



For each task, the grading criteria to be applied are as follows: At pass, these are the relevant assessment criteria (AC) from the unit. For the grades, these are the generic criteria as specified in the unit specification. Notes on the form evidence might take in the context of the specific tasks are also be noted where appropriate.

	*Pass	Merit	Distinction
	Unit criteria are likely to express the following standard	The candidate has achieved everything at pass grade and	The candidate has achieved everything at pass and merit grade and
OB** - Occupationally related Performance/ behaviours	<p>Unit ACs to be used*</p> <p>Awareness of and complies with occupational values and conventions that allows them to carry out their role in a minimally acceptable manner for the occupational area.</p> <p>Behaviours are usually compliant but are somewhat indifferent, or uninterested</p> <p>Commitment/effort/understanding has allowed completion of the basic task to the minimum standard for safety and completeness.</p> <p>Has required only minimum supervision to complete task</p>	<p>OB-M</p> <p>Understands and follows occupational values and conventions so that they carry out their role in a responsible manner.</p> <p>Evidence of high commitment to task, however more effort has been applied to some areas of the task than others (favourite).</p> <p>Self starting and has shown self reliance throughout the assessment.</p>	<p>OB-D</p> <p>Engages with occupational values and conventions so that they carry out their role with enthusiasm and commitment.</p> <p>Consistently high level of commitment and ability demonstrated across all aspects of the task</p> <p>Highly motivated and self managing, has been able to find solutions to problems and move forward independently</p>
	<p>(indicators/notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> • good timekeeping • use of appropriate work wear • understanding the extent of and limits of their role and how it relates to the whole team's work • participates effectively • use of appropriate communication methods/ technical language and information recording conventions • working safely within the workspace • takes responsibility to work independently for the duration of individual tasks 	<p>(indicators/notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> • takes care of uniform and personal presentation • shows care and attention to the maintenance of tools, equipment and workspace • is considerate of other team members and can adapt to changing priorities • uses a range of communication techniques with customers to draw out requirements • anticipates the next task and is somewhat self starting 	<p>(indicators/notes)</p> <p>Examples:</p> <ul style="list-style-type: none"> • takes pride in their personal presentation, maintenance of tools equipment and workspace consistently maintaining a high standard completely in tune with the requirements of the role • works to improve areas of weakness and improve motivation for less favourite tasks • understands the impact of their role on others and takes responsibility in moderating their own work to fit in with the overall goals and priorities • communication is highly effective showing an ability to communicate complex information coherently and accurately



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



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



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

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

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