Level 3 Advanced Technical Diploma in Coordinating Business Support [4406-03-032]

Synoptic Assignment 2019 – v1.0

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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work, e.g. as part of your planning, reflections, or evaluations.

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 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 continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

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

You should make sure that each piece of evidence including any forms 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, e.g. reports may be word processed or hand-written unless stated otherwise.

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

Calculations should be set out clearly, with all working shown, as well as 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.

Assignment Brief

International Travel Market Inc. (ITMI) are one of the leading organisers of the travel industry's annual international Business to Business (B2B) trade events. Every year ITMI runs events across all five continents.

The organisation is an international PLC with approximately 100 permanent staff with the majority based in the UK and a number based in each of the other four continents. Other staff are employed for the events on short term contracts.

The organisation's structure is relatively flat (**Appendix 1** – Organisation Chart), with the Managing Director having a transactional leadership style, expecting you to get work done and follow processes in place.

As a permanent member of staff, your role (**Appendix 2** – Job Description) is to help plan the premier European trade event, International Travel Trade (Europe) (ITT (Europe)), at the National Exhibition Centre (NEC) in Birmingham in October 2021. This UK event regularly attracts over 3,000 exhibitors and 200,000 visitors, therefore planning for each event starts two years in advance.

You are required to plan the event and develop a project and monitoring plan. The Event Manager requires a formal report on these plans. You will also need to present the key points from this report for discussion.

A Project Brief (**Appendix 3**) has been prepared for you, along with an Attendees' Profile (**Appendix 4**).

You will additionally be provided with the following appendices:
- PESTLE Analysis template (**Appendix 5**)
- Financial Information (**Appendix 6**)
- House Style (**Appendix 7**).

Tasks

Task A

Using the research you have undertaken, complete the PESTLE analysis template (**Appendix 5**) in order to produce a project plan. The Project Brief (**Appendix 3**) outlines the key tasks to be completed.

When developing the project plan, the Attendees' Profile (**Appendix 4**) and Financial Information (**Appendix 6**) should also be considered. The House Style (**Appendix 7**) should be used in all documents produced.

You will use the principles of project management to evaluate a range of project planning tools. You are expected to select and use the most appropriate planning and monitoring tools for your project.

Within your plan you will include the following:

- internal and external stakeholders
- performance measures relevant to the project
- chain of communication and command
- legislative and regulatory requirements
- specific functional areas, including:
  - Sales
  - Finance
  - Logistics
  - Staff development
  - Resource management
  - Marketing
    - market research, including exhibitor profile
    - marketing mix
  - Quality Management
    - policies
    - staffing
    - record keeping
    - record management.

Conditions of assessment:

The research you bring to the assignment will have been carried out in your own time and does not need to be completed under supervision. However, your plan and other set tasks must be completed while working alone under supervised conditions. You will have access to ICT software and the internet. You are required to clearly reference any research and source information.

Both you and your tutor must sign declarations that the evidence produced is your own and the tutor can only give such assurances if appropriate conditions have been followed.

The use of non-programmable scientific calculators is allowed.

What you must produce for marking:
- PESTLE analysis
- information/data collected (including reference to sources) and used for the PESTLE
- project plan, including justification for project planning tools used, presented in house style and with a word count of between 3600 – 4400.

Additional evidence of your performance that must be captured for marking:
- none for this task

Task B

The project plan will need to be measured and monitored for success.

You are required to develop a monitoring plan which includes timelines, milestones, budget options and the communication chains. It will also incorporate legislation and record management. The monitoring plan will follow the house style (**Appendix D**)

Conditions of assessment:
Your plan and other set tasks must be completed while working alone under supervised conditions. You will have access to ICT software and the internet. You are required to clearly reference any research and source information.

Both you and your tutor must sign declarations that the evidence produced is your own and the tutor can only give such assurances if appropriate conditions have been followed.

The use of non-programmable scientific calculators is allowed.

What you must produce for marking:
- monitoring plan, presented in house style and with a word count of between 1800 – 2200.

Additional evidence of your performance that must be captured for marking:
- justification of the design and content.

Task C

On completion of Tasks A and B, you will be required to present a formal report detailing the content of your project and monitoring plan for the Event Manager/appointed person. Your report should be word processed, following house style and with a word count of between 3600 – 4400.

The report and preparation for the presentation will be completed in your own time, unsupervised and brought with you to complete Task C.

The report must cover your key points and findings from the PESTLE analysis, project and monitoring plans, the content they contain and your justification of the decisions made. You will summarise lessons learned on what you feel was successful, what was challenging and recommend any changes for future events and why.

You will present the key points of this report to the Event Manager/appointed person in an oral presentation. This should last a maximum of 10 minutes, plus approximately 5 – 10 minutes of questioning.

Conditions of assessment

Your word processed report and preparation for your presentation (either a formal presentation or alternative suitable method) will be completed in your own time unsupervised. You will have access to ICT software and the internet. You are required to clearly reference any research and source information.

Both you and your tutor must sign declarations that the evidence produced is your own and the tutor can only give such assurances if appropriate conditions have been followed.

You will carry out an oral presentation individually, with the Event Manager/appointed person, in an environment suitable for a meeting. Your presentation will be recorded and you will be allowed to refer to any reference materials and relevant evidence during the presentation.

What you must produce for marking:
- word processed report, with appropriate graphs/tables or similar images if relevant, with a word count of between 3600 – 4400
- presentation of key points from the report
- recording of presentation and questioning.

Additional evidence of your performance that must be captured for marking:
- evidence from Tasks A and B to support the presentation and questioning
- use of presentation software (if applicable)
- use of word processing software.

Task instructions for centres

Conduct of assessment

Tasks A, B and C (with the exception of the work to be carried out detailed in the two pre-release briefing sheets explained below) require the tutor to provide a controlled supervised environment for candidates. Candidates should **not** be allowed to communicate with one another whilst in the assessment environment. This is to ensure the validity of the tasks.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks in order to demonstrate their ability to select appropriate resources.

All candidates should have individual access to the following:
- a computer with appropriate software and internet access
- presentation equipment, if required
- a method of recording the oral presentation (audio recording and/or written record)
- secure electronic storage facilities to retain and submit their evidence.

Task specific guidance

Two weeks prior to the assessment of Tasks A and B, Pre-release Briefing Sheet 1, giving details of the research that must be carried out in advance of the assignment, will be issued to the candidates. This briefing sheet contains some detail from the project brief together with the information to be researched. This will be used by the candidates on the assessment day. All research and source information used must be clearly referenced by the candidates. This work will be completed in the candidates' own time and is unsupervised. It is **not** counted within the time allocated for the assessment. **No** other information can be issued in advance of the assignment.

There needs to be an area for the candidates to work alone on the assignment Tasks A and B under supervised conditions. The supervised area must be available for the duration of the time required for each task. It should be noted that the time required for each of the tasks is approximate. Candidates require access to the appendices to assist in the completion of the tasks. All relevant documents must be issued to the candidates at the beginning of each task.

After the candidates have completed Tasks A and B, Pre-release Briefing Sheet 2 must be issued. The candidates must complete the work outlined in this briefing sheet prior to Task C. This work will be completed in the candidates' own time and is unsupervised. It is **not** counted within the time allocated for the assessment. Sufficient time should be given to the candidates to carry out this work before Task C.

For the oral presentation a quiet area is required which will be free of interruptions for the period involved. Presentation software and equipment should be available if required. Recording of the evidence of the oral presentation is at the centre's discretion. If an audio recording is used, suitable recording equipment will also need to be available. If audio recording is **not** used, a written record by the tutor/appointed person is required, including questions asked with answers given. Visual recordings are **not** required for assessment purposes.

The tutor or appointed person takes the role of the Event Manager and will need access to, and have read, the project brief and appendices in advance of the presentation.

The candidates should bring, as a minimum, the key points of their report to the oral presentation. They may bring any reference materials and relevant evidence to support discussion following their presentation. The presentation should last a **maximum** of 10 minutes, plus approximately 5 – 10 minutes of questioning.

Time

The recommended time allocated for completion of the tasks and production of evidence is approximately **14** hours.

The following recommended timings are provided to support centre planning.

Task A – 9 hours

Task B – 4 hours

Task C – 1 hour (including up to 20 minutes for presentation and questioning).

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 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.

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 the centre needs to carry out 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 (e.g. 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, e.g. layout of the assessment environment

- amount of additional support available (e.g. 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, e.g. 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 (i.e. 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, e.g. 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 (e.g. 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 and 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, e.g. 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, e.g. 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 and 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: types of organisational structures and governance; human resource processes and employment legislation; health and safety and equality and diversity legislation; statutory entitlements, payments, working hours and union membership; relationship of leadership style to management of project; development techniques; importance of business planning to business change and development; stakeholder engagement; project management and timelines; change drivers; project management monitoring; processes for gathering information both primary and secondary sources; criteria requirements for evaluating information; relationship of aims and objectives to performance indicators and information used to measure indicators; relationship of finance, sources and risks to the plan; principles of quality management and use of documentation; business development methods; presentation methods and use of software; relationships between project and monitoring plan; relationships between functional areas; relationships of legislative and regulatory requirements to the planning and monitoring process; use of appropriate communication methods.			

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Candidate shows basic knowledge from across the qualification, however there is a general lack of confidence in knowledge. The presented information has errors and gaps. There is a general lack of clarity. Tasks are not fully complete due to lack of knowledge.	Candidate shows a breadth of knowledge from across the qualification and is generally confident in their knowledge. There are minor errors and few gaps in the information provided, with infrequent inaccuracy. There is reasonable detail and clarity and all tasks are completed.	Candidate shows confident recall with in-depth and detailed knowledge across the qualification. Work is detailed and completed accurately. All tasks are fully completed.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	**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 theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept?	**(1-6 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,	**(7-12 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible.	**(13-18 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: differences between organisations and implications for staff and governance; issues related to human resource processes and employment law, relationship of leadership styles to project planning; models and barriers to change and the drivers for change; project planning and monitoring tools, project roles and risk management; source and use information, including from functional areas, types of information, validity of information, information management and knowledge management; performance indicators, budgeting and general financial matters; quality management and procedures; how decisions are made and translated to presentation; business risks in project and continuity planning; systems development, monitoring of communication and rapport building; branding, target marketing and market segmentation and promotion.		
		Candidate shows basic understanding of a limited range of concepts from across the qualification. A few points are covered accurately, however there are some misunderstandings, with simplistic explanations.	Candidate shows sound understanding of a range of concepts from across the qualification, which are often detailed. Candidate is able to draw reasoned conclusions, although some lack depth.	Candidate shows in-depth understanding of concepts from across the whole qualification range, showing a high degree of confidence and accuracy in their understanding. Conclusions are well reasoned and developed with clear justifications.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**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?	**(1-4 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.	**(5-8 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.	**(9-12 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: demonstration of use of a variety of relevant software, demonstration of personal presentation skills; demonstration of ability to plan and analyse using a variety of sources of information; demonstration of ability to project manage and monitor timescales and outcomes; set and use of criteria requirements for evaluating information; linking of aims and objectives to performance indicators; relationship of finance, financial sources, financial risks and other risks to the plan; relationship of principles of quality management and use of documentation to project planning; application of business development methods to planning; use of presentation methods and use of software; application of relationship between project and monitoring plan, relationship between functional areas, relationship of legislative and regulatory requirements to the planning and monitoring process; use of appropriate communication methods in each situation, recognition of importance of knowledge management to project management.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Candidate demonstrates basic application of technical knowledge with some errors and omissions. Quality and accuracy are inconsistent. Time management issues are evident in the standard of work and completion of all tasks. General lack of confidence.	Candidate demonstrates application of technical skills to complete tasks which are generally accurate and to the required standard, however with some errors and omissions. Quality is generally good with all work being planned and completed in time allocated, although some of it may be rushed. Candidate is generally confident, although challenges to plans may present some insecurities.	Candidate demonstrates consistent, confident application of technical skills. Tasks are completed to a professional standard. Work is well planned, efficient, accurate and carried out to a high standard in a timely manner. Candidate is able to deal with reasoning and justifications.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	**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?	**(1-6 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. May need prompting.	**(7-12 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.	**(13-18 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: d*emonstrates understanding of the relationship between leadership styles and systems and governance; relationships between change and human resources, change and systems; demonstrates relationships between business efficiency, organisational governance and change; relationships between market research, finance and project planning.*		
		Candidate presents some evidence of using knowledge, understanding and skills to make straightforward links between limited topics across the qualification. Consideration of a range of options is limited. There is evidence of some tasks being completed, however with limited consideration of various internal and external influences. There is limited evidence of an understanding of monitoring progress and evaluating outputs.	Candidate uses a range of knowledge, understanding and skills from across the qualification. There are effective links between a range of topics across the qualification to present acceptable options. The plans presented are mainly appropriate, although there are examples where alternative options are available. Progress and outputs are monitored and evaluated.	Candidate consistently uses a wide range of knowledge, understanding and skills from across the qualification. The plans presented are appropriate for efficient business use. Planning and outputs are fully supported. Progress and outputs are monitored and evaluated with clear methodology, confidently presented with justifications provided.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	AO5 Attending to detail/ perfecting	There is no evidence requirement in this qualification.		

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

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 Diploma in Coordinating Business Support (4406-03)
Level 3 Coordinating Business Support – Synoptic Assessment (4406-032)

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																	
30%	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
AO2 Mark	Notes & justification																	

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

20%	1	2	3	4	5	6	7	8	9	10	11	12

AO3 Mark	Notes & justification

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

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

AO4 Mark	Notes & justification

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

0%	

AO5 Mark	Notes & justification
N/A	N/A: There is no requirement in this qualification for AO5.

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.	

Level 3 Advanced Technical Diploma in Coordinating Business Support (4406-032)

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