Level 3 Advanced Technical Extended Diploma in Animal Management (0172-038)

Assessment Pack
Synoptic Assignment Pack – JAN-MAY 2019

PAST ASSIGNMENT (2019) – DO NOT USE FOR LIVE ASSESSMENT

General guidance for candidates

General guidance

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

Plagiarism

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

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

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

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

Timings and planning

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

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

Health and Safety

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

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

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

Presentation of work

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

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

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

Written work eg reports may be word processed but this is not a requirement.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calaculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy consistent with the requirements of the task.

The use of non-programmable scientific calculators is acceptable.

Assignment Brief

You have been employed as a senior keeper at your local zoo and have been given the job of expanding an animal collection and making arrangements for the arrival of the new species.

You are also be responsible for the general running and upkeep of the zoo.

In advance of the assessment, you may research sourcing and husbandry for an animal species allocated by your tutor, and make notes of up to **two** sides of A4 paper. This should be handed in to your tutor prior to the assessment. Your tutor will provide you with your notes at the start of the assessment.

Tasks

Task 1

Produce a plan on the sourcing of a new exotic animal joining the collection.

Your tutor will allocate you an animal to use for this task.

You will have access to your research notes.

Conditions of assessment:
This task must be completed working alone under supervised conditions.

What you must produce for marking:
- Your plan in a format of your choice.

Additional evidence of your performance that must be captured for marking:
- N/A

Task 2

Produce a husbandry plan for the newly arrived exotic animal.

You will have access to your research notes.

Conditions of assessment:
This task must be completed working alone under supervised conditions.

You will use the animal from Task 1 to complete this task.

What you must produce for marking:
- Your husbandry plan.

Additional evidence of your performance that must be captured for marking:
- N/A

Task 3

Carry out the required husbandry for the exotic animal from Tasks 1 and 2, and provide verbal commentary to your tutor as you are carrying out the task.

You need to use appropriate handling and restraint techniques.

You will have access to your husbandry plan from Task 2.

Conditions of assessment:
This task must be completed working alone under supervised conditions.

What you must produce for marking:
- N/A

Additional evidence of your performance that must be captured for marking:
- Your tutor's notes of your working practice describing the details of your performance and your verbal commentary during the practical task.

Task 4

Produce a plan for marketing the new exotic species exhibit at the zoo.

You must include justifications for the marketing strategies suggested in your plan.

Conditions of assessment:
This task must be completed working alone under supervised conditions.

What you must produce for marking:
- Your plan.
- Justification for the marketing strategies.

Additional evidence of your performance that must be captured for marking:
- N/A

Task 5

An animal house at the zoo needs repairing.

a) Produce a risk assessment for the repair work in Task 5b.

Your tutor will provide you with a risk assessment form to use for your risk assessment.

b) Repair an animal house or pen and provide a verbal commentary as you carry out the task.

Conditions of assessment:
Both parts of the task must be completed working alone under supervised conditions.

Your tutor will inform you which animal house or pen you will repairing.

What you must produce for marking:
- Risk assessment.

Additional evidence of your performance that must be captured for marking:
- Your tutor's notes of your working practice, describing the details of your performance and your verbal commentary during the practical task.

Task instructions for centres

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

Time
The following timings are provided to support centre planning.

Total - nine to fourteen hours.
Task 1   2 - 3 hours
Task 2   2 - 3 hours
Task 3   1 - 2 hours
Task 4   2 - 3 hours
Task 5   2 - 3 hours

Tutor guidance
This guidance should not be shared with learners.

Candidates should be given the assignment brief only one week before the first live assessment. It is important that the tutors allocate the animal species to the candidates at the point of giving out the brief in order to enable research to take place.

It is recommended that where possible all tasks within this assignment are completed **within 4 weeks** of the candidate being given the brief. These do not have to be consecutive weeks if a term break falls in between.

Task 1 can be given to candidates at the start of the supervisied session for Task 1. Tasks 2 and 3 can be given to candidates at the start of the supervisied session for task 2. Tasks 4 and 5 should only be given to candidates at the start of the supervisied session for each of the corresponding tasks and not in advance. Tasks 1, 2 and 3 need to be completed in order. However, tasks 4 and 5 do not need to be completed in order and can be completed at any point during the assessment window.

The tasks do not need to be completed on the same day. It is best practice to leave no more than two days between linked tasks (1a, 1b).

Task 1:
Centres must allocate an appropriate exotic species from the following:

- Birds
- Reptiles
- Mammals.

This species must not be native to the UK. This species must be used for Tasks 1, 2 and 3.

Task 1 and Task 2:
Candidates should be given a week after being given the brief to enable research to take place. Tutors should be reminded evidence may need to be uploaded for moderation. The notes may be typed or handwritten and should not be more than **two** sides of A4 paper. Candidates must hand their notes in to the tutor prior to the supervised session who should review the notes for authenticity and to ensure it is not a direct copy from a textbook or the candidate's entire course folder. The candidate's notes should be handed back to them at the start of the supervised session for the task.

Candidates are **not** permitted any additional notes whilst completing this tasks. This includes classroom notes, printed resources and text books. They are also not permitted internet access.

Task 1, 2 and 3:
Tutors must ensure that the same animal is allocated for Tasks 1, 2 and 3.

Task 3:
Candidates must have access to their plan from Task 2.

This task must be completed using the same species from Task 2.

Candidates should provide a verbal commentary as they carry out the task to aid the assessment of the candidate, however tutors should not prompt this commentary with leading questions.

Candidates must have access to a suitable range of resources to carry out the following tasks:

- handle and restrain the animals safely
- maintain and clean their accommodation
- check the accommodation for safety and security
- provide food and water for them
- health check.

These tasks should be led by the candidate's own plan. Tutors should not prompt candidates to carry out the tasks. However the candidates need to demonstrate appropriate handling and restrait techniques and an opportunity needs to be provided for this, eg the candidate having to move the animal from the enclosure before they can carry out the husbandry tasks or as part of their health check.

The candidates should have access to their plan from Task 2 and should be led by it to complete the assessment. Tutors should not prompt the candidates to carry out the task. However, tutors must check that the husbandry plans are suitable and do not negatively affect the welfare of the animal. If tutors find that a plan is not suitable, they must provide the candidate with an alternative suitable plan. Where this occurs, this should be documented on the CRF form.

Candidates are **not** permitted any additional notes whilst completing this task. This includes classroom notes, printed resources and text books. They are also not permitted internet access.

Task 4:

Candidates are **not** permitted any notes whilst completing this task. This includes classroom notes, printed resources and text books. They are also not permitted internet access.

Task 5:

Tutors must give the risk assessment template provided in Appendix 1 to candidates for them to complete Task 5a

Candidates should be provided with a range of suitable materials and equipment to repair an animal house or pen and given the opportunity to choose appropriate materials/equipment for the task.

Candidates should provide a verbal commentary as they carry out the task to aid the assessment of the candidate, however tutors should not prompt this commentary with leading questions.

Candidates are **not** permitted any notes whilst completing this task. This includes classroom notes, printed resources and text books. They are also not permitted internet access.

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- *Technical qualifications – marking*

- *Technical qualifications – moderation* (updated annually)

- *Technical qualifications – teaching, learning and assessment*

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

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

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

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

Candidates should be made aware during learning 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.

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

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

Compliance with timings
The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up needed to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task

- local conditions eg layout of the assessment environment

- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,

- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

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

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

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** 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).

The *Technical qualifications guides on marking and moderation* are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

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

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

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

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

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the *Technical qualifications – teaching, learning and assessment* centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

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

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

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

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

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

Security and authentication of candidate work

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

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark

of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

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

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

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

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

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),

- taken into account along with the candidate's final evidence during marking

- 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 to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

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

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full

range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.
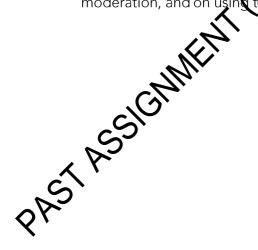
What is, and is not, an appropriate level of guidance

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

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

- A tutor **must 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.

- The tutor **must not** produce any templates, pro formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the *Technical Qualifications – marking, and - moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:
- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:
- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.
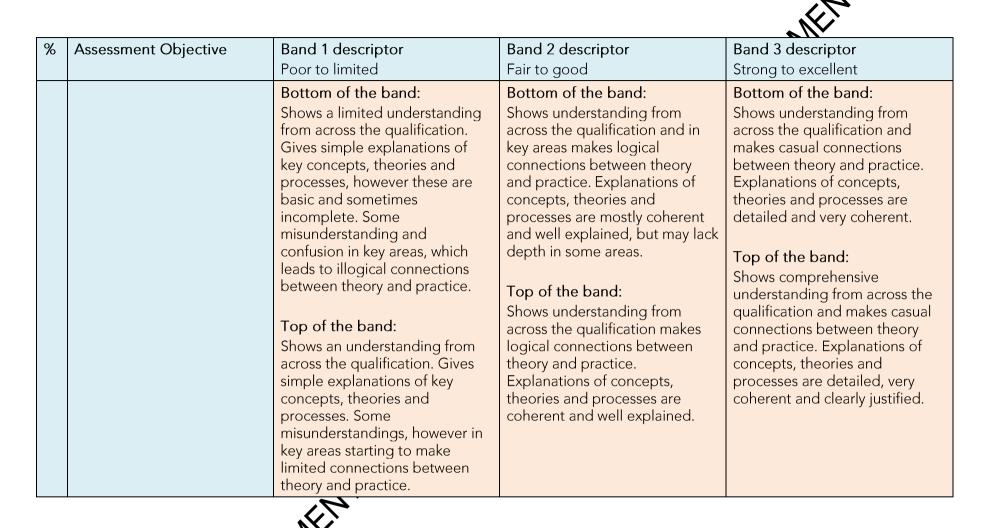
Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO1 Recall** of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem?	(1-4 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.	(5-8 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(9-12 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick.
		Examples of types of knowledge expected: Ethical sourcing and responsible ownership of animals, legislation and codes of practice, animal health and disease control, animal welfare and stereotypic behaviours, reproductive requirements, nutritional requirements, accommodation requirements and design, handling and restraint techniques, transporting animals, aquatic systems, anatomies of different species, role of modern zoos and ethics, principles of enrichment, range and scope of relevant industries, business structures and resources, promotions and marketing.		
		Bottom of band: Shows a limited range of knowledge from across the qualification with some inaccuracies and omissions of some key areas. Top of band: Shows a range of knowledge from across the qualification with some inaccuracies in some key areas.	Bottom of band: Shows a generally accurate range of knowledge from across the qualification. May contain some minor inaccuracies, but these are infrequent. Top of band: Shows an accurate range of knowledge from across the qualification which is detailed in key areas.	Bottom of band: Shows a detailed and accurate range of knowledge across the qualification and demonstrates a degree of confidence in key areas. Top of band: Shows a comprehensive, accurate and confident recall of knowledge from across the qualification.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO2 Understanding** of concepts theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well are theories and concepts applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept?	(1-4 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.	(5-8 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.	(9-12 marks) 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. Logical reasoning, thoughtful decisions, causal links, justified.
		Examples of understanding expected: Legislation and codes of practice, animal health signs and symptoms, nutritional requirements and diets, animal behaviour, animal accommodation, animal welfare, handling and restraint, animal transportation, customer service, importance of relevant businesses and the marketplace.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Bottom of the band: Shows a limited understanding from across the qualification. Gives simple explanations of key concepts, theories and processes, however these are basic and sometimes incomplete. Some misunderstanding and confusion in key areas, which leads to illogical connections between theory and practice. **Top of the band:** Shows an understanding from across the qualification. Gives simple explanations of key concepts, theories and processes. Some misunderstandings, however in key areas starting to make limited connections between theory and practice.	**Bottom of the band:** Shows understanding from across the qualification and in key areas makes logical connections between theory and practice. Explanations of concepts, theories and processes are mostly coherent and well explained, but may lack depth in some areas. **Top of the band:** Shows understanding from across the qualification makes logical connections between theory and practice. Explanations of concepts, theories and processes are coherent and well explained.	**Bottom of the band:** Shows understanding from across the qualification and makes casual connections between theory and practice. Explanations of concepts, theories and processes are detailed and very coherent. **Top of the band:** Shows comprehensive understanding from across the qualification and makes casual connections between theory and practice. Explanations of concepts, theories and processes are detailed, very coherent and clearly justified.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	(1-6 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(7-12 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.	(13-18 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced.
		Examples of skills expected: Animal husbandry, accommodation design, set up and maintenance, safe working practices, feeding methods, handling and restraint techniques, transporting animals, water testing and maintenance of aquatic systems, routine health checks, updating record systems, implementation of enrichment, constructing, repairing and maintaining boundaries, structures and surfaces, habitat management and customer service skills.		

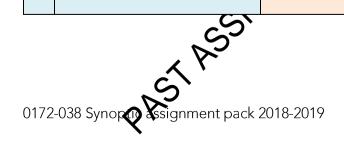| %	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Bottom of band: Shows poor attention to detail. There is a lack of effective engagement with the tasks and work produced to a poor to limited standard. Tasks not completed within agreed timeframes or are rushed. Limited health, safety and hygiene compliance. Quality of skills is limited and may be carried out with some awkwardness. Poor care of equipment. Minimal consideration for animal needs. **Top of band:** Shows fair attention to detail with limited engagement with the tasks. Work produced to an adequate standard. Tasks may not be completed within agreed timeframes or may be rushed. Some health, safety and hygiene compliance. Quality of skills sporadically applied. Minimal care of equipment. Minimal consideration for animal needs.	**Bottom of band:** Shows fair attention to detail. Effective level of engagement with the tasks. Work produced to reasonable standard. Completes tasks within agreed timescales. Compliance with health, safety and hygiene requirements. Quality of skills is adequate. Adequate care of equipment and consideration for animal needs. **Top of band:** Shows attention to detail and engagement. Completes tasks within agreed timescales. Compliance with health, safety and hygiene requirements. Confident application of skills and work produced to a good standard. Appropriate care of equipment. Consistent consideration for animal needs. Demonstrates awareness of industry standards.	**Bottom of band:** Shows consistent attention to detail and engagement and often uses own initiative in tasks. Completes tasks within agreed timescales. Competent application of health, safety and hygiene requirements. Demonstrates skills to industry standards. Appropriate care of equipment. Consistent consideration for animal needs. **Top of band:** Shows consistently high level of skills to industry standard, and completes tasks competently and confidently within agreed timescales. Always uses own initiative in tasks. Work produced to a high standard. Excellent attention to detail including health, safety and hygiene considerations consistently applied. Consideration for animal needs paramount throughout and appropriate care of equipment. Adapts and make adjustments to practice.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO4** Bringing it all together - coherence of **the whole subject** • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own?	(1-4 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(5-8 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(9-12 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
		Examples of bringing it all together: Knowledge and understanding applied to specific situations, justification of decisions, reflection and evaluation and problem solving skills.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Bottom of band There is some evidence of the candidate using their knowledge, understanding and skills to make straightforward links between limited topics across the qualification. Little evidence of them using their knowledge and understanding to inform practical activities. **Top of band:** The candidate shows evidence of using their knowledge, understanding and skills to make key links between limited topics. Limited evidence of them using their knowledge and understanding to inform practical activities.	**Bottom of band** The candidate consistently brings together their knowledge, understanding and skills with basic analysis, problem solving, and reflection on animal management. Candidate makes key links between a range of topics across the qualification and uses these links to inform practical activities. **Top of band:** The candidate consistently brings together their knowledge, understanding and skills with sound analysis, problem solving and clear reflection on animal management. Candidate makes key links between a wide range of topics across the qualification and uses these links to inform practical activities.	**Bottom of band** The candidate coherently brings together knowledge, understanding and skills to solve problems across the qualification, including good reflection and evaluation on animal management. Candidate uses theory and skills effectively to achieve tasks and understands the context in which the tasks are undertaken. Candidates can solve problems independently. **Top of band:** The candidate demonstrates a holistic understanding across tasks. Uses a wide range of sources and shows in-depth knowledge, understanding and skills to propose industry appropriate solutions to problems faced. Candidate reflects and evaluates on both animal management and own practice to identify areas for improvement.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO5 Attending to detail/ perfecting • Does the candidate routinely check on quality, finish etc and attend to imperfections/omissions? • How much is accuracy a result of persistent care and attention (eg measure twice cut once)? • Would you describe the candidate as a perfectionist and wholly engaged in the subject?	(1-2 marks) 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. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	(3-4 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently. Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	(5-6 marks) Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attending to detail: Justification and suggestions of areas for improvements, links between husbandry, welfare needs and behaviour, checking quality of work for accuracy, review of progress and self-evaluation.		
		There is limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks. Quality of work mostly meets industry standards.	There is consistent attention to detail across all tasks. Evidence provided is accurate and related to specific tasks. Quality of work meets industry standards.	The candidate is highly focused on all tasks, showing great care and attention to detail. Candidate utilises feedback to improve own performance and to achieve excellence. Tasks are always completed to a high level industry standard and timescales.

Declaration of authenticity
Technical qualifications

Assessment ID	Qualification number

Candidate name	Candidate number

Centre name	Centre number

Candidate:

I confirm that all work submitted 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.

Tutor signature	Date

Additional Support

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

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

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

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

Candidate Record Form
Technical qualifications

Level 3 Advanced Technical Extended Diploma in Animal Management (0172-33)
Level 3 Animal Management - Synoptic assignment (0172-038)

Candidate name		Candidate number
Centre name		**Centre number**

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

AO1 – Recall - Breadth, depth, accuracy												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO1 Mark	Notes & justification											

AO2 – Understanding - Security of concepts, causal links												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark	Notes & justification											

AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application

30%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO3 Mark	Notes & justification																	

AO4 – Bringing it together - use of knowledge to apply skills in new context

20%	1	2	3	4	5	6	7	8	9	10	11	12
AO4 Mark	Notes & justification											

AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged

10%	1	2	3	4	5	6
AO5 Mark	Notes & justification					

Tutor signature	Date		Total

Technical qualifications - Practical Observation Form

Assessment ID	Qualification number

Candidate name	Candidate number

Centre name	Centre number

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

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

PAST ASSIGNMENT (2019) - DO NOT USE - LIVE ASSESSMENT

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

Tutor signature	Date

Appendix 1

RISK ASSESSMENT

Name _____   Date _____

Risk assessment for _____   Review date _____

Activity	Hazard	Persons who may be harmed	Control measures already in place	Risk Level Low, moderate, high	Further actions (if required)

Activity	Hazard	Persons who may be harmed	Control measures already in place	Risk Level Low, moderate, high	Further actions (if required)

Activity	Hazard	Persons who may be harmed	Control measures already in place	Risk Level Low, moderate, high	Further actions (if required)

Signature _____   Date _____