

**Level 3 Advanced Technical
Extended Diploma in Digital
Technologies (720)
Business Analysis
(5220-041)**

Version 1.0 (September 2017)

Assessment Pack
Synoptic Assignment Pack

PAST ASSIGNMENT (2018) NOT USE FOR LIVE ASSESSMENT

Introduction

General information about structure of the assignment pack

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- Assignment and tasks

Tutor section

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- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
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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. This means you will usually have to write down your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions. This may be part of your planning, reflections, or evaluations.

Your assessor will observe you throughout the practical element of this assignment and will produce an observation record that will be used to assess your competence.

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.

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

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

The use of non-programmable scientific calculators is acceptable.

Assignment Brief

You are employed as a trainee business analyst for **JAKET Consultancy** a highly successful organisation that specialises in advice and assistance to Small / Medium-sized Enterprises (SMEs) in the UK.

JAKET Consultancy has been commissioned by **ALJOPA Ltd.** to provide advice and assistance regarding a number of challenges they currently face within their market. Your Mentor has requested that you be given the lead role in meeting this company's requirements.

There are two documents that you will need to refer to:

Firstly the Client brief, provided by your Mentor. It is expected that you adhere closely to the brief and complete it in the order shown. You are advised by your mentor to read the entire brief very carefully before starting any particular task.

Secondly the Case Study, providing the information on **ALJOPA Ltd.** that you will need to complete the assignment.

Case Study: **ALJOPA Ltd.**

ALJOPA Ltd. is a medium-sized engineering company that manufactures specialist components for use in the Motor, Manufacturing, Electrical and Heating industries. It has outgrown its current premises and needs to expand. The company is a 'family-owned' business with an annual turnover in excess of £16,000,000.

They have just won a number of additional contracts, which necessitates relocation to larger premises in order that additional equipment can be purchased and installed, enabling the required production.

They are located within the West Midlands region of the UK and the new premises they have identified, is approximately 4 miles from their current base, has improved transport links and a marginally lower cost base per sq. ft. than they are currently paying.

Alongside the physical move, **ALJOPA Ltd.** intends to undergo a reorganisation of its staffing structure, working practices, pay-scales and individual responsibilities. In addition, they intend instituting a mandatory, Continuing Professional Development (CPD) programme for all employees.

The specialist business they are intending to contract for moving their plant, machinery, office equipment and IT infrastructure, believe they can complete the move in 9 consecutive days, working in specialist teams, 24/7. The funding for this is fully accounted for from existing resources.

The proposed relocation requires the removal, upgrading and reassembly of a specified number of components, then installation and thorough testing of their IT infrastructure at the new location. This is a major issue given that all the machines used in product production, are controlled through specialist CAD / CAM programmes, which have themselves recently been updated to the latest versions.

ALJOPA Ltd.'s current IT systems consist of:

- a LAN, containing five servers, three of which are dedicated to the operation of the production milling machines;
- one server for administration, payroll and other Human Resources (HR) matters, and
- one server for all the component plans, schematics for manufacturing and stress-testing tolerances of the products.
- There are a total of eight workstations, of varying specifications connected to the LAN, with each of the milling / manufacturing machines also having a connection.

The data on these servers is manually backed up to portable Hard Drives on a monthly basis and stored in a fireproof safe in the Managing Director's office.

The primary rationale for the move is to enable the manufacture of a number of new product lines. These are based around a new type (new patented design) of a 'smart' high pressure fluid valve that combines self-reporting technology with the ability to be externally re-programmed 'in-situ' (whilst it is currently installed and in operation).

ALJOPA Ltd. are seeking additional finance to bring this product fully to market as it will require the purchase and installation of additional tooling / manufacturing equipment along with refurbishment of a number of their existing machines.

This refurbishment is anticipated to take 3 weeks and would be completed on-site once the existing equipment has been re-located to the new premises. The new machines will be purchased as soon as a date for the relocation is approved (funding permitting). The lead time for guaranteed delivery of these new machines is 25 working days.

There is a requirement for three new milling machines. The total cost of each new machine (including installation) is: £290,000.

There are currently eight milling machines. The total cost of the refurbishment of each of the existing machines is: £73,000.

The relocation will be timed to take place during the 'annual 2-week holiday' of their major customer; however other customers may still be requiring fulfilment of existing orders during this period.

ALJOPA Ltd. are aware that achieving new orders has been made much harder than it should have been, due to their lack of available data, along with a poor understanding of how to make use of the data already in their possession.

They would like to make use of tools that will enable them to gather, store, analyse and report on industry relevant data, on an on-going basis.

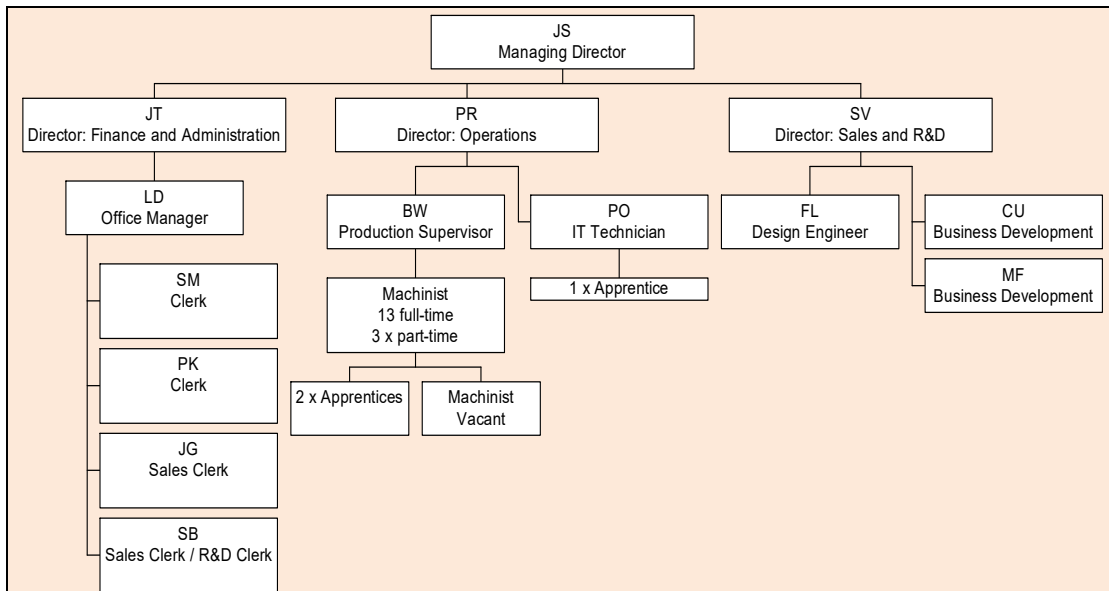
The Directors of **ALJOPA Ltd.** are concerned about the safety and security of their current data, recognising that data loss and / or corruption would have a catastrophic effect on the businesses ability to continue manufacturing its products.

Staffing Structure

As an employer, **ALJOPA Ltd.** believes in 'looking after' their employees, and has to date, maintained a healthy and supportive relationship with its workforce; experiencing a very low turnover of staff over the last 80 years. The last two years however, has seen a change in the relationship, with for the first time in the firm's history, the necessity for a small number of redundancies to take place. This is now being reversed with the winning of the new long-term orders – consequently additional staff need to be taken on board.

ALJOPA Ltd. currently employs 31 (Full time) staff and 3 (Part time) staff. The company intends employing an additional 7 staff once the move to larger premises is complete

Current Staffing



ALJOPA Ltd. have just started a programme of migrating all their paper-based record systems to electronic systems but recognise that they do not yet have the appropriate facilities in place for collecting and organising all their information.

The Directors have therefore decided to commission a small bespoke database which can be scaled to accommodate the anticipated increase in data.

Although this is not yet finalised, **ALJOPA Ltd.** will need to store at least, the following: (not listed in any particular order)

- all customer details
- customer orders
- pricing
- manufacturing run date
- component
- component type
- component serial number
- component test details
- any special instructions associated with the component manufacture
- purchase order reference number
- order delivery method
- **ALJOPA Ltd.** sales person
- responsible machinist
- materials purchased
 - Steel
 - Aluminium
 - Brass
 - Rubber
 - Silicone
 - Grease
 - Oil
 - Other Lubricant

With the manufacture of the new products ('smart' high pressure fluid valves), **ALJOPA Ltd.** Needs to design and create an “**App**” that can remotely monitor and control the valve. The App is intended for Tablet / Smartphone use and may eventually be rolled out to include Laptop use if there is sufficient demand.

The Directors are asking about the role of Systems Analysis in the creation of such a piece of software and are seeking advice on this topic.

JAKET Consultancy		Client Brief:	ALJOPA Ltd.
Create a report for the Directors of ALJOPA Ltd. containing the following sections:			
Section 1 Titled: Organisational Change			
A	Factors that may impede Organisational Change.		
B	A comparison of <u>two</u> theoretical models of Change Management identifying the key differences between them.		
C	How the two chosen models could be used to implement change within the company.		
D	Make recommendations for a strategy to: <ul style="list-style-type: none">manage the proposed changesmanage resistance to change.		
Section 2 Titled: Business Continuity			
E	Explanation of Business Continuity Management principles.		
F	Risks identified and analysed.		
G	A ‘contingency and response plan’ for the current IT systems and data.		
Section 3 Titled: Financial Considerations			
H	Identification of possible additional streams of finance for relocation and/or purchase of new manufacturing equipment; specifically relating to the West Midlands Region of the UK.		
I	Recommendation as to the most appropriate source and type of available additional finance.		
J	An outline of the types of costs associated at each of the stages involved in bringing a product to market.		
Section 4 Titled: Data Mining			
K	An explanation of the concept of ‘Data Mining’ – describing tools that may be used for electronic data collection, analysis and reporting.		
L	An explanation of the options that may be available for ‘Data Storage’ describing backup strategies that could be used with each option.		
M	An outline of the ‘Legal Requirements and Responsibilities’ that must be adhered to when collecting, storing and using data.		
Section 5 Titled: ALJOPA Ltd. Database			
N	The design documentation for the proposed relational database, including: <ul style="list-style-type: none">An Entity Relationship Diagram.		
O	Produce a functional database, built to the specified design, populated with test data and tested to ensure functionality; should be constructed and made available for your Mentor to approve. This should include the following: <ul style="list-style-type: none">a customer entry forma valve (sales) entry forman order entry form.		
Section 6 Titled: The Valve Control App			
P	An explanation of the principles of ‘Systems Analysis and Design’ describing the benefits of a structured approach.		

Q	Choose a Systems Development Life Cycle Model that could be used to design and construct the specified 'App'; justifying your choice.
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Tasks

Task 1

Create the report for the Directors of **ALJOPA Ltd** containing the sections identified in the Client brief, with the title of **Organisational Change**.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.

It is expected that this task will take no more than **3 hours**.

An allowance of 30 minutes reading time has been included in Task 1.

What you must produce for marking:

- A single word-processed document covering Section 1 of the Client Brief.

Task 2

Add the **Business Continuity** section to the report created in Task 1.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.

It is expected that this task will take no more than **2.5 hours**.

What you must produce for marking:

- A single word-processed document containing Sections 1 and 2.

Task 3a

Research potential sources of funding for an engineering business located in the West Midlands region of the UK; to enable relocation and purchasing new plant or equipment. The overall purpose of the funding is to enable business growth – meeting increased orders already achieved and obtaining additional new business.

Conditions of assessment:

This task can be completed in unsupervised conditions.

It is expected that this task will take no more than **2 hours**.

What you must produce for marking:

- Evidence of the research and data discovered.

This evidence must be kept securely before commencing the assessment tasks.

Task 3b

Add the **Financial Considerations** section to the report created in Task 2.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.

It is expected that this task will take no more than **2 hours**.

What you must produce for marking:

- A single word-processed document containing Sections 1, 2 and 3.

Task 4

Add the **Data Mining** section to the report created in Task 3.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.
It is expected that this task will take no more than **2.5 hours**.

What you must produce for marking:

- A single word-processed document containing Sections 1, 2, 3 and 4.

Task 5

Create the design documentation as identified in the Client Brief, with the title of '**ALJOPA Ltd Database**'.

Add this to the report created in Tasks 1- 4.

Create the working database as specified in the Client Brief and save it for review by your Mentor.

Populate the database with:

- 1 sales order
- 3 customers
- 6 valves
- 2 sales staff

Create a Query to return customer information.

Create a report based on the Query to show the information.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.
It is expected that this task will take no more than **3 hours**.

What you must produce for marking:

- A single word-processed document containing Sections 1, 2, 3, 4 and 5.
- The functioning Database as specified in the design documentation.

Task 6

Add the **Valve Control App** section to the report created in Tasks 1- 5.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.
It is expected that this task will take no more than **2.5 hours**.

What you must produce for marking:

- A single word-processed document containing Sections 1, 2, 3, 4, 5 and 6.

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is approximately **eighteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period.

An allowance of 30 minutes reading time has been included in Task 1.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks including word processing and database software.

Task 5

The assessor must complete the database assessment form and attach when submitting the candidate's evidence.

Centre guidance

Guidance provided in this document refers to this specific 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 and 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.

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).

The number of candidates a tutor will be able to observe at one time will vary depending on local conditions eg layout of the assessment environment, support for different tasks, staggered starts etc. Tutors must consider the logistics of collecting sufficient evidence; whether there are any points that will need additional support or any that are quieter, and trial the planned arrangements where possible during formative assessment. It is suggested however that no more than six candidates should be observed by a single tutor at one time.

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 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).

Technical qualifications – marking and moderation centre guidance document is an essential guidance document available on the City & Guilds website, providing further information on gathering evidence suitable for marking and moderation, and must be referred to when planning and carrying out assessment.

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 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 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 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.

All specific 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	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> 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: Systems analysis; lifecycle models, development tools and techniques, Business finance; manufacturing and marketing costs, financial reporting, Business Continuity Management (BCM); critical processes and infrastructure, risks and hazards, BCM contingency and response planning, Data Mining; data & information management, data storage, backup and retrieval, Change Management Models; factors hindering change, Database Design; data integrity, data relationships, documentation, testing.		
		The candidate has demonstrated a limited range of knowledge from across the qualification and may lack some accuracy.	The candidate has shown an appropriate range of knowledge from across the qualification which is sound and generally accurate.	The candidate has shown in-depth and detailed knowledge across the whole qualification range, showing a high degree of confidence and accuracy.
		The candidate showed limited awareness of business analysis strategies across the qualification.	The candidate showed adequate awareness of business analysis strategies across the qualification.	The candidate showed comprehensive awareness of business analysis strategies across the qualification.
		The candidate showed limited awareness of business continuity management across the qualification.	The candidate showed adequate awareness of business continuity management across the qualification.	The candidate showed in-depth awareness of business continuity

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		The candidate's awareness of database requirements is limited.	The candidate's awareness of database requirements is sufficient.	management across the qualification. The candidate's awareness of database requirements is extensive.

30	A02 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> 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: Systems analysis; lifecycle models, drivers for change, development tools and techniques, requirements specifications, Business finance; capital value, balance sheets, loans, sources of income, manufacturing costs, financial reporting, Business Continuity Management (BCM); critical processes and infrastructure, risks and hazards, BCM contingency and response planning, Data Mining; data & information management, competitor data and performance, data storage, backup and retrieval, Change Management Models; reasons for change, change management proposals, factors hindering change, Database Design; database terminology, relational databases, integrity, relationships, queries, documentation, testing.		
		The candidate has shown a basic understanding of business analysis across the tasks. Concepts and understanding have been included at a basic level. Limited links are made between theory and practice.	The candidate has shown a good understanding of business analysis across the tasks. Concepts and understanding have been included at an adequate level with some consideration of wider factors. Adequate links are made between theory and practice. The candidate has shown a reasonable understanding of	The candidate shows in-depth understanding of business analysis, showing a high degree of accuracy. Concepts and understanding have been consistently applied with considerable attention to detail demonstrated. Explanations are clear and strong links have been made between theories and practice. The candidate has shown a sound understanding of financial implications within the scenario.

		<p>The candidate has shown a basic understanding of financial implications within the scenario.</p> <p>The candidate has shown limited understanding of the factors related to change management</p> <p>The candidate has shown a basic understanding of database structures.</p>	<p>financial implications within the scenario.</p> <p>The candidate has shown reasonable understanding of the factors related to change management, with some links to the scenario</p> <p>The candidate has shown an adequate understanding of database structures.</p>	<p>The candidate has shown sound understanding of the factors related to change management, with clear links to the scenario</p> <p>The candidate has shown a comprehensive understanding of database structures.</p>
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20	A03 Application of practical/technical skills <ul style="list-style-type: none"> 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: Database design, Linking tables, creating queries, forms and reports, entity relationship diagrams, appropriate use and explanation of technical terminology.		
		Data modelling techniques are basic.	Data modelling techniques are adequate and reflects the needs of the scenario to some degree.	Data modelling techniques are completed to a professional standard and fully meets the needs of the scenario.
		The database model is basic and contains minor errors. The database implementation lacks some functionality. The database report contains customer information with minor errors.	The database model is adequate and mostly meets the needs of the scenario. The database implementation is mostly functional, meeting almost all of the scenario requirements. The database report contains customer information with no errors.	The database model is well developed, accurate and fully meets the needs of the scenario. The database implementation is fully functional, meeting the scenario requirements. The database report is formatted to a professional standard containing customer information with no errors.

15	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> 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? 	(1-3 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.	(4-6 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.	(7-9 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: Applying knowledge and understanding to the use of theoretical models in practice, justifying decisions/approaches recommended, contingencies, reflection and evaluation, systems analysis and design.		
		The candidate demonstrated limited understanding when using their knowledge to link theoretical models and practice. The candidate demonstrated a limited ability to successfully relate and link the individual sections of the report. Evaluations were basic and recommendations made were often unclear and lacked justification.	The candidate demonstrated adequate understanding when using their knowledge to link theoretical models and practice. The candidate demonstrated an acceptable ability to successfully relate and link the individual sections of the report. Evaluations were acceptable; recommendations made were appropriate for the task with adequate justification.	The candidate demonstrated comprehensive understanding when using their knowledge to link theoretical models and practice. The scenario has been fully and successfully interpreted allowing the production of a targeted and focussed report. Evaluations were thorough and recommendations made were evidence-based and fully justified.

15	AO5 Attending to detail/perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	(1-3 marks) Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	(4-6 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently. Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	(7-9 marks) Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attending to detail: Identifying and attending to the specific requirements of the brief, proof reading, grammar and spelling, reflection of choices made, structured and efficient approach taken, identifying areas for improvement, ongoing evaluation.		
		The report contains errors and lacks attention to detail.	The report contains only non-critical errors and completed to an adequate standard.	Report is error free, accomplished and completed to a professional standard.
		Recommendations for strategies that should be used, lacked appropriate detail.	Recommendations for strategies that should be used, mostly contained appropriate detail.	Recommendations for strategies that should be used, were grounded in a detailed, real-world approach.
		Candidate report lacks some structure and may not fully meet the requirements of the scenario.	Candidate adopts a structured approach to the report mostly meeting the requirements of the scenario.	Candidate demonstrates a highly structured and efficient approach to the report fully meeting the requirements of the scenario.

Declaration of Authenticity

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

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
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

A01 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected: Systems analysis; lifecycle models, development tools and techniques, Business finance; manufacturing and marketing costs, financial reporting, Business Continuity Management (BCM); critical processes and infrastructure, risks and hazards, BCM contingency and response planning, Data Mining; data & information management, data storage, backup and retrieval, Change Management Models; factors hindering change, Database Design; data integrity, data relationships, documentation, testing.		
20%	Band 1: 1-4 marks	Band 2: 5-8 marks	Band 3: 9-12 marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Examples of understanding expected: Systems analysis; lifecycle models, drivers for change, development tools and techniques, requirements specifications, Business finance; capital value, balance sheets, loans, sources of income, manufacturing costs, financial reporting, Business Continuity Management (BCM); critical processes and infrastructure, risks and hazards, BCM contingency and response planning, Data Mining; data & information management, competitor data and performance, data storage, backup and retrieval, Change Management Models; reasons for change, change management proposals, factors hindering change, Database Design; database terminology, relational databases, integrity, relationships, queries, documentation, testing.		
30%	Band 1: 1-56marks	Band 2: 7-12 marks	Band 3: 13-18 marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected: Database design, Linking tables, creating queries, forms and reports, entity relationship diagrams, appropriate use and explanation of technical terminology.		
20%	Band 1: 1-4 marks	Band 2: 5-8 marks	Band 3: 9-12 marks
Mark:	Notes/Comments		
A04 – Bringing it together use of knowledge to apply skills in new context	Examples of bringing it all together: Applying knowledge and understanding to the use of theoretical models in practice, justifying decisions/approaches recommended, contingencies, reflection and evaluation, systems analysis and design.		
15%	Band 1: 1-3 marks	Band 2: 4-6 marks	Band 3: 7-9 marks
Mark:	Notes/Comments		

A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail: Identifying and attending to the specific requirements of the brief, proof reading, grammar and spelling, reflection of choices made, structured and efficient approach taken, identifying areas for improvement, ongoing evaluation.		
15%	Band 1: 1-3 marks	Band 2: 4-6 marks	Band 3: 7-9 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

Database assessment form for Task 5

The Assessor must complete the following for each candidate:

Candidate Name:
Candidate number:

Assessment ID:
Centre Number:

The learner:	Tick	
Element	Achieved	Not Achieved
Task 5		
A <u>Functioning Relational Database</u> (Mandatory)		
Meeting Specified Design (Mandatory)		
Populated with appropriate Test Data		
Tested to ensure functionality of:		
• Three Data Entry Forms [customer / sales / order]		
• Query [to return customer information]		
• Report [based on the query showing customer information]		
Total		

Notes for Assessor:

Use the above Assessor checklist. The learner's performance should be checked against the criteria on the Assessor checklist and the Marking grid - AO3. Additional Assessor notes must be included to comment on how well the candidate carried out each criteria. The learner should be familiar with the performance criteria above before commencement of the task but should not have a copy with them during the assessment.

Assessor observations and mark justification:

.....
Assessors Name

(please print)

(please sign)

.....
Assessors Name

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: