Level 5 Advanced Technician Diploma in Electrical and Electronic Engineering (9208-12)

April 2020 Version 1
## Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds number</td>
<td>9208</td>
</tr>
<tr>
<td>Age group approved</td>
<td>18+</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>To take this qualification, learners must first achieve the 9208 Level 4 Diploma in Engineering or equivalent.</td>
</tr>
</tbody>
</table>
| Assessment          | - Assignments: externally set by City & Guilds, internally marked by centres, externally verified.  
|                     | - Dated entry written exam papers |
| Fast track          | N/A         |
| Support materials   | - Qualification handbook |
| Registration and certification | Consult the Walled Garden/Online catalogue for last dates |

### Title and level

<table>
<thead>
<tr>
<th>Title and level</th>
<th>City &amp; Guilds number</th>
<th>Accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 Advanced Technician Diploma in Electrical and Electronic Engineering</td>
<td>9208-12</td>
<td>N/A</td>
</tr>
<tr>
<td>Version and date</td>
<td>Change detail</td>
<td>Section</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>V1 April 2020</td>
<td>Document created</td>
<td>Throughout</td>
</tr>
</tbody>
</table>
# Contents

1 Introduction 5  
2 Structure 6  
3 Centre requirements 7  
   Approval 7  
   Resource requirements 7  
   Learner entry requirements 8  
4 Delivering the qualification 9  
   Initial assessment and induction 9  
5 Assessment 10  
6 Grade profile 20  
7 Units 23  
   Unit 501 Advanced mathematics for electrical and electronic engineering 24  
   Unit 502 Electrical and electronic engineering principles 26  
   Unit 503 Engineering project 29  
   Unit 504 Project management 32  
   Unit 505 Instrumentation and control systems 35  
   Unit 506 Electronic communication systems 39  
   Unit 507 Digital design 44  
   Unit 509 Principles and operation of electrical machines 48  
   Unit 510 Analogue design 52  
   Unit 512 Business management 56  
Appendix 1 Sources of general information 60
# 1 Introduction

This document tells you what you need to do to deliver the qualification.

In the table below is an outline of this qualification at a glance.

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is this the qualification for?</td>
<td>This Advanced Technician Diploma is aimed at learners who</td>
</tr>
<tr>
<td></td>
<td>• wish to gain employment as an advanced Engineering Technician</td>
</tr>
<tr>
<td></td>
<td>• wish to progress into higher level Engineering qualifications</td>
</tr>
<tr>
<td></td>
<td>• intend to advance into third year of a selected university engineering degree programme.</td>
</tr>
<tr>
<td></td>
<td>It also aims to contribute to recognition by professional institutions.</td>
</tr>
<tr>
<td>What does this qualification cover?</td>
<td>It allows learners to learn, develop and practise the advanced skills required for employment, career progression or university progression in the engineering sector. It will also allow learners to build their knowledge of the principles of mathematics, science and technologies that underpin engineering.</td>
</tr>
<tr>
<td>Who did we develop the qualification with?</td>
<td>Please refer to our recognition list on our website.</td>
</tr>
<tr>
<td>What opportunities for progression are there?</td>
<td>It allows learners to progress into employment, university or to the following City &amp; Guilds qualifications:</td>
</tr>
<tr>
<td></td>
<td>• 9210-01 Level 6 Graduate Diploma in Engineering or other equivalent City &amp; Guilds qualifications.</td>
</tr>
</tbody>
</table>
2 Structure

To achieve the **Level 5 Advanced Technician Diploma in Electrical and Electronic Engineering** learners must achieve the **two** mandatory units and a minimum of **six** optional units.

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>GLH</th>
<th>NLH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory units</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 501</td>
<td>Advanced mathematics for electrical and electronic engineering</td>
<td>85</td>
<td>200</td>
</tr>
<tr>
<td>Unit 502</td>
<td>Electrical and electronic engineering principles</td>
<td>91</td>
<td>200</td>
</tr>
<tr>
<td><strong>Optional units</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 503</td>
<td>Engineering project</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>Unit 504</td>
<td>Project management</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>Unit 505</td>
<td>Instrumentation and control systems</td>
<td>89</td>
<td>150</td>
</tr>
<tr>
<td>Unit 506</td>
<td>Electronic communication systems</td>
<td>72</td>
<td>150</td>
</tr>
<tr>
<td>Unit 507</td>
<td>Digital design</td>
<td>58</td>
<td>150</td>
</tr>
<tr>
<td>Unit 509</td>
<td>Principles and operation of electrical machines</td>
<td>96</td>
<td>200</td>
</tr>
<tr>
<td>Unit 510</td>
<td>Analogue design</td>
<td>162</td>
<td>150</td>
</tr>
<tr>
<td>Unit 512</td>
<td>Business management</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>
3 Centre requirements

Approval
If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the standard Qualification Approval Process.

Resource requirements

Physical resources and site agreements
The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions.

Centre staffing
Staff delivering this qualification must be able to demonstrate that they meet the relevant occupational expertise requirements, i.e., they should be occupationally competent or technically knowledgeable in the areas for which they are delivering training with experience of providing training. This knowledge must be to the same level as the training being delivered.

Trainers must also
• hold or be working towards a recognised training qualification.
• have recent relevant experience in the specific area they will be assessing.
• have credible experience of providing training.
Centre staff may undertake more than one role, e.g., tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessors
Although not specifically required for this qualification, City & Guilds recommends that Assessors hold, or are working towards, the relevant Level 3 TAQA qualification, covering the assessment types required for this qualification. Further information about the City & Guilds TAQA qualification can be found at www.cityandguilds.com. Assessors must be able to demonstrate clear experience in assessing learning and understand City & Guilds’ quality assurance requirements. They must also have the required industry certification and experience as outlined above.

Internal Verifiers / Internal Quality Assurers
Although not specifically required for this qualification, City & Guilds recommends that Internal Verifiers / Internal Quality Assurers hold, or are working towards, the Level 4 TAQA qualification. Further information about the City & Guilds TAQA qualification can be found at www.cityandguilds.com. Internal Verifiers / Internal Quality Assurers must be able to demonstrate clear experience in quality assurance processes and understand City & Guilds’ specific quality assurance requirements. They must also have the required industry certification and experience as outlined above.
Continuing professional development (CPD)
Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements
Learners should already hold the Level 4 Diploma in Electrical and Electronic Engineering or equivalent in order to complete the qualification satisfactorily.

Age restrictions
City & Guilds cannot accept any registrations for learners under 18 years of age.
4 Delivering the qualification

Initial assessment and induction
An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.
5 Assessment

Units 503, 504 and 512 are assessed by assignments set by City & Guilds, internally marked by centres and externally verified. These assignments are graded Pass, Merit and Distinction.

All the remaining units are assessed by dated entry written paper, which are also graded Pass, Merit and Distinction. Exam dates are available on the Catalogue and Walled Garden.

The assessments have all been developed with input from experts in the industry.

Please refer to the Assessor Guidance on www.cityandguilds.com for general assessment guidance for this qualification.

Summary of assessment requirements

To achieve this qualification, candidates will be required to complete the following assessments successfully:

- **one** dated entry written exam for **each** mandatory unit 501 and 502
- **one** assignment for **each** chosen optional unit assessed by assignment
- **one** dated entry written exam for **each** chosen optional unit assessed by dated entry written exam.

City & Guilds provides the following assessments:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Assessment methodology</th>
<th>Where to obtain assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9208-502</td>
<td>Electrical and electronic engineering principles</td>
<td>Dated entry written exam paper 9208-502</td>
<td>Sample exam questions on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>
### Optional units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Details</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>9208-503</td>
<td>Engineering project</td>
<td>Assignment 9208-503 This assignment covers all the learning outcomes in this unit. Assignment set by City &amp; Guilds, internally marked, externally verified</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-504</td>
<td>Project management</td>
<td>Assignment 9208-504 This assignment covers all the learning outcomes in this unit. Assignment set by City &amp; Guilds, internally marked, externally verified</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-505</td>
<td>Instrumentation and control systems</td>
<td>Dated entry written exam paper 9208-505</td>
<td>Sample exam questions on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-506</td>
<td>Electronic communication systems</td>
<td>Dated entry written exam paper 9208-506</td>
<td>Sample exam questions on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-507</td>
<td>Digital design</td>
<td>Dated entry written exam paper 9208-507</td>
<td>Sample exam questions on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-509</td>
<td>Principles and operation of electrical machines</td>
<td>Dated entry written exam paper 9208-509</td>
<td>Sample exam questions on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-510</td>
<td>Analogue design</td>
<td>Dated entry written exam paper 9208-510</td>
<td>Sample exam questions on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>9208-512</td>
<td>Business management</td>
<td>Assignment 9208-512 This assignment covers all the learning outcomes in this unit. Assignment set by City &amp; Guilds, internally marked, externally verified</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>
**Unit assessment overview**

**Assignments**
The following tables are designed to offer a summarised overview of how the tasks in each assignments demonstrate achievement of the assessment criteria in the units.

## Unit 503 Engineering project

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify and be able to research workplace problems. Produce project plans and proposals for improvements or developments <em>(demonstrate effective and appropriate communication skills)</em></td>
</tr>
<tr>
<td>2</td>
<td>Source information, concepts and principles relevant to engineering problems <em>(Apply underlying concepts and principles of their area of study to address an identified engineering problem or issue)</em></td>
</tr>
<tr>
<td>3</td>
<td>Select project methods to address objectives <em>(Evaluate different approaches to the problem or issue identified)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1, 1.2, 2.1, 2.2, 2.3</td>
</tr>
<tr>
<td>2</td>
<td>3.1, 3.2</td>
</tr>
<tr>
<td>3</td>
<td>4.1, 4.2, 4.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task duration</th>
<th>Grading</th>
<th>Weighting per task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
<tr>
<td>5 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
<tr>
<td>4 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Execute the project <em>(Initiate and use strategies to address an identified engineering issue)</em></td>
<td>5.1, 5.2, 5.3, 5.4</td>
</tr>
</tbody>
</table>

**Unit 504  Project management**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Assessment Criteria</th>
<th>Task duration</th>
<th>Grading</th>
<th>Weighting per task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Report: The Principles of Project Management</td>
<td>1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.1</td>
<td>4 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Research Task: Project Management Case Study</td>
<td>2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.2</td>
<td>6 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
</tbody>
</table>

**Unit 512  Business management**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Assessment criteria</th>
<th>Task duration</th>
<th>Grading</th>
<th>Weighting per task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve business performance</td>
<td>6.1, 5.3, 5.4, 3.2, 6.2, 6.3</td>
<td>20 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Evaluating and assessing organisations’ policies, procedures and processes</td>
<td>1.2, 1.3, 4.2, 4.4</td>
<td>15 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Analyse the benefits of knowledge management to an engineering organisation</td>
<td>5.2</td>
<td>8 hours</td>
<td>P / M / D / X</td>
<td>1</td>
</tr>
</tbody>
</table>
Dated entry written exam papers

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test: 9208-501 Advanced mathematics for electrical and electronic engineering

Duration: 3 hours

Grading: Pass/Merit/Distinction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>1. be able to use calculus to solve engineering problems</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>2. be able to apply numerical analysis to solve engineering problems</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>3. understand mathematical expressions used in waveform descriptions</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Test: 9208-502 Electrical and electronic engineering principles

Duration: 3 hours

Grading: Pass/Merit/Distinction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>1. understand complex dc networks</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2. understand the response of RLC circuits to alternating wave forms</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>3. understand the concepts of electromagnetic theory</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>4. be able to analyse electrical systems when modelled as two-port networks</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
### Test: 9208-505 Instrumentation and control systems

**Duration:** 3 hours  
**Grading:** Pass/Merit/Distinction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>505</td>
<td>1. understand instrumentation sensors for measurement</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>2. understand instrumentation systems</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>3. be able to mathematically model parts of a physical control system</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4. understand the stability of a control system</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>5. be able to design stable feedback control systems</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Test: 9208-506 Electronic communication systems

**Duration:** 3 hours  
**Grading:** Pass/Merit/Distinction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>506</td>
<td>1. understand the fundamental principles of electronic communications for data transmission</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2. understand the fundamental principles of analogue communication systems</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>3. understand the fundamental principles of digital communication systems</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4. understand point-to-point communication systems</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>5. understand communication systems applications</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
### Test: 9208-507 Digital design

**Duration:** 3 hours  
**Grading:** Pass/Merit/Distinction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>507</td>
<td>1. understand logic circuits</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. understand the design of combinational logic circuits</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3. understand the design of sequential logic circuits</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4. understand the function and uses of current digital technologies</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5. understand microcontroller fundamentals</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Test: 9208-509 Principles and operation of electrical machines

**Duration:** 3 hours  
**Grading:** Pass/Merit/Distinction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>1. understand the operation of three phase transformers</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. understand the operation of three-phase induction machines</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>3. understand the operation of three-phase synchronous machines</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>4. understand commonly occurring fault conditions in electrical supply systems</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>5. understand variable frequency ac motor drive systems and their applications</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Unit</td>
<td>Outcome</td>
<td>Number of questions</td>
<td>%</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>510</td>
<td>1. understand the operation of electronically controlled power supplies</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. understand amplifier circuit designs for different classes of operation</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3. understand operational amplifier circuit designs</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>4. understand oscillator circuit designs</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>5. understand active filter circuit designs</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>6. understand the operation of data converters</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>7. be able to apply Simulation Program with Integrated Circuit Emphasis (SPICE) software to evaluate circuit performance.</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Test: 9208-510 Analogue design
Duration: 3 hours
Grading: Pass/Merit/Distinction
### Question paper resources

The following examinations papers will require resource materials as listed below.

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Required source material (required on day of exam)</th>
<th>City &amp; Guilds or third party</th>
<th>Cost if third party</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>Mathematical formulae</td>
<td>City &amp; Guilds</td>
<td>n/a</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Copies will be provided with exam question answer booklets. It is recommended to print a copy from the <a href="http://9208webpage">9208 webpage</a> to use throughout the course.</td>
</tr>
<tr>
<td>502</td>
<td>Smith chart paper</td>
<td>City &amp; Guilds</td>
<td>n/a</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Will be provided in the exam question answer booklets, where applicable.</td>
</tr>
<tr>
<td>505</td>
<td>Laplace Transforms</td>
<td>City &amp; Guilds</td>
<td>n/a</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Copies will be provided with exam question answer booklets. It is recommended to print a copy from the <a href="http://9208webpage">9208 webpage</a> to use throughout the course.</td>
</tr>
<tr>
<td>513</td>
<td>Mathematical formulae and Laplace transforms</td>
<td>City &amp; Guilds</td>
<td>n/a</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Copies will be provided with exam question answer booklets. It is recommended to print a copy from the <a href="http://9208webpage">9208 webpage</a> to use throughout the course.</td>
</tr>
<tr>
<td>514</td>
<td>Moody chart</td>
<td>City &amp; Guilds</td>
<td>n/a</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Will be provided in the exam question answer booklets, where applicable.</td>
</tr>
<tr>
<td></td>
<td>Refrigeration and Air tables</td>
<td>City &amp; Guilds</td>
<td>n/a</td>
<td>Copies will be provided with exam question answer booklets. It is recommended to print a copy from the <a href="http://9208webpage">9208 webpage</a> to use throughout the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>From the internet or through the centre’s usual textbook sources. (It is important that it is the 5th edition as it contains data on the refrigerant 134a which is used in all new refrigeration systems.)</td>
</tr>
</tbody>
</table>
Time constraints

The following time constraints must be applied to the assessments of this qualification:

- each assignment has specific time constraints; please refer to the individual assignments and to the Assessor Guidance. Centre staff should guide learners to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact the Qualification consultant for guidance
- all assignments must be completed and assessed within the learner’s period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments
- all dated entry written exam papers must be sat within the learner’s period of registration.

Assessment strategy

City & Guilds provide sample questions for each unit assessed by dated entry written exam paper. The purpose of these sample questions is to provide examples of the type of question that will be set, giving an indication of the breadth and depth of knowledge that is expected. It should be noted that these are sample questions and not a full sample question paper.

Dated entry examinations will take place twice a year, in June and November/December.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.
6 Grade profile

Purpose and use of this qualification grade profile

City & Guilds has taken the decision to grade the individual assessments included in this qualification, and provide a grade associated with each unit. This decision is based on market research with employers and colleges that suggests grading can be of use both as a motivational tool within the learning environment, and also to learners presenting evidence of their skills to prospective employers.

For this reason, the tasks have been developed to extend learners beyond the minimum required for Pass. As a basis for developing the tasks and their related grading criteria, City & Guilds consulted a number of stakeholders to discover what the grades at each level should mean in practice, and how they might be used. The following descriptors are based on that consultation.

The descriptors were used in the development of the task grading criteria and should be used by assessors to understand the intended outcomes of the grading.

They should be referred to during the centre’s standardising exercises in addition to the specific grading criteria for the unit to support a consistent understanding of the standard across units, centres and assessors.

The grades achieved by a learner would be considered by universities for subsequent entry into the correct year of a degree programme.

Aims

The Level 4 and 5 Diplomas in Engineering focus on advanced engineering, with a wide choice of units to provide a flexible route to career success as a professional engineer. The qualifications have been developed closely with both industry and the deliverers of learning in order to ensure fitness for purpose.

Both Level 4 and Level 5 for this qualification are presented here to allow comparison and better understanding of progression.

Levels

Level 4

The Level 4 Diplomas in Engineering focus on advanced engineering. The learners will have the potential to fulfil a role within Engineering that requires a high level of responsibility, for example within first level management, requiring the use of personal initiative and critical judgement.

Holders of these qualifications may also be able to advance into the second year of a selected university engineering degree programme.
Level 5

The Level 5 Advanced Technician Diplomas in Engineering focus on advanced engineering. The learner will have the potential to fulfil a role within Engineering that requires a high level of responsibility, for example leading to middle management and/or project management, requiring the use of personal initiative and critical judgement.

Holders of these qualifications may also be able to advance into the third year of a selected university engineering degree programme.

To take this qualification a learner must first achieve the 9208 Level 4 Diploma in Engineering.

Both levels are also ideal for people wanting to advance as an Engineering technician within the fields of Mechanical Engineering, Electrical and Electronic Engineering, or Civil Engineering.

Delivery of learning

Learning is delivered by approved colleges and training providers in simulated learning environments, not in the workplace. Learners will however have access to real work environments in which to further develop the breadth of their skills and their experience.

Grading

The majority of tasks are graded Pass / Merit / Distinction. Pass reflects the minimum requirements that are expressed in the unit, with Merit and Distinction showing progression in skills and knowledge as well as recognising behaviours important to the industry.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner:</strong></td>
<td>Broader understanding of systems and procedures, can work with minimal guidance, determination to resolve issues, taking ownership and responsibility for own learning, desire to progress.</td>
<td>High level of understanding and evaluation of overall systems and procedures, showing potential to achieve a higher level of academic study. Has an ability to carry out tasks without guidance and shows own initiative.</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Full attempt at assessment, well defined tasks completed with minimal guidance, able to follow the required process, higher level skills / knowledge / competence displayed for the</td>
<td>Full achievement of assessment completed independently, within the time given, ie efficient use of time.</td>
</tr>
<tr>
<td>Complex tasks may present some challenge, partial attempt at assessment, well defined tasks completed with a level of guidance, able to follow the required process, acceptable</td>
<td>Detailed / in-depth reflection on the outcomes of the task with recommendations for</td>
<td></td>
</tr>
</tbody>
</table>

City & Guilds Level 5 Advanced Technician Diploma in Electrical and Electronic Engineering (9208-12) 21
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>skills / knowledge / competence displayed for the industry, can plan, can solve problems. Limited reflection on the outcomes of the task.</td>
<td>industry, can plan, can solve problems more effectively and confidently. Sufficient reflection on the outcomes of the task.</td>
<td>improvement / alternatives.</td>
</tr>
</tbody>
</table>

**Level 5 Learner:**
Capable of making informed decisions, likely to have achieved a grade at Level 4 (Merit / Distinction), has sufficient skills to bring value to the industry, is fairly comfortable with occupational systems and procedures.

**Evidence:**
Complex tasks may present some challenge, but most assessments attempted, well defined tasks completed with a level of guidance, able to follow the required process, acceptable skills / knowledge / competence displayed for the industry, can plan, can solve problems. Satisfactory reflection on the outcomes of the task.

**Learner:**
Full understanding of systems and procedures, can work with minimal to no guidance, determination to resolve issues, taking ownership and responsibility for own learning, desire to excel.

**Evidence:**
Full attempt at assessment, well defined tasks completed with minimal guidance, able to follow the required process, higher level skills / knowledge / competence displayed for the industry, can plan, can solve problems more effectively and confidently. Good reflection on the outcomes of the task.

**Learner:**
High level of understanding, evaluation and competence in overall systems and procedures, clearly achieving a higher level of academic study. Has an ability to carry out tasks without guidance and shows own initiative.

**Evidence:**
Full achievement of assessment completely independently, within the time given, ie efficient use of time. Detailed / in-depth reflection on the outcomes of the task with recommendations for improvement / alternatives.
7 Units

Structure of units
These units each have the following:
- City & Guilds reference number
- title
- level
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.
Unit 501  Advanced mathematics for electrical and electronic engineering

Level: 5  
GLH: 85  
NLH: 200  
Assessment method: Dated written paper

Aim: The purpose of this unit is to enable learners to develop knowledge and understanding of advanced mathematical techniques and be able to apply them to the solution of electrical and electronic engineering problems. Through this unit, learners will develop an understanding of calculus and numerical analysis as well as mathematical expressions used in waveform descriptions.

Learning outcome
The learner will:
1. be able to use calculus to solve engineering problems.

Assessment criteria
The learner can:
1.1 evaluate partial derivatives for a function of several variables
1.2 obtain Laplace transforms for complex functions
1.3 obtain the inverse Laplace transforms for complex functions
1.4 obtain integrals of complex functions
1.5 form ordinary differential equations for solving problems
1.6 solve ordinary differential equations.

Range
Partial derivatives
First- and second-order partial derivatives; the chain rule for partial derivatives, total differential, gradient, divergence, curl

Complex functions
Algebraic and trigonometric functions; Heaviside function, Dirac delta function; first and second order differential equations

Integrals
Indefinite, definite, standard

Ordinary differential equations
First order (variables separable; exact equations; linear equations using an integrating factor), second order (initial and boundary value problems; complementary functions and particular integrals)

Learning outcome
The learner will:
2. be able to apply numerical analysis to solve engineering problems.

**Assessment criteria**

The learner can:
2.1 use numerical **iterative methods** to find the roots of a function
2.2 apply **numerical methods** for the solution of **ordinary differential equation models** of engineering systems
2.3 apply **iterative numerical methods** to the solution of partial differential equation models of engineering systems
2.4 represent numerical values on **diagrams**.

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iterative methods</strong></td>
</tr>
<tr>
<td>Bisection method; Secant method; Newton’s method</td>
</tr>
<tr>
<td><strong>Numerical methods</strong></td>
</tr>
<tr>
<td>Euler and improved Euler; Taylor series; Runge-Kutta; forward, backward and central finite difference methods</td>
</tr>
<tr>
<td><strong>Ordinary differential equation models</strong></td>
</tr>
<tr>
<td>Initial value problems, boundary value problems</td>
</tr>
<tr>
<td><strong>Iterative numerical methods</strong></td>
</tr>
<tr>
<td>Finite difference methods for partial differential equations including forward, backward and central difference methods; solution of sets of linear equations by Jacobi iterative method; Gauss-Seidel iterative method</td>
</tr>
<tr>
<td><strong>Diagrams</strong></td>
</tr>
<tr>
<td>Bode, Nyquist, Nichols, log log, Argand</td>
</tr>
</tbody>
</table>

**Learning outcome**

The learner will:
3. understand mathematical expressions used in waveform descriptions

**Assessment criteria**

The learner can:
3.1 analyse a **periodic** waveform using mathematical **expressions**
3.2 analyse a **basic waveform** description using orthogonal functions
3.3 analyse a random waveform using elements of **probability theory**
3.4 analyse an **aperiodic** waveform using mathematical **expressions**.

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressions (Periodic)</strong></td>
</tr>
<tr>
<td>Polynomial, Taylor series, Fourier Series, vectors</td>
</tr>
<tr>
<td><strong>Basic waveform</strong></td>
</tr>
<tr>
<td>Square, triangular, saw-tooth, exponential, pulse waveforms</td>
</tr>
<tr>
<td><strong>Probability theory</strong></td>
</tr>
<tr>
<td>Joint and conditional probabilities, probability density function, autocorrelation function, power spectral density function</td>
</tr>
<tr>
<td><strong>Expressions (Aperiodic)</strong></td>
</tr>
<tr>
<td>Fourier transforms, Laplace transforms, pole-zero description, vectors</td>
</tr>
</tbody>
</table>
Unit 502  Electrical and electronic engineering principles

Level: 5  
GLH: 91  
NLH: 200  
Assessment method: Dated written paper  

Aim: The purpose of this unit is to extend and deepen learners understanding of the principles of electrical and electronic engineering. These principles form the foundation for further study of more specialist applications of electrical and electronic engineering. Through this unit, learners will develop their understanding of complex dc networks, the response of RLC circuits to alternating wave forms and performance of multi-port networks. Learners will apply the understanding they develop to solve related electrical and electronic engineering problems.

Learning outcome  
The learner will:  
1. understand complex dc networks  

Assessment criteria  
The learner can:  
1.1 model an equivalent circuit for resistor-capacitor-inductor circuits  
1.2 evaluate performance limits of dc circuits under design conditions  
1.3 evaluate circuit performance under variable conditions.

Range  
Performance limits  
Current, power transfer  
**dc circuits**  
Series, parallel, series-parallel  
Performance  
Quality of circuit components, power supply, signal input, circuit tolerance  
Conditions  
Temperature, voltage, power supply, current, ripple, step change
### Learning outcome
The learner will:
2. understand the response of RLC circuits to alternating wave forms

### Assessment criteria
The learner can:
2.1 model dynamic RLC circuits
2.2 analyse frequency responses of tuned RLC circuits
2.3 analyse power factor correction requirements
2.4 evaluate the transient effect on RLC circuits
2.5 evaluate the practical use of transient effect.

### Range
**RLC circuits**
Series, parallel, series-parallel

**Frequency**
Tuned, harmonics, sub-harmonics, second, third

### Learning outcome
The learner will:
3. understand the concepts of electromagnetic theory

### Assessment criteria
The learner can:
3.1 analyse static electric fields
3.2 analyse static magnetic fields
3.3 evaluate time changing electric and magnetic fields
3.4 solve problems involving electromagnetic waves and transmission lines.

### Range
**Static electric fields**
The force between point charges, Coulomb’s Law, electric field intensity, the electric field of several point charges, electric vectors

**Static magnetic fields**
Magnetic (dipoles, loops and solenoids), permeability, magnetic vectors, magnetic effects on electric currents

**Time changing electric and magnetic fields**
Faraday’s Law (derived line integral form), Stoke’s Theorem, Maxwell’s equations, application of circuit and field theory

**Electromagnetic waves and transmission lines**
Coaxial, Two-wire and Field cell transmission lines, the infinite uniform transmission line, impedance of transmission lines, reflection coefficient, slotted line, Smith chart, scattering parameters
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>4. be able to analyse electrical systems when modelled as two-port networks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1 convert circuit values using parameters from different models</td>
</tr>
<tr>
<td>4.2 solve problems involving gain of two-port model networks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parameters</strong></td>
</tr>
<tr>
<td>Z (impedance model); Y (admittance model) and h (hybrid model); elementary matrix algebra</td>
</tr>
<tr>
<td><strong>Gain</strong></td>
</tr>
<tr>
<td>Low frequency; mid-band; high frequency</td>
</tr>
</tbody>
</table>
Unit 503  Engineering project

Level: 5
GLH: 20
NLH: 200
Assessment method: Assignment

Aim: The purpose of this unit is to enable learners to
• apply underlying concepts and principles of their area of study to address an identified engineering problem or issue
• evaluate different approaches to the problem or issue identified
• initiate and use strategies to address an identified engineering issue
• demonstrate effective and appropriate communication skills.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. be able to research engineering problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1 investigate processes, practices or structures in engineering to identify an area for development</td>
</tr>
<tr>
<td>1.2 propose project ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. be able to set project objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 identify information required for inclusion in the engineering project proposals</td>
</tr>
<tr>
<td>2.2 produce project proposals to <strong>required scope</strong></td>
</tr>
<tr>
<td>2.3 produce project objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required scope</strong></td>
</tr>
<tr>
<td>Generate new focussed information about the problem or issue; increase efficiency; improve customer satisfaction; deliver services more effectively; improvements in quality and output; increase organisation competitive edge; opportunities to expand services; more flexibility; other (to be specified in proposal)</td>
</tr>
<tr>
<td>Learning outcome</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>3. be able to source information, concepts and principles relevant to engineering problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 review theories and practices relevant to <strong>engineering project proposal</strong></td>
</tr>
<tr>
<td>3.2 select key <strong>sources of data and information</strong> to support project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering project proposal</strong></td>
</tr>
<tr>
<td>Determined by sector / subject</td>
</tr>
<tr>
<td><strong>Sources of data and information</strong></td>
</tr>
<tr>
<td>Quantitative and qualitative information; relevant materials; published research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>4. be able to select project methods to address objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1 evaluate the strengths of <strong>methods</strong> in relation to project objectives</td>
</tr>
<tr>
<td>4.2 justify selected method(s) used to address project objectives</td>
</tr>
<tr>
<td>4.3 identify strategies appropriate to carry out selected method.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods</strong></td>
</tr>
<tr>
<td>Qualitative research (may include interviews; forums; observation; shadowing, research journal articles, books); quantitative research (may include small sample surveys; questionnaires, sector data, organisational data); application / test of a theory; examination / evaluation of a process</td>
</tr>
<tr>
<td>Learning outcome</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>5. be able to execute a project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>5.1 produce <strong>work plans</strong> to meet objectives</td>
</tr>
<tr>
<td>5.2 implement work plans</td>
</tr>
<tr>
<td>5.3 review work plan, adjusting timescales and deliverables accordingly.</td>
</tr>
<tr>
<td>5.4 prepare a report on the results obtained during project execution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work plan must</strong></td>
</tr>
<tr>
<td>• include phases and tasks</td>
</tr>
<tr>
<td>• include task distribution</td>
</tr>
<tr>
<td>• include project requirements against objectives</td>
</tr>
<tr>
<td>• include time constraints</td>
</tr>
<tr>
<td>• use SMART principles</td>
</tr>
<tr>
<td>• record objectives in project plan</td>
</tr>
</tbody>
</table>
Unit 504  Project management

Level: 5
GLH: 50
NLH: 150
Assessment method: Assignment

Aim: The purpose of this unit is to enable learners to develop an understanding of the principles of project management and how projects are set up. Learners will gain an understanding of how to mitigate for risks and develop their skills in using management tools to monitoring and reviewing projects.

Learning outcome
The learner will:
1. understand why organisations use project management.

Assessment criteria
The learner can:
1.1 describe the principles of project management
1.2 explain the benefits of project management to organisations and individuals.

Range
Principles
Business justification; learning from experience; defined roles and responsibilities; manage by stages; manage by exception; focus on products; objectives; constraints; lifecycle

Benefits
Possible benefits will include: Increased efficiency; improved customer satisfaction; organisations may be more effective in delivering services; improvements in quality and output; development opportunities within the project team; increase in an organisation’s competitive edge; opportunities to expand services; more flexibility; improved Risk Assessment
Learning outcome

The learner will:
1. understand how to set up projects.

Assessment criteria

The learner can:
2.1 explain the considerations when reviewing project proposals
2.2 explain how to set clear goals for projects
2.3 analyse project resource requirements
2.4 explain how roles and responsibilities are allocated within project teams
2.5 identify project communication needs
2.6 assess possible risks to successful completion of projects
2.7 explain how to mitigate for possible risks.

Range

Considerations
Financial viability of the project; time; legal; resource; budget; constraints; dependencies; confidentiality eg restrictions in relation to the Data Protection Act, who has access to data and project documentation

How to set clear goals
Identify stakeholders; identify needs; use SMART principles; record goals in project plans

Resource requirements
Project requirements against goals; time constraints; budget; human resources; training needs; communication needs; IT requirements

How roles and responsibilities are allocated
Use of experts from different areas of the organisation; use of key stakeholders; identify training needs; meeting schedules; timing of reports

Communication needs
Formal/informal communication; identifying who requires communication e.g. stakeholders, management, team members

Possible risks
Safety issues; optimistic time and cost estimates; unexpected budget costs; unclear roles and responsibilities; stakeholder needs not sought; changing requirements after the start of the project; new requirements; poor communication; lack of commitment

Mitigate
Health and safety training; regular project review meetings; appropriate communication; training and monitoring
### Learning outcome
The learner will:
3. be able to use management tools to maintain, control and monitor projects

### Assessment criteria
The learner can:
3.1 describe different management tools for monitoring and control of projects
3.2 justify the use of management tools for monitoring and controlling projects
3.3 use management tools to monitor projects.

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management tools</strong></td>
</tr>
<tr>
<td>Progress reports; budget monitoring reports; GANTT charts; Critical Path Analysis; use of relevant and current project software packages</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
</tr>
<tr>
<td>Updating task status; re-scheduling uncompleted tasks; updating project elements</td>
</tr>
</tbody>
</table>

### Learning outcome
The learner will:
4. be able to review projects at all stages

### Assessment criteria
The learner can:
4.1 explain reasons for reviewing projects after completion
4.2 review projects against original proposals.

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td>Improve future projects; enables ability to learn from experience; identify key resources for future projects; ensures comparison against achievements to original objectives; highlights any issues e.g. health and safety, problems, training needs, shortages in terms of resources, increases in costs, allows for the ability to revise and update plans, enables completion of an end of project report</td>
</tr>
</tbody>
</table>
Unit 505  Instrumentation and control systems

Level: 5
GLH: 89
NLH: 150

Assessment Method: Dated Written Paper

Aim:
The purpose of this unit is to extend and deepen learners understanding of instrumentation and control engineering. Through this unit, learners will develop their understanding of advanced instrumentation systems and in particular acquire the mathematical and analytical tools to understand and design control systems.

Learning outcome
The learner will:
1. understand instrumentation sensors for measurement

Assessment criteria
The learner can:
1.1 calculate parameters of an orifice plate
1.2 calculate the volumetric flow rate through a venturi nozzle.
1.3 calculate parameters of measurement transducers
1.4 analyse the operation of electro-magnetic level sensors
1.5 explain the operating principle of Linear Variable Differential Transformer (LVDT)
1.6 explain how error correction is achieved using a Gray coded angular position encoder
1.7 analyse the different wiring configurations for Resistance Temperature Detectors (RTDs)
1.8 explain how Steinhart-Hart is used for calibrating of thermistor.

Range
Parameters
Pressure, volume flow rate, diameter.
Measurement
Level, pressure, temperature, load, displacement
### Learning outcome
The learner will:
2. understand instrumentation systems.

### Assessment criteria
The learner can:
2.1 analyse the function of **elements** of instrumentation systems
2.2 design a signal conditioning system for a multiple sensor Gray coded input.

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
</tr>
<tr>
<td>Multiplexer, computer, display, sensor, transducer</td>
</tr>
</tbody>
</table>

### Learning outcome
The learner will:
3. be able to mathematically model parts of a physical control system

### Assessment criteria
The learner can:
3.1 derive the **differential equation** for a **complex physical system**
3.2 derive a differential equation model for an underdamped system using an electrical or mechanical analogy
3.3 derive the Laplace transformation for a **complex physical system**
3.4 derive the transfer function of a complex linear system.

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differential equation</strong></td>
</tr>
<tr>
<td>First order, second order</td>
</tr>
<tr>
<td><strong>Complex physical system</strong></td>
</tr>
<tr>
<td>Mass-spring-damper system, rotational mass, rotational damper, fluid inertia, fluid resistance, RLC circuit</td>
</tr>
</tbody>
</table>

### Learning outcome
The learner will:
4. understand the stability of a control system

### Assessment criteria
The learner can:
4.1 evaluate the stability of linear feedback systems
4.2 evaluate the stability of linear feed forward systems
4.3 analyse the frequency response of a feedback control system
4.4 explain how the transfer function relates to the operation of three term controllers (PID)
4.5 tune a PID controller using the Ziegler-Nichols methodology.
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>5. be able to design stable feedback control systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>5.1 design a simple compensated stable control system</td>
</tr>
<tr>
<td>5.2 <strong>analyse compensated</strong> stable control systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Range</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyse compensated</strong> Series, parallel and external (input/output) by block diagrams, transfer functions.</td>
</tr>
</tbody>
</table>
Unit 505 Instrumentation and control systems

Supporting information

Evidence requirements:
1.3 Each ‘measure’ should be assessed each time

Guidance
This unit contains advanced mathematical concepts and should not be attempted without thorough background knowledge of the necessary mathematical theory.
### Unit 506  Electronic communication systems

**Level:**  5  
**GLH:**  72  
**NLH:**  150  
**Assessment method:** Dated written paper

**Aim:** The purpose of this unit is for learners to develop an understanding of analogue and digital communications systems at the signal and subsystem level. Topics include the relationship between time domain and frequency domains, bandwidth requirements of various modulation schemes and noise effects.

### Learning outcome

The learner will:

1. understand the fundamental principles of electronic communications for data transmission.

### Assessment criteria

The learner can:

1.1 explain how the **elements** contribute to a communication system
1.2 evaluate different **types** of transmission media for different **applications**
1.3 evaluate the relative **advantages and disadvantages** of analogue and digital **transmission**
1.4 explain how to reduce noise and interference from different **sources**
1.5 explain the **factors** which affect signal quality in data **transmission**
1.6 explain the **effects** of bandwidth limitations on data **transmission**.
### Range

<table>
<thead>
<tr>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuner, mixer, modulator, amplifier, detector, demodulator, oscillator, radio communications system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaxial cable, twisted pair (shielded and unshielded), optical fibre (step index, graded index), radiowaves, microwaves, infrared, transmitting/receiving components</td>
</tr>
</tbody>
</table>

### Applications
Satellite, telephone, television, radio, data transmission

### Advantages and disadvantages
Information theory; Electromagnetic interference (EMI); radio spectrum

### Transmission
Satellite, telephones, radio, data

### Different sources
Intrinsic, extraneous

### Factors
Resistance, radiation, dielectric material, electromagnetic interference (EMI)

### Transmission
Analogue, digital

### Effects
Interference, crosstalk, SNR reduction, Baud rate limitations, Shannon-Hartley Theorem, Nyquist theorem, Nyquist Bit Rate.

### Learning outcome
The learner will:
2. understand the fundamental principles of analogue communication systems

### Assessment criteria
The learner can:
2.1 explain how analogue **techniques** are used to modulate **signal** transmission
2.2 explain how analogue **techniques** are used to demodulate **signal** transmission
2.3 calculate analogue **spectra** from the **modulated** wave
2.4 plot analogue **spectra** from the **modulated** wave
2.5 explain the function of electronic circuit **elements** in analogue communication systems.
### Range

**Techniques**
Amplitude (AM), frequency (FM), Angle (phase) modulation (PM), Quadrature (QAM), frequency spectrum, phasor representation, power, DSB, SSB, DSB-SC, SSB-SC, PCM, phase locked loops (PLL), AM – envelope/diode detector, synchronous/product detector, FM – phase disc discriminator

**Signal**
Baseband (a.f.), heterodyning (i.f.), carrier (r.f.)

**Spectra**
AM and FM (modulated signals, bandwidth, sidebands)

**Modulated**
Message signal, carrier wave

**Elements**
Tuner, mixer, modulator, amplifier, detector, demodulator, oscillator, phase locked loops (PLL)

### Learning outcome

The learner will:

3. understand the fundamental principles of digital communication systems

### Assessment criteria

The learner can:

3.1 explain how digital techniques are used to modulate signal transmission

3.2 explain how digital techniques are used to demodulate signal transmission

3.3 explain digital transmission issues and errors

3.4 calculate spectra from the modulated wave

3.5 plot spectra from the modulated wave

3.6 explain the function of electronic circuit elements in digital communication systems.

### Range

**Techniques**
Sampling theorem, Nyquist rate, aliasing, Binary PAM, Duobinary PAM, M-ary signalling schemes, Binary ASK (coherent, noncoherent), Binary PSK (coherent, differentially coherent), Binary FSK (coherent, noncoherent), error control coding (ECC)

**Signal**
Baseband (data), carrier (r.f.)

**Issues and errors**
Noise; error rate; error correction

**Spectra**
AM, FM and FSK (modulated signals, bandwidth, sidebands)

**Modulated**
Message signal, carrier wave

**Elements**
Source encoder, channel encoder, modulator, demodulator, channel decoder, source decoder
Learning outcome
The learner will:
4. understand point-to-point communication systems

Assessment criteria
The learner can:
4.1 evaluate methods of multiplexing for data channel sharing
4.2 represent the operation of a point-to-point communication system as a block diagram.

Range
Methods
Time Division Multiplexing (TDM); Frequency Division Multiplexing (FDM), Asynchronous TDM, Code Division Multiplexing (CDM)
System
Multiplex, non-multiplex

Learning outcome
The learner will:
5. understand communication systems applications

Assessment criteria
The learner can:
5.1 explain telephone communication systems applications
5.2 explain radio communication systems for different purposes
5.3 explain how the elements contribute to television communication systems
5.4 evaluate types of satellite orbit for specific applications
5.5 describe satellite communication systems.

Range
Telephone
PSTN, Cellular (mobile) network
System
Transmitter, receiver
Purposes
Type of data transmitted, location of sender and receiver
Elements
Luminance, chrominance, scanning, tuner, time base, sound channel, video channel, primary colour filters, colour signal mixing, display (CRT, LCD, PDP)
Television communication systems
Monochrome, colour, infrared
Orbit
Geostationary, low-earth-orbiting, Molniya, elliptical, mid-earth-orbiting
Satellite
Telephone, TV, radio, Internet, transport navigation, military
Unit 506  
Electronic communication systems

Supporting information

Guidance
Noise in Baseband systems, SNR, Noise in Modulation systems, noise figure, noise temperature, interference in modulation systems [Shannon-Hartley theorem]
Unit 507  Digital design

Level: 5
GLH: 58
NLH: 150
Assessment method: Dated written paper

Aim: The purpose of this unit is to provide learners with an understanding of logic design and logic synthesis tools. On completion of this unit, learners will be able to apply their understanding to the design, simulation, analysis and verification of moderately complex digital circuits.

Learning outcome
The learner will:
1. understand logic circuits.

Assessment criteria
The learner can:
1.1 explain integrated circuit design for logic functions using electronic components, for different logic families
1.2 assess the suitability of semi-conductor families for a circuit specification
1.3 explain how the input/output characteristics are produced in logic systems.
1.4 assess operational performance of different logic family variants.

Range
Logic functions
AND; OR; NOT; EXOR; NAND; NOR
Families
CMOS, TTL
Input/output
Tri-state output, Schmitt trigger operation
Operational performance
Speed, power, cost and interface requirements
Variants
High speed, low-power, low voltage supply CMOS
### Learning outcome
The learner will:
2. understand the design of combinational logic circuits

### Assessment criteria
The learner can:
2.1 simplify Boolean functions for the design of glitch-free **logic circuits**
2.2 determine minimised solutions to 4 and 5 input Boolean expressions using the **laws** of Boolean algebra
2.3 illustrate minimised Boolean expressions as **universal gates**
2.4 design a combinational logic circuit for real-world applications.

### Range
**Logic circuits**
Full adders, BCD-to-Decimal decoder, Priority Encoders, hardware multiplier

**Laws**
Commutative; associative; distributive; duality; de Morgan

**Universal gates**
NAND, NOR

### Learning outcome
The learner will:
3. understand the design of sequential logic circuits

### Assessment criteria
The learner can:
3.1 explain the operation of different **types** of sequential **logic devices**
3.2 analyse **state diagrams** for the operation of sequential circuits
3.3 produce state-transition tables for sequential **logic devices** and their **state diagrams**
3.4 design sequential **logic devices** to meet specifications.

### Range
**Types**
Synchronous, Asynchronous

**Logic devices**
Shift Register, RAM, Bidirectional Register, Digital delay line, Sequence Generator, Ring Counter

**State diagrams**
Mealy machine, Moore machine
### Learning outcome
The learner will:
4. understand the function and uses of current digital technologies

### Assessment criteria
The learner can:
4.1 explain typical **digital technologies** and their limitations
4.2 explain the concepts of Moore’s Law and its limitation.

### Range
**Digital Technologies**
VLSI; FPGA; PSoC; Flash memory; Static RAM

### Learning outcome
The learner will:
5. understand microcontroller fundamentals

### Assessment criteria
The learner can:
5.1 explain the functions of **microcontroller fundamentals**
5.2 explain the functions of the **three main areas** of micro-processor-systems
5.3 explain simple microcontroller design.

### Range
**Microcontroller fundamentals**
Computer architecture ALU, CPU Von Neumann structure, ALU, key components elements, Fetch-execute cycles, Accumulator, data and program memory, program counter, clock and I/O, fetch-execute cycles, control unit

**Three main areas**
CPU, Memory, I/O
Unit 507  Digital design
Supporting information

Evidence requirements
To assessment team
Outcome 2: ac e
Real-world situation example: 4-sensor automatic safety-guard cut-out

Outcome 4: ac d
Simple microprocessor design using architecture diagrams

Guidance

Purpose
Number of gates on an IC, reduction in number of IC’s, reduce redundancy, power consumption, speed, costs, size of final circuit.

Methods
Algebraic methods; graphical methods (Karnaugh Mapping and variable entry mapping (VEM) techniques)

Simple microprocessor
The Intel 8-bit 8051, or similar
Unit 509  Principles and operation of electrical machines

Level:  5
GLH:  96
NLH:  200
Assessment method:  Dated written paper
Aim:  The purpose of this unit is to enable learners to develop a further understanding of electrical machines and systems in engineering operations. The focus of the unit is on three phase transformers, induction motors, and synchronous machines.

Learning outcome
The learner will:
1. understand the operation of three phase transformers

Assessment criteria
The learner can:
1.1 evaluate the use of tapchangers for voltage control
1.2 evaluate the method of three phase power transformer earth fault detection using current transformers
1.3 evaluate the buchholz relay system of transformer protection
1.4 calculate on-load transformer heating and cooling times
1.5 calculate efficiencies and regulation of loaded transformers from equivalent circuit parameters derived from test values.

Range
Tapchangers
Off-line, online, manual, automatic, solid state (thyristor)
### Learning outcome
The learner will:

2. understand the operation of three-phase induction machines

### Assessment criteria
The learner can:

2.1 determine **practical values** for equivalent circuits
2.2 evaluate the **performance** of three phase induction motors
2.3 solve problems involving induction machines.

### Range
**Practical values**
Stator resistance, stator leakage reactance, stator loss components, rotor resistance, rotor leakage reactance

**Performance**
Copper losses, input/output powers, slip frequency vs speed of rotation, efficiency, maximum power factor, maximum torque, circle diagrams

---

### Learning outcome
The learner will:

3. understand the operation of three-phase synchronous machines

### Assessment criteria
The learner can:

3.1 analyse the **performance** of an ideal synchronous machine using phasor diagrams
3.2 produce an operating chart for a three phase cylindrical machine
3.3 determine the load share for parallel operation of three phase alternators
3.4 explain the conditions for synchronising three phase alternators to infinite busbars
3.5 understand how a three-phase synchronous machine can be started using a variable –frequency supply
3.6 understand how a three-phase synchronous machine can be started as an induction motor
3.7 determine an equivalent circuit
3.8 solve problems involving synchronous machines.

### Range
**Performance**
Offload or onload
### Learning outcome
The learner will:

4. understand commonly occurring fault conditions in electrical supply systems

### Assessment criteria
The learner can:

4.1 calculate values of short circuit levels for symmetrical faults  
4.2 express circuit parameters as symmetrical components  
4.3 calculate values of short circuit levels for asymmetrical faults.

### Range

**Levels**  
kVA, MVA  

**Symmetrical faults**  
Line-line-line, line-line-line-earth

**Circuit parameters**  
Currents, voltages and impedances  

**Asymmetrical faults**  
Line-line, line-line-earth, line-earth

---

### Learning outcome
The learner will:

5. understand variable frequency ac motor drive systems and their applications

### Assessment criteria
The learner can:

5.1 explain the operation of power switching devices  
5.2 analyse the operation of three-phase bridge inverters  
5.3 analyse pulse width modulated inverter systems for induction motors  
5.4 analyse the harmonic content of inverter output waveforms.

### Range

**power switching devices**  
TRIACs, DIACs, transistors, firing circuits  

**three-phase bridge inverters**  
Voltage source inverters, current source inverters  

**inverter systems**  
Sinusoidal PWM, space vector PWM, gear changing  

**Applications**  
ac generator, e.g. fuel cell thermo-electric, magneto-hydrodynamic (MHD), constant speed operation, power factor control
Unit 509  Principles and operation of electrical machines

Supporting information

Evidence requirements:
1.1 The calculation will also require the fault current calculated as part of this calculation
3.1 Data should be provided for this ac

Guidance
1.1 The calculation will also require the fault current calculated as part of this calculation
2.1 Standards phasor diagrams doesn’t have to be BS standards but the standards used in a host country
Unit 510 Analogue design

Level: 5
GLH: 162
NLH: 150
Assessment method: Dated written paper

Aim:
The purpose of this unit is to provide learners with an understanding of standard analogue electronic circuit configurations, including the design of power supplies, operational amplifiers applications and oscillators.

Learning outcome
The learner will:
1. understand the operation of electronically controlled power supplies

Assessment criteria
The learner can:
1.1 evaluate types of power supply for different applications
1.2 analyse the purpose of electronic components used in power supplies.

Range
Types
dc and ac sources, Fixed and Variable Power supplies, linear voltage regulator, overview of switched mode power supply (Buck converter, boost regulator, flyback regulator, the charge pump), uninterruptable power supplies

Purpose
Conversion of ac to dc or dc to ac, Reduction of rectified ripple voltage, Regulation, over voltage and over current protection, voltage and current limiting, constant and variable voltage and current sources

Electronic components
Capacitors, Rectifier diodes, Zener diodes, FET’s, BJT’s, Darlington Pair, Rectifier Bridge, TRIAC’s, Thyristors, Diacs
### Learning outcome
The learner will:

2. understand amplifier circuit designs for different classes of operation

### Assessment criteria
The learner can:

2.1 explain the **types of amplifier classification**
2.2 analyse different types of **class A** amplifier circuit design
2.3 analyse types of **class B** amplifier circuit design
2.4 analyse types of **class C** amplifier circuit design.

### Range

#### Types of amplifier classification
Class A, AB, B, C, D

**Class A**
- Fully stabilised voltage amplifier, Tuned amplifier, push-pull design,
- Use of Darlington pair, Linsley-Hood class A amplifier, output characteristics, biasing

**Class B**
- Class B power stage, Class B Push-pull Transformer Amplifier Circuit,
- Class B Transformerless Output Stage, Audio Amplifier, output characteristics, biasing

**Class C**
- Power amplifier, Bridge configuring the output, RF transmitter amplifier, PWM amplifier, output characteristics, biasing

### Learning outcome
The learner will:

3. understand operational amplifier circuit designs

### Assessment criteria
The learner can:

3.1 analyse the types of **operational amplifier** circuits
3.2 analyse the properties of the different types of operational amplifier configurations
3.3 calculate the component values for the operational amplifier circuit of specified applications.

### Range

#### Operational amplifier
Buffer, Inverting, Non-inverting, multi-stage, mixer, adder, differential/subtractor, instrumentation, comparator, integrator

#### Properties
- Ideal Op amp, Gain, input impedance, Zin, output impedance, Zout, input offset voltage, input current, bandwidth, feedback factor, CMRR, slew rate, Gain Bandwidth Product (GBP).

#### Specified applications
- Instrumentation, bridge measurement, comparator, integrator, mixer
### Learning outcome

The learner will:

4. understand oscillator circuit designs

### Assessment criteria

The learner can:

4.1 analyse the **types of oscillator** circuits
4.2 analyse the **properties** of the different **types of oscillator** configurations
4.3 calculate the component values for the oscillator circuit of **specified applications** at given frequencies.

### Range

#### Types of Oscillator
- R-C, phase-shift, Wien bridge, Tuned collector, Colpitts, Hartley, Twin T, relaxation, crystal, Multivibrators (monostable, bistable and astable)

#### Properties
- Oscillation amplitude, frequency range, frequency stability and drift, phase noise, jitter.

#### Specified applications
- Tuned collector, Colpitts, Hartley, Twin T, relaxation, multivibrators (monostable, bistable and astable), 555 Timer

### Learning outcome

The learner will:

5. understand active filter circuit designs

### Assessment criteria

The learner can:

5.1 analyse the **types of active filters**
5.2 analyse the **properties** of the different **types of active filters** configurations

### Range

#### Types of active filter
- Active low-pass, High-pass, Band-pass, voltage-controlled voltage source (VCVS) switched capacitor cascaded biquads

#### Properties
- Gain, cut-off frequency, component values, -3dB levels. Transfer functions, filter responses stability, sensitivity analysis

#### Specified applications
- Noise rejections, Transmissions & communications, audio and video signals
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>6. understand the operation of Data Converters</td>
<td></td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>6.1 explain the configurations of converter <strong>digital to analogue (D to A) circuitry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 explain the configurations of converter <strong>analogue to digital (A to D) circuitry</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th>Digital to analogue (D to A) circuitry</th>
<th>Analogue to digital (A to D) circuitry</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>7. be able to apply Simulation Program with Integrated Circuit Emphasis (SPICE) software to evaluate circuit performance.</td>
<td></td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>7.1 explain the <strong>application</strong> of SPICE.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th>Application</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAC analysis (linear small-signal frequency domain analysis), dc analysis (nonlinear quiescent point calculation), dc transfer curve analysis, noise analysis (small signal analysis), transfer function analysis (small-signal input/output gain and impedance), transient analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 512  Business management

<table>
<thead>
<tr>
<th>Level:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLH:</td>
<td>45</td>
</tr>
<tr>
<td>NLH:</td>
<td>100</td>
</tr>
<tr>
<td>Assessment method:</td>
<td>Assignment</td>
</tr>
</tbody>
</table>

**Aim:**
The purpose of this unit is to develop in learners key business management principles and approaches that apply to engineering organisations and processes.

**Learning outcome**
The learner will:
1. understand how risk is managed in the engineering workplace

**Assessment criteria**
The learner can:
1.1 evaluate information and data to determine risk levels
1.2 evaluate health and safety policies
1.3 evaluate operating procedures and processes
1.4 recommend how risk is managed.

**Range**

**Information and data**
Accident, incident and near miss records, employee data eg working hours, environmental data eg lighting levels

**Managed**
Remove need, staff training, standard procedures, control of substances and materials, regular inspection, use of (PPE)
### Learning outcome

The learner will:

2. understand the management of people in engineering

### Assessment criteria

The learner can:

2.1 explain **working relationships** in engineering organisations
2.2 analyse the relationship between employee motivation and business success in engineering
2.3 analyse the effect of **employment contractual issues** on business success
2.4 analyse **human factors** affecting performance in the engineering workplace.

### Range

**Working relationships**
Between levels of management, between management and staff, between different functional areas, between organisation and stakeholders

**Employment contractual issues**
Sub-contractor, zero hours, casual, agency staff

**Human factors**
Working environment, work patterns, work load, employee health, motivation

---

### Learning outcome

The learner will:

3. understand approaches to quality assurance of engineering operations

### Assessment criteria

The learner can:

3.1 compare ways in which quality assurance applies in different areas of engineering operations
3.2 review an **area of engineering operations** for weaknesses
3.3 apply quality assurance methods to an area of engineering operation.

### Range

**Areas of engineering operations**
Installation, production, maintenance, engineering support functions
### Learning outcome

The learner will:

4. understand the effect of change on organisations

### Assessment criteria

The learner can:

4.1 explain the factors that contribute to the need for change in organisations

4.2 assess processes for managing change in organisations

4.3 explain the role of leadership and management in the change process

4.4 evaluate the change process in an organisation.

### Range

**Factors**

Internal (e.g., strategic, organisational, sector led objectives, resources),

external (PESTLE political, economic, social, technological, legal, environmental)

**Processes**

Learners should be encouraged to refer to current theories and processes e.g. Kotter’s 8 Steps, Kubler Ross 5 Stage Model.

### Learning outcome

The learner will:

5. understand the importance of knowledge management

### Assessment criteria

The learner can:

5.1 explain the relationships between data, information, knowledge and wisdom

5.2 analyse the benefits of knowledge management to an organization

5.3 assess knowledge assets of an area within an organisation

5.4 evaluate organisations knowledge management framework.

### Range

**Data, information, knowledge and wisdom**

Data: one off event

Information: when data is added to data

Knowledge: the ability to use the information.

Wisdom: think and act using knowledge, experience and insight

**Benefits**

Efficient processing of data; positive impact on organisation goals; improved productivity; improved customer service
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>6. understand the need for business improvement in organisations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>6.1 explain <strong>tools</strong> used to improve business performance</td>
</tr>
<tr>
<td>6.2 review an area of an organisation for improvement opportunities</td>
</tr>
<tr>
<td>6.3 <strong>plan</strong> business improvement for an area of an organisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Range</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Tools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be encouraged to refer to current approaches eg six sigma, 5S, Kaizen, process flow analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART targets</td>
</tr>
</tbody>
</table>
Appendix 1  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.
Useful contacts

**International learners**
General qualification information
Please contact your regional office.
Details can be found at [www.cityandguilds.com](http://www.cityandguilds.com) or alternatively
E: intcg@cityandguilds.com

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com
About City & Guilds

As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

• centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes

• candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
5 - 6 Giltspur Street
London EC1A 9DE

www.cityandguilds.com