



# Level 2 Technical Certificate in Equine Care

**(0172-26)**

Version 1.1 Sample

**0172-26 Synoptic Assignment Sample**

## General guidance for candidates

### ***General guidance***

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

### ***Plagiarism***

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

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

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

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

### ***Timings and planning***

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

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

### ***Health and Safety***

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

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

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

### ***Presentation of work***

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

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

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

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

## Assignment Brief

You are a junior groom working for a large equestrian business consisting of a large livery yard and an equestrian tack shop. The livery yard has upto 50 horses. The business has a high number of clients and frequent visitors. The business also frequently holds industry events at their site.

A new horse is planned to come onto the yard in one week's time. You are informed by the yard manager that the horse is in good health, but there have been signs of an infection noted in other horses on his current yard. The veterinarian from his yard will be sending you the diagnosis report to confirm the type of infection. You will need to create a plan with the information required to prepare for this horse's arrival at the yard.

You will also need to create a health check sheet for the horse. You must complete a detailed health check on the horse when he arrives on the yard. You will also need to produce a care plan best suited for this horse based on the outcomes of the health check that you undertake.

You have the responsibility of the complete care of the horse. This is to include:

- routine stable duties
- providing feed and water
- grooming
- tacking up for lunging
- handling and lunging the horse

# Tasks

## Task 1

You must write a plan regarding the infection the horse may have had contact with at the previous stables, identified by the Veterinarian. In your plan, you must include information on:

- i. signs, prevention and control of the infection
- ii. instructions for different personnel (hierarchy within the equestrian business) who will work with the new horse, including your job role

### **Conditions of assessment:**

- The plan must be completed under supervised conditions. During this time, there will be no access to the internet, electronic notes or text books.

### **What you must produce for marking:**

- Completed plan

## Task 2

Prepare a health check sheet for the horse. Undertake the routine health check when the horse is situated in the isolation stable on the yard.

### **Conditions of assessment:**

- You must prepare the health check sheet under supervised conditions. During this time, there will be no access to the internet, electronic notes or text books.
- You must carry out the practical health check task on your own, under supervised conditions.

### **What you must produce for marking:**

- A completed health check sheet.
- Tutor notes on your working practice undertaking the health check.
- Video/Photographic evidence of your practical task (optional)

### Task 3

You must produce a plan for the routine care, feeding and watering, for the new horse. In your plan you must discuss the benefits of different tasks listed in your plan, considering also the outcomes from the health check that you completed.

**Conditions of assessment:**

- You must complete the plan under supervised conditions. You will have access to your health check sheet from Task 2.

**What you must produce for marking:**

- Completed care plan

### Task 4

Undertake routine care of the livery horse you are responsible for. You must also tack the horse up for lunging and lunge the horse in the arena.

**Conditions of assessment:**

- You must carry out the practical tasks on your own, under supervised conditions.

**Additional evidence of your performance that must be captured for marking:**

- Your tutor notes on your working practice undertaking routine care, tacking up the horse for lunging, leading the horse into the arena and lunging the horse.
- Video or photographic evidence of your practical task (Optional).

## Task instructions for centres

### Time

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

- Task 1 3 – 4 hours
- Task 2 1 – 3 hours
- Task 3 2 – 3 hours
- Task 4 5 – 10 hours

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to demonstrate their ability to select the appropriate equipment and PPE from the range.

All tasks can be divided into component parts for easier assessment.

### Tasks 1

Candidates must be informed that the veterinary diagnosis is for Equine Influenza. Candidates should be given this information only when they are under supervised conditions to write Task 1.

It is not mandatory for candidates to type their information report, it can be handwritten. If candidates want to type their reports, tutors must ensure that they do not have access to internet or any other resource materials on the computer.

### Task 2

This health check can be completed on any healthy horse. Candidates should be randomly allocated one from a range of horses. Assessors must make a note of the type of horse, age and any other useful information, of the horse that a candidate completes the health check on. This should be provided for moderation as this will aid the moderators in assessing the evidence provided by candidates on the health check sheet, plan and care of the horse.

Candidates should select appropriate equipment for the health check on their own. Assessors must be present and observe the candidates for each element of the health check task and make notes on their performance. These notes will be part of the evidence required for moderation.

### **Task 3**

Candidates should have access to their health check sheet from Task 1. The care plan can be handwritten or typed. If candidates want to type their care plan, tutors must ensure that they do not have access to internet or any other resource materials on the computer.

### **Task 4**

Assessors must be present and observe the candidates for each element of the task. An environment must be available to the candidate that allows for the following duties to be carried out:

- muck out the horses stable
- sweep and clean the yard
- maintain the muck heap
- Feed forage and concentrate rations and provide water
- groom the horse
- Tack the horse up for lunging, including a snaffle bridle.
- Lead the horse to arena
- lunge the horse for exercise (for a minimum of 10 minutes)

For each of these activities, the assessor must make notes on candidates' performance. Video/Photographic evidence can also be included.

## Centre guidance

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

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

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

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

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

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

### *Health and safety*

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

### *Observation*

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

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

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

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



Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

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

### **Minimum evidence requirements**

The sections:

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

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

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

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

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

### **Preparation**

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

### **Guidance on assessment conditions**

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

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

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

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

### **Authentication of candidate work**

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

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

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

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

### **Accessibility and fairness**

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

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

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

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

### **Guidance and feedback**

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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

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

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

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

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

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

### **Guidance on marking**

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

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

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

## Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
20	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<b>(1-4 marks)</b> <b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy	<b>(5 - 8 marks)</b> <b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps	<b>(9 - 12 marks)</b> <b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick	
		<b>Examples of types of knowledge expected:</b> Equipment needed for stable duties, health checks, initial morning checks, how to feed and water horses, cleaning tack, how to applying and removing tack, first aid equipment and supplies, common injuries.			
		The candidate gives limited examples from across the range of knowledge. Basic recall of facts offered with hesitancy and with gaps. Limited use of technical terminology. Little reference to legislation (including health and safety).	The candidate gives examples which are wide ranging and detailed in some areas. Recall of facts is broadly complete with some hesitancy and gaps. Technical terminology is regularly used with some gaps. Some examples of legislation referred to.	The candidate gives a wide range of accurate examples give from across the range of the qualification content. Excellent recall of relevant facts are offered confidently without hesitation. Extensive, accurate use of terminology used to demonstrate breadth of knowledge. Legislation referred to correctly and accurately throughout.	
25	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<b>(1-5 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing,	<b>(6 -10 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible,	<b>(11 - 15 marks)</b> <b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b> Logical reasoning, thoughtful decisions, causal links, justified	
		<b>Examples of understanding expected:</b> horse behaviour, welfare needs, policies and procedures, food quality, pests, diseases and disorders, preventative care and treatments, biosecurity, use of tack and equipment, first aid treatments, job roles, employee rights, dress code.			

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate makes limited links between knowledge and practice e.g. factors affecting choice of machinery for task and given situation</p> <p>Limited understanding of impact of legislation with relation to practice – why processes are in place</p> <p>Limited understanding of the impact of decisions and own actions further down the line.</p> <p>Missing or not making connections between theory and practice. Inaccurate connections and assumptions made between selection decisions and output</p>	<p>The candidate makes links between practice are considered but with some inconsistency and assumptions.</p> <p>Consideration of impact of legislation with relation to practice with some gaps and limited understanding of consequence and non-compliance.</p> <p>Some understanding of the impact of decisions and own actions further down the line with reasonable justification</p> <p>Connections are made between theory and practice but may be disjointed or with some illogical aspects</p>	<p>The candidate makes extensive and consistent links between knowledge and practice e.g. correct tool choice for effective and efficient building maintenance and knowing the impact of why choice has been made.</p> <p>Excellent understanding of impact of legislation with relation to practice – why processes are in place and potential consequences of non-compliance.</p> <p>Comprehensive understanding of the impact of decisions and own actions further down the line. Considering contingency and problem solving.</p> <p>Consistent and logical connections made between theory and practice - decisions are made with full consideration of impact</p>
30	<p><b>AO3 Application of practical/ technical skills</b></p> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p><b>(1-6 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p><b>(7-12 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p><b>(13-18 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p><b>Examples of skills expected:</b> Health checks, initial morning checks, stable duties, grooming, mucking out, applying/ removing tack and equipment, cleaning tack, feeding and watering horses, biosecurity, lunging, assisting with first aid.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p><b>Bottom of band</b> The candidate gives minimum consideration to health and safety requirements when completing practical tasks. Practical tasks completed well below expected industry speeds and standards. Demonstrates lack of ability when carrying out practical tasks. Only basic skills displayed across a limited range of the activities required.</p> <p><b>Top of band</b> The candidate gives minimum consideration to health and safety requirements when completing practical tasks. Some consideration of industry speeds and standards when completing tasks but majority is below expected standards. Some limited competency and confidence demonstrated in practical tasks.</p>	<p><b>Bottom of band</b> The candidate gives fair consideration of health and safety including some thought of impact of actions during tasks. Practical tasks carried out in line with industry standards and in some cases to industry speeds. Good accuracy and confidence demonstrated in most practical activities with attention to detail displayed at times. Technical skills demonstrated with good levels of dexterity and competence some of the time. Best practices demonstrated in maintaining the working environment occasionally.</p> <p><b>Top of band</b> The candidate gives good consideration of health and safety including some thought of impact of actions before, during and after tasks. Some practical tasks carried out in line with industry speeds and standards. Good accuracy and confidence demonstrated in most practical activities with attention to detail and efficiency displayed consistently. Technical skills demonstrated with good levels of dexterity and competence most of the time. Best practices demonstrated in maintaining the working environment most of the time.</p>	<p><b>Bottom of band</b> The candidate gives strong and consistent consideration of health and safety including impact of actions before, during and after most tasks. Majority of practical tasks carried out in line with industry speeds and standards. High level of accuracy and confidence demonstrated in the majority of practical activities with attention to detail and efficiency displayed throughout. Technical skills demonstrated with high levels of dexterity and competence most of the time. Best practices demonstrated in maintaining the working environment before, during and after tasks e.g. disposal of waste, working tidily, storage of equipment.</p> <p><b>Top of band</b> The candidate gives excellent consideration of health and safety including impact of actions before, during and after all tasks. All practical tasks carried out in line with industry speeds and standards. High level of accuracy and confidence demonstrated in all practical activities with attention to detail and efficiency displayed throughout. Technical skills demonstrated with high levels of dexterity and competence at all times. Best practices demonstrated in maintaining the working environment before, during and after tasks e.g. disposal of waste, working tidily, storage of equipment.</p>
15	<p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p style="text-align: center;"><b>(4 - 6 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p style="text-align: center;"><b>(7 - 9 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
<p><b>Examples of bringing it all together:</b> Linking own actions to horse behaviour and welfare, linking stable duties, preventative care, pests, diseases and stable duties.</p>				



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		The candidate shows some basic links between knowledge, understanding and practical skills across the qualification.	The candidate makes good and consistent links between different elements of the qualification across knowledge, understanding and skills.  Some consideration of how processes impact on each other and the wider industry.  Making connections unsystematically and with some trial and error.	The candidate makes excellent, strong and consistent links between different elements of the qualification across knowledge, understanding and skills.  High level of consideration of how processes impact on each other and the wider industry.  Solving problems and making connections systematically and logically
10	<b>AO5 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p style="text-align: center;"><b>(1-2 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p> <p><i>Examples of attending to detail:</i> Using feedback on tasks to evaluate self, and improving performance, practicing skills to complete tasks to a high standard, preparation for tasks including contingency, accuracy/precision and efficiency in tasks (e.g. mucking out, full groom, cleaning tack), positive work ethic, consideration of industry standard speeds/accuracy for task completion.</p> <p>The candidate demonstrates no concern with industry standards, speeds and quality. Limited planning of activities demonstrated. Inaccuracies and gaps in results generated – showing a lack of care. Little commitment to completion of tasks. Limited reflection showing minimal depth and evaluation of own performance. Limited checks carried out when working. Not all documentation is correctly completed and with a number of inaccuracies.</p>	<p style="text-align: center;"><b>(3-4 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p> <p>The candidate shows some consideration with aiming to meet industry standards, speeds and quality. Intermittent level of commitment displayed in work ethic in completion of tasks Some inaccuracies and gaps in output generated. Reflection shows attempt at depth and evaluation of own performance. Some consideration of planning of activities demonstrated. Most checks carried out when working. Most documentation completed with few inaccuracies.</p>	<p style="text-align: center;"><b>(5-6 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p> <p>The candidate engages fully with tasks and pushes themselves to meet industry standards, speeds and quality. Demonstrates a consistent positive work ethic and commitment to completion of tasks. The candidate is highly focussed on task with minimal errors Consistent and considered planning of activities demonstrated. High levels of care and meticulous levels of detail and accuracy throughout. Thorough reflection showing depth and evaluation of own performance. Comprehensive tests carried out throughout working processes. Documentation completed to a high level of accuracy.</p>



## Declaration of Authenticity

Candidate name

Candidate number

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Centre name

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Centre number

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### Candidate:

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

Candidate signature

Date

### Tutor:

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

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Tutor signature

Date

### 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 (CRF)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:  
**Total Mark:**

	Summary justification	AO Mark
<b>A01</b> Recall		
<b>A02</b> Understanding		
<b>A03</b> Practical/ technical skills		
<b>A04</b> Bringing it all together		
<b>A05</b> Attention to detail		

Tutor/assessor signature:

Date:

## Candidate Record Form (CRF)

### Marker Notes

<b>AO1 - Recall</b> Breadth, depth, accuracy	<b>Examples of types of knowledge expected:</b>		
20%	Band1 1 – 4 marks	Band 2 5 - 8 marks	Band 3 9 - 12 marks
Mark:	Notes/Comments		
<b>AO2 - Understanding</b> Security of concepts, causal links	<b>Examples of understanding expected:</b>		
25%	Band1 1 – 5 marks	Band 2 6 - 10 marks	Band 3 11 - 15 marks
Mark:	Notes/Comments		
<b>AO3 - Practical skill</b> Dexterity, fluidity, confidence, ease of application	<b>Examples of skills expected:</b>		
30%	Band1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks
Mark:	Notes/Comments		
<b>AO4 – Bringing it together</b> use of knowledge to apply skills in new context	<b>Examples of bringing it all together:</b>		
15%	Band1 1 – 3 marks	Band 2 4 -6 marks	Band 3 7 - 9 marks
Mark:	Notes/Comments		
<b>AO5 - Attending to detail / perfecting</b> Repeated checking, perfecting, noticing	<b>Examples of attending to detail:</b>		
10%	Band1 1 – 2 marks	Band 2 3 – 4 marks	Band 3 5 – 6 marks
Mark:	Notes/Comments		

Please refer to the full marking grid for the qualification for full details of marking requirements. Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

# Practical Observation Form (PO)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:

## Notes

### AO1 - Recall

Breadth, depth,  
accuracy

### AO2 - Understanding

Security of concepts,  
causal links

### AO3 - Practical skill

Dexterity, fluidity,  
confidence, ease of  
application

### AO4 – Bringing it all together

use of knowledge to  
apply skills in new  
context

### AO5 - Attending to detail / perfecting

Repeated checking,  
perfecting, noticing

Tutor/Assessor signature:

Date: