additional support.**

**The content and complexity of the task should reflect the unit learning outcomes and the level descriptors.**

**Able candidates must be able to generate sufficient evidence to achieve all grades available through carrying out the tasks**

**Only evidence relating directly to the unit learning outcomes must be included in assessment and grading criteria.**

**Grades must reflect performance that is substantially better than pass, and pass must reflect the standard of the unit assessment criteria.**

**All assessments must be internally reviewed and signed off before use.**

KEY POINT

## 5 Delivering assessments

### Mandatory forms:

- **assessment tasks (AD1) (signed off)**
- **assessment grading criteria (AD2) (signed off)**
- **assessment front sheets (GF2/3) OR**
- **assessment evidence recording sheet (GF1) (or centre devised alternative)**
- **assessment mark sheet (GF2/4) (unit or task)**

### Additional forms:

- **Qualification assessment tracking form (GF6) (for candidates)**
- **Group assessment tracking form (GF7) (for assessors)**
- **assessment feedback and action plan form (GF5)**

The tracking forms provided are not mandatory, but can help to monitor progress or planning for the assessor or candidate.

The **Qualification assessment tracking form (GF6)** allows the candidate to keep a note of all the assessments they will need to achieve for the qualification, and can make a note, when they are known, the deadline dates for each.

The **group assessment tracking form (GF7)** is intended to help the assessor monitor when each candidate in a group has achieved each assessment.

These forms may be adapted as necessary or replaced by the centre's own forms or monitoring systems.

Assessments or tasks which require the candidate to produce paper based, or physical products as evidence (rather than performance) should accompany these with an **assessment front sheet (GF2 or 3)**. This helps identify the work if it is carried out over time, and requires the candidate to sign that he work is all their own.

Where the assessment is made up of tasks which are all submitted together for marking, a single, combined front sheet and mark sheet, the **assessment unit front and mark sheet (GF2)** is used. Where individual tasks are handed in separately, use the **assessment task front sheet (GF3)**.

Where the evidence is observation of performance only (ie where the evidence is transitory and cannot be retained) the evidence is recorded on the **assessment evidence recording form (GF1)**, and so a front sheet is not required.

**Introducing the assessment to candidates.** Candidates should be provided with the appropriate, signed off **assessment tasks (AD1)** and the appropriate **front sheet (GF2/3)** where necessary. All arrangements for the assessments must be made clear including when and where the assessment will take place or the deadline date for the completion of the tasks.

The conditions under which they must work (both for assessment purposes and to meet their duties regarding health and safety requirements) and the requirement for them to produce authentic evidence without plagiarism/cheating must be made clear.

**Meeting deadlines.** It is expected that where a candidate has difficulty in meeting the deadline, and they have good reason, that alternative arrangements can be made, but the centre has the discretion to follow its own policy around dealing with any assessment not completed by the deadline date.

**Supervising and supporting candidates during assessment.** Candidates must be able to demonstrate the learning outcomes of the unit independently for credit to be awarded. This means that the assessor/supervisor must be careful about what help they provide. A candidate may be given clarification if they are having trouble understanding what they are being asked to do in the assessment, but they must carry out the task themselves.

The assessor/supervisor of practical tasks must be able to identify that the candidates are working safely. Any candidate not working safely must be immediately removed from the assessment and should not be entered for assessment again until they can work safely.

The assessor/supervisor will also be acting as invigilator making sure there is no opportunity for cheating to take place.

**Recording candidate evidence.** Candidate evidence must be recorded and retained for quality assurance purposes where possible. Records can be in any format that the verifier will be able to access eg an artefact or product, MS word, video, picture, audio files - when in doubt check with the verifier before assessment takes place (especially if there is any element of desk based quality assurance).

**Observing candidates for assessment.** Where the evidence of candidate performance is transitory and where a record cannot be kept for quality assurance purposes, a sample of assessor observations must be confirmed by the IQA before the assessor can work alone and written records of the performance must be kept. This should be done using the **assessment evidence recording form (GF1)**.

**Good practice:** any indication of ambiguity in the wording of the task can be fed back into the process for future assessments.

During observation, comments should be recorded which describe the evidence that the candidate has demonstrated the assessment criteria or grading criteria. Where a detailed checklist is devised by the centre for this purpose, it is expected that while some/most evidence may be predicted and ticked off, there will need to be at least some (particularly evidence for grading) opportunity for written notes directly reflecting the specific candidate's performance.

**Assessing candidate evidence against the assessment and grading**

**criteria.** For pass/fail tasks or assessments, candidate evidence must be assessed as met or not met against the assessment criteria of the unit. There may be notes to help contextualise the task, but the assessment criteria must always be fully met.

For graded tasks, all pass criteria must be met for a candidate to be considered for a grade:

- To achieve merit the candidate must demonstrate evidence of meeting all of the pass and merit grading criteria.
- To achieve distinction the candidate must demonstrate evidence of meeting all of the pass, merit, and distinction criteria.

The **assessment grading criteria form (AD2)** should be used to demonstrate coverage against the criteria for each candidate and retained by the centre.

Where there is any ambiguity about the candidate's result, the matter should be referred in the first instance to the IQA and then the QC for support and guidance.

The grade for individual tasks should be recorded on the relevant **assessment mark sheet (GF2 or 4)**, where the separate grades are aggregated into a single grade for the unit. Use either the combined front sheet / 'marksheet' version - **assessment unit front and mark sheet (GF2)** or the stand alone **Assessment unit mark sheet (GF4)** as appropriate.

**Quality assurance of the assessment decisions.** The assessment decisions should all be sampled and signed off during the internal and external quality assurance processes detailed in: *Providing City & Guilds qualifications*.

**Feedback to the candidate** The candidate should be provided with feedback on their performance after the assessment detailing:

- any issues that have resulted in their failure and which need an action plan to support the candidate in their resit and
- any good performance or behaviours that should be maintained for future assessments.

The **assessment feedback and action plan form (GF5)** may be used for this purpose, or the centre's own feedback forms may be used.

**Resits** For assessments of performance or skill, the candidate will often not gain any benefit from having seen the assessment task before (indeed the form of assessment should be well known to all candidates eg the driving test) and in these circumstances, the candidate may resit a failed task or assessment when they are ready. It is however expected that some feedback and reflection, further teaching or practice will be required, so immediate resit is not appropriate. Candidates may not reuse or resubmit work previously submitted on a previous assessment occasion but must start again from scratch, although reuse of ideas or research notes is allowed where these are not themselves being assessed.

Where prior sight of the assessment *would* give the candidate an unfair benefit eg in narrowing their revision to what is in the task, (more often the case for knowledge assessment) then another version of the task should be provided for resitting candidates.

It is often the case that resitting candidates will not be allowed access to the full range of grades on resit, and if this is the case it will be specified in **Guidance for producing centre devised tasks for <qualification title> (GMXXXX)**.

**Good practice:** Samples of candidate evidence showing characteristics of pass, merit or distinction should, where feasible, be kept for reference during subsequent uses of the assessment. This will then support consistency over time.



## **6 Appendices**

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Appendix 1 - Generic grading criteria

Appendix 2 - Assessment conditions and controls

Appendix 3 – List of useful verbs

# Appendix 1

## Generic grading Criteria

For each task, the grading criteria to be applied are as follows: At pass, these are the relevant assessment criteria (AC) from the unit. For the grades, these are the generic criteria as specified in the **Guidance for producing centre devised tasks for <qualification title> (GMXXXX)**. Notes on the form evidence might take in the context of the specific tasks are also be noted where appropriate.

**\*All unit ACs** must be achieved for the unit credits to be achieved (ie pass). The unit ACs should therefore be recorded in the assessment grading grid, not the descriptors laid out here. The descriptions given here simply provide a baseline against which merit and distinction grades can be understood.

\*\* The descriptors that are to be used for each unit will be specified in the unit specific guidance using these references (eg AKU-M would be Application of Knowledge & understanding – merit)

	<b>*Pass</b>	<b>Merit</b>	<b>Distinction</b>
	Unit criteria are likely to express the following standard	The candidate has achieved everything at pass grade and	The candidate has achieved everything at pass and merit grade and
<b>OB** - Occupationally related Performance/</b>	<p><b>Unit ACs to be used*</b></p> <p>Awareness of and complies with occupational values and conventions that allows them to carry out their role in a minimally acceptable manner for the occupational area.</p> <p>Behaviours are usually compliant but are somewhat indifferent, or uninterested</p> <p>Commitment/effort/understanding has allowed completion of the basic task to the minimum standard for safety and completeness.</p> <p>Has required only minimum supervision to complete task</p>	<p><b>OB-M</b></p> <p>Understands and follows occupational values and conventions so that they carry out their role in a responsible manner.</p> <p>Evidence of high commitment to task, however more effort has been applied to some areas of the task than others (favourite).</p> <p>Self starting and has shown self reliance throughout the assessment.</p>	<p><b>OB-D</b></p> <p>Engages with occupational values and conventions so that they carry out their role with enthusiasm and commitment.</p> <p>Consistently high level of commitment and ability demonstrated across all aspects of the task</p> <p>Highly motivated and self managing, has been able to find solutions to problems and move forward independently</p>

	<b>*Pass</b>	<b>Merit</b>	<b>Distinction</b>
	<p>(indicators/notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• good timekeeping</li> <li>• use of appropriate work wear</li> <li>• understanding the extent of and limits of their role and how it relates to the whole team's work</li> <li>• participates effectively</li> <li>• use of appropriate communication methods/ technical language and information recording conventions</li> <li>• working safely within the workspace</li> <li>• takes responsibility to work independently for the duration of individual tasks</li> </ul>	<p>(indicators/notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• takes care of uniform and personal presentation</li> <li>• shows care and attention to the maintenance of tools, equipment and workspace</li> <li>• is considerate of other team members and can adapt to changing priorities</li> <li>• uses a range of communication techniques with customers to draw out requirements</li> <li>• anticipates the next task and is somewhat self starting</li> </ul>	<p>(indicators/notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Takes pride in their personal presentation, maintenance of tools equipment and workspace consistently maintaining a high standard completely in tune with the requirements of the role</li> <li>• Works to improve areas of weakness and improve motivation for less favourite tasks</li> <li>• understands the impact of their role on others and takes responsibility in moderating their own work to fit in with the overall goals and priorities</li> <li>• Communication is highly effective showing an ability to communicate complex information coherently and accurately</li> </ul>

<b>PT** - Performance of techniques/ methods/ skills</b>	<b>Unit ACs to be used*</b> <b>A secure grasp of the key techniques/ methods required for the task, without serious errors – allowing the process/ product/ service to work technically although the execution may show some awkwardness or inconsistency.</b>	<b>PT-M</b> <b>A secure grasp of the specifics of techniques/ methods allowing the process/ product/ service to succeed technically with the execution showing consistency and some dexterity/ fluidity of practice.</b>	<b>PT-D</b> <b>A secure grasp of the detail/ complexities of techniques/ methods allowing the quality of the process/ product/ service to stand out, with the execution showing consistency and dexterity/ fluidity of practice in all aspects.</b>
	(indicators/notes)  Examples: <ul style="list-style-type: none"> <li>• Tolerances are just met.</li> <li>• Some lack of attention to detail may be evident.</li> <li>• More complex elements begin to show signs of difficulty.</li> <li>• Attempts are made to rectify problems with some success.</li> </ul>	(indicators & notes)  Examples: <ul style="list-style-type: none"> <li>• Performance is consistently and securely within tolerances.</li> <li>• Finish/ attention to detail is consistently sound.</li> <li>• Areas of complexity are well attempted, showing only minor signs of difficulty.</li> <li>• Any small problems are successfully rectified.</li> </ul>	(indicators & notes)  Examples: <ul style="list-style-type: none"> <li>• Performance is consistently close to perfection/second nature.</li> <li>• Finish/ attention to detail shows precision/ diligence/ flair/ creativity.</li> <li>• Complexity has been skilfully tackled, with no evidence of difficulty.</li> <li>• Problems have been anticipated and avoided.</li> </ul>

<b>AKU** - Practical application of knowledge &amp; understanding</b>	<p><b>Unit ACs to be used*</b></p> <p>A secure application of the knowledge and understanding of the unit allows the basic task to be met to an acceptable standard.</p> <p>There may be some evidence of time being planned ineffectively causing some reduction in quality.</p> <p>Some choices could be better made with use of full breadth/ depth of knowledge or more considered application of knowledge but does not result in serious deficiency.</p> <p>Some minor inconsistency in checking evident.</p>	<p><b>AKU-M</b></p> <p>A confident and accurate application of the knowledge and understanding of the unit allows the task to be completed to a generally high standard, with evidence of only minor flaws in complex areas.</p> <p>Effective planning has allowed the task to be completed comfortably. Choices reflect a considered application of the full breadth/ depth of knowledge. Application of knowledge from a range of sources starting to be used ingeniously (perhaps experimentally if appropriate) showing creative solutions to problems or adaptations to meet complexity somewhat successfully – ideas are plausible.</p>	<p><b>AKU-D</b></p> <p>Knowledge and understanding is drawn together from a range of sources/ experience into highly considered application allowing a consistently high standard of finish. Understanding of the task and confidence has allowed planning for extras. Solutions to problems/ complexity show an elegant and creative use of knowledge and understanding meeting the requirements of the context with flair.</p>
	<p>(indicators &amp; notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• planning to meet task deadlines</li> <li>• choices in technique/ materials/ equipment etc to be made that allow the task to be successfully attempted.</li> <li>• the use of conventional solutions to common problems or conventional adaptations to meet complexity.</li> <li>• checking of performance or product leading to amendments/adjustments allowing an acceptable end product or service</li> <li>• an adequate idea/concept underlies any creative element.</li> </ul>	<p>(indicators &amp; notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Planning to allow risks to be anticipated and contingencies</li> <li>• choices are made about techniques/ materials/ equipment etc that are consistent with the task</li> <li>• ingenuity in solving problems, making improvements or adapting techniques to tackle complexity</li> <li>• on-going checking against predetermined criteria supporting consistency and accuracy throughout</li> <li>• use of a range of appropriate sources showing some critical awareness of their importance or relevance</li> <li>• a clear idea/concept relevant for the task underlies any creative element</li> </ul>	<p>(indicators &amp; notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• efficient and well thought out planning showing an intention of going the extra mile</li> <li>• Knowledge an understanding from the wide range of techniques/ methods/ materials etc is brought together with understanding of the context.</li> <li>• Evaluation of performance with recommendations for future improvement or future learning/ practice/ experimentation to improve performance or success in realisation of the task.</li> <li>• Use of a wide range of appropriate sources, clearly referenced and material critically evaluated showing awareness of importance and relevance</li> <li>• a clear idea/concept showing an awareness of current trends contributes a fresh approach to any creative element.</li> </ul>

<b>U** - Understanding</b>	<p><b>Unit ACs to be used*</b>  <b>A solid understanding of the key concepts. Some understanding may be simplistic, narrow or shallow. Individual topics are dealt with separately but understanding is clear.</b></p>	<p><b>U-M</b>  <b>A sound understanding of the breadth/depth of the relevant concepts.</b>  <b>Topics are dealt with in relation to each other and communicated clearly.</b></p>	<p><b>U-D</b>  <b>A well developed understanding of the relevant concepts. Relationships between topics are highly developed and may be set in context, interactions between topics are clearly expressed</b></p>
	<p>(indicators &amp; notes)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Explanations may be a little incoherent or incomplete but the meaning is on the whole accurate</li> <li>• The use of illustrations/ examples are mostly relevant to the explanation.</li> <li>• relationships between concepts are missing.</li> <li>• reasoning shows comprehension of the main facts.</li> <li>• Analyses or evaluations are simplistic but relevant</li> <li>• sources are limited but relevant</li> </ul>	<p>(indicators &amp; notes)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Explanations are coherent, complete and accurate.</li> <li>• The use of illustrations/ examples which accurately and clearly add to/ support the explanation</li> <li>• relationships are made between concepts</li> <li>• reasoning is plausible and conventional</li> <li>•</li> <li>• Analyses and evaluations are methodical and plausible</li> <li>• information is drawn from a range of appropriate sources and used appropriately</li> </ul>	<p>(indicators &amp; notes)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Explanations are well thought out, thorough and well argued/ justified.</li> <li>• well chosen illustrations/ examples which accurately and precisely clarify explanations.</li> <li>• relationships are brought together to show an understanding of the bigger picture</li> <li>• reasoning is justified, well argued and may be creative</li> <li>• Analyses and evaluations are thorough, well developed</li> <li>• sourced information is critically evaluated showing awareness of its importance or relevance</li> </ul>
<b>K** - Knowledge</b>	<p><b>Unit ACs to be used*</b>  <b>Generally accurate recall of the unit content without serious misapprehensions or gaps. Recall may be slow or show signs of difficulty/ uncertainty, minor misapprehensions may occur</b></p>	<p><b>K-M</b>  <b>Accurate and complete recall of the breadth and depth of the unit content. Recall is confident.</b></p>	<p><b>K-D</b>  <b>Some facts/ knowledge which go beyond the requirements of the unit. Recall is automatic and can be brought together making useful connections.</b></p>
	<p>(indicators &amp; notes)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• main facts are stated accurately</li> <li>• definitions and descriptions are accurate, but somewhat limited</li> <li>• diagrams are mostly correctly annotated, with some minor errors eg spellings</li> </ul>	<p>(indicators &amp; notes)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• facts are accurate and cover the breadth and depth of the unit</li> <li>• definitions and descriptions are clear and fit for the task</li> <li>• Technical language is accurate</li> </ul>	<p>(indicators &amp; notes)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• evidence of research/ interest beyond the scope of the unit.</li> <li>• descriptions and definitions are detailed</li> <li>• use of knowledge is consistently high and second nature</li> </ul>

## Appendix 2

### Assessment conditions and controls

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The controls for assessment 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 as closely as possible in an assessment situation.

There are a number of areas that need to be controlled to ensure a fair and valid assessment. The following table aims to explain these different areas and exemplify the range of controls that can be put in place.

Assessment writers should ensure that the assessments they write are controlled in these areas effectively, fairly and validly for the different assessment tasks they write. Necessary controls for each task should be specified on the assessment task sheet so that the requirements for delivery and assessment are easily available for each session so that the assessment is delivered in the same way on each occasion.

As all tasks and settings are different, standard wording and a full list of solutions has not been provided, but consideration should be given to assisting candidates in understanding what their responsibilities are, and to ensuring that the centre's processes are consistent over time and between assessors.

### Authentication of candidate work

**This is simply the need to make certain that the work that is assessed is the candidate's own work. After all, a candidate's result will only reflect their ability if it is based on their own work.**

**Candidates are required to sign declarations of authenticity as does the assessor – some methods allow the assessor to be completely confident in signing, but others require more work on the assessor's part - see below.**

Control	Best for
Direct observation of performance	Practical skills where the process and dexterity of the candidate needs to be monitored throughout – authenticity is a natural outcome of this method of assessment as the candidates are being closely monitored as part of the assessment.
Exam or test conditions	Efficiently authenticating the assessment of knowledge and understanding of very large candidate groups with the use of only small numbers of invigilators. (for dated external exams the JCQ ICE* document applies unless otherwise stated)
Supervised conditions	Discreet but active supervision of small groups where assessment of application of knowledge and understanding or writing up of research can take place in an environment which can be monitored appropriately –resources may be available and supervision ensures appropriate use – Here the supervision is ensuring authenticity and prevention of malpractice rather than assessment of the process so it may be possible to monitor a whole class with a single invigilator – the actual assessment is of the end product and takes place at a later date.
No direct	Large/ in depth pieces of work where supervision is impractical

supervision,  
Signature of  
declaration of  
authentication.

and the authenticity of the evidence that is produced can be authenticated in other ways. Eg recognition of the candidate's written style, oral questioning of the processes used or the sources of ideas, evidence of progression from design to completion.

Here in addition to the candidate signing a declaration of authentication, the assessor must use other methods of authentication (eg above) to be confident enough that the candidate's work is their own before they sign the declaration themselves.

## Security

**This relates to the security of candidate evidence. Candidate evidence needs to be kept secure for two main reasons – to prevent unsupervised access by the candidate or others for the purpose of cheating and also to prevent accidental or malicious damage to candidate work.**

Control	Best for
Direct observation of performance	Here the candidate performance is fleeting and must be assessed immediately and therefore cannot itself be kept secure – although some record of the performance should be made as evidence for quality assurance purposes and this must be kept secure.
Locked cupboard/ cabinet etc	Written work, diaries etc Memory sticks etc Small pieces of craft work etc. To be handed in after each session for safe keeping.
Locked classroom/ workshop etc	Large pieces of work or where work has to dry overnight etc Should be locked between sessions and, if the space is used for other classes, the work should not be left unsupervised.
Candidate responsibility	Work done under 'no direct supervision' – it is the candidate's responsibility to keep the work safe.

## Accessibility and fairness

**This relates to the candidate being provided with fair conditions to demonstrate their ability.**

**In the main this is around the candidate being provided with suitable and sufficient resources required to carry out the tasks and to access all grades available.**

Control	Notes
Support and guidance (including for candidates with special requirements)	All assessments rely on the assessment of the candidate's own work. However, where the candidate is having difficulty in understanding the assessment (eg has concerns over their interpretation of the task) the assessor may provide guidance. The nature of guidance provided and feedback given should be recorded, particularly where this affects grading decisions. Where the candidate has special requirements that <i>do not</i> restrict them from achieving the qualification/unit outcomes, but requires them to use some form of mechanical/ electronic support, this is allowed as long as the candidate is then able to act independently. Where the candidate has a special requirement that restricts their access to the assessment task, but not to carrying out the task, then the usual guidance applies (see access to

assessment documentation).

Any guidance that blurs the clarity of what is the candidate's own work or thinking is not allowed.

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Specification of location and equipment	<p>While the candidates will always need to know exactly where the assessment is to take place and when, this is more intended to specify the type of location (workshop, classroom etc) that will be suitable for the assessment. Specifying this allows for consistency year on year, and can aid planning.</p> <p>The key is that the candidate must be able to demonstrate their abilities in relation to the assessment criteria – for instance if a candidate must be able to 'select equipment', then there must be more equipment to select from than simply that necessary for the task.</p>
Time constraints	<p>Most assessments will need to have some limits to the time available.</p> <p>The time period allowed may be based on practicalities such as scheduling marking during the required period, but the time available must always be sufficient for candidates to tackle the task fairly and candidates will be able to negotiate extra time in appropriate circumstances.</p> <p>However, for some tasks, the assessment criteria will indicate that meeting time constraints is an important and assessed aspect. Where this is the case, this must be clear to candidates and specified within the task and grading indicators.</p>
Word limits	<p>As above – word limits may be used to limit candidate's effort to a suitable size to allow efficient marking while allowing candidates the freedom to answer fully. These will not normally be enforced, at least for a pass grade. However again this may be an assessed aspect (eg in some journalistic tasks), and again this must be clear to candidates and specified within the task and grading indicators.</p>
Resitting and resubmission of work	<p>Candidates who fail an assessment are normally required to redo the whole task they have failed, and not simply revise and resubmit their original work. Where this is not the case this will be specified in the unit specific guidance.</p> <p>Where a candidate resits a task, they may not be eligible for higher grades. The decision on whether this is appropriate depends on the purpose of grading (eg as a motivator or as information for future employers) and so will depend on the qualification. Therefore this will be made clear in the unit specific guidance.</p>

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\* *JCQ Instructions for conducting examinations (ICE)* – Is updated annually, and is available from the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk)

## Appendix 3

<b>Theory verb</b>	<b>definitions</b>
Identify	to recognise someone or something and say or prove who or what they are
Select	to choose a small number of things, or to choose by making careful decisions
List	to make a list
State	to say or write something, especially clearly and carefully
Name	to say what something or someone's name is
Describe	to say or write what someone or something is like
Explain	1 - to make something clear or easy to understand; 2 – give reasons for
Illustrate	to show the meaning or truth of something more clearly, especially by giving examples
Define	to say what the meaning of something, especially a word, is (eg defining a particular term)
Compare	1 to judge, suggest or consider that something is similar or of equal quality to something else 2 to examine or look for the difference between two or more things
Interpret	to decide what the intended meaning of something is
Differentiate	to show or find the difference between things which are compared
Distinguish	to notice or understand the difference between two things, or to make one person or thing seem different from another
Calculate	to judge the number or amount of something by using the information that you already have, and adding, multiplying, subtracting or dividing numbers
Solve	to find an answer to a problem
Investigate	to examine a problem, statement, etc. carefully, especially to discover the truth
Manipulate	to control something using the hands
Analyse	to study or examine something in detail, in order to discover more about it
Predict	to say that an event or action will happen in the future, especially as a result of knowledge or experience
Propose	to offer or state a possible plan or action (for other people to consider)
Assess	to judge or decide the amount, value, quality or importance of something
Justify	to give or to be a good reason for
Research	a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
Review	to examine, survey or reconsider a subject or thing
Evaluate	to judge or calculate the quality, importance, amount or value of something.
<b>Practical verb</b>	<b>definitions:</b>
Demonstrate	1 - to show; to make clear; 2 - to show something and explain how it works
Maintain	to keep a road, machine, building, etc. in good condition
Produce	to make something or bring something into existence
Support	to help someone emotionally or in a practical way
Prepare	to make or get something or someone ready for something that will happen in the future
Handle	1 to pick something up and touch, hold or move it with your hands; 2 to operate or control something which could be difficult or dangerous; 3 to deal with, have responsibility for, or be in charge of
Operate	to work, be in action or have an effect
Use	to put something such as a tool, skill or building to a particular purpose
Replicate	to make or do something again in exactly the same way
Conduct	to organize and perform a particular activity
Comply	to act according to an order, set of rules or request
Produce	to make something or bring something into existence
Measure	to discover the exact size or amount of something, or to be of a particular size
Check	to make certain that something or someone is correct, safe or suitable by examining it or them quickly
Adjust	to change something slightly, especially to make it more correct, effective, or suitable
Inspect	1 to look at something or someone carefully in order to discover information, especially about their quality or condition; 2 to officially visit a place or a group of people in order to check that everything is correct and legal
Manipulate	to control something using the hands
Construct	to build something or put together different parts to form something whole

Apply	1 to make use of something or use it for a practical purpose 2 to spread or rub a substance such as cream or paint on a surface
Sketch	to make a sketch of something
Design	to make or draw plans for something, for example clothes or buildings
Install	to put furniture, a machine or a piece of equipment into position and make it ready to use
Create	to make something new, especially to invent something
Perform	1 to do an action or piece of work; 2 to perform well/badly to operate/not operate satisfactorily
Organise	to make arrangements for something to happen
Observe	to watch carefully the way something happens or the way someone does something, especially in order to learn more about it
Assess	to judge or decide the amount, value, quality or importance of something