

**Level 2 Technical Certificate in  
Healthcare, Care and Childcare  
(3625-20)**

**Synoptic Assignment Pack**

# Introduction

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SAMPLE

# Candidate section

## Candidate guidance

### General guidance

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

### Plagiarism

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

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.

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

You should take care when planning to make sure you have divided the time available between tasks appropriately. 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 work is clearly labelled with your name and the assignment reference.

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

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

## Scenario

This scenario relates to tasks 1 and 2.

You are working as a care assistant in a residential care home for older people. During a recent CQC inspection a recommendation was set to introduce more activities for residents with Dementia.

Your manager asked you to plan an activity for a small group of residents who have moderate cognitive impairment. The aim of the activity will be a range of positive outcomes such as encouraging cognitive skills and socialisation.

Your manager encourages you to be as creative as possible and will also allocate a small budget to finance your activity.

Your manager meets with you and says that she would like you to create an activity plan which you will then explain to her. She asks you to be mindful of the following when planning the activity:

- Health and Safety
- Safeguarding
- Equality of access

### Task 1 – Activity planning

Produce a plan for an activity for the group considering the following:

- Aim of the activity
- SMART objectives for the activity (including timing)
- Issues and concerns to be addressed prior to the activity
- People resources
- Supporting materials/resources required for use when delivering the activity
- Possible budget needed

Write a summary of the potential benefits and justifications for choosing your proposed activity.

#### Conditions of assessment:

You will carry out and collect information you want to use in completing your assignment unsupervised.

Your final piece of work must be entirely your own work and if you wish to make reference to information from other sources ensure you use a clear referencing system.

It is expected this task will take approximately 4 hours in total – 2 hours unsupervised research and planning time and 2 hours supervised writing up time.

#### What evidence must be presented for marking?

- Activity plan with references to resources that will be integral to the delivery of the activity
- Summary of the potential benefits and justifications for the activity (Approximately 500 words)

Work may be written or word processed.

#### Additional records which can be included to support the completion of your activity session:

- None

## Task 2 – Improving healthy living

One of the residents is concerned as they have just found out they have Type 2 Diabetes. They do not understand what this means or where they can obtain help and information to manage this condition.

Create an information sheet for them which contains the following:

- An explanation of the condition
- Signs and symptoms
- Associated health risks
- Support treatments and services available
- Potential lifestyle changes that may need to be made

### Conditions of assessment:

You may carry out research and collect the information you want to use in information sheet unsupervised. Your final information sheet must be completed working alone under supervised conditions.

It is expected this task will take approximately 6 hours in total – 4 hours unsupervised research time and 2 hours supervised writing up time.

### What evidence must be presented for marking?

- An information sheet on diabetes (Approximately 500 words)

### Additional records which can be included to support the completion of your activity session:

- None

## Task 3 – Skills task

You are working in a nursery setting and are required to change a baby's nappy.

Write a summary of your considerations and justifications for your actions when carrying out the activity.

### Conditions of assessment:

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

It is expected this task will take approximately 1 hour in total – 15 minutes supervised activity time and 45 minutes supervised writing up time.

### What evidence must be presented for marking?

- Summary of your considerations when carrying out the activities (Approximately 250 words)

Work may be written or word processed.

### Additional records which can be included to support the completion of your activity session:

- Assessor observation notes on your activities

#### **Task 4 – Interview**

Choose one completed work placement diary entry for the planned assessment interview with your tutor.

The entry you choose should related to a specific activity or event which occurred within your work placement which you felt was challenging to you but where your care skills were clearly developed. Your diary should provide a detailed account of what happened and you will need to be prepared to answer questions on this activity with your tutor.

Use the prompts within the diary to reflect on your own learning and the skills and behaviours you have developed. Answer the questions asked by your tutor as fully as possible and give examples from the work placement activity or event where possible.

You will need to consider and answer questions on the following aspects of your activity or event:

- The role played in the event or activity
- Challenges presented
- Actions taken and skills used to meet those challenges
- Core care values and behaviours demonstrated
- Changes to be made if the same event happened again
- Any exemplary practice witnessed
- Any practice witnessed that could have been improved
- Personal lessons learnt about self in the care role

#### **Conditions of assessment:**

You will take part in the interview with a tutor/member of staff asking the questions.

The time allocated for preparing for and conducting the interview is 1 hour. The interview itself will take approximately 10 – 15 minutes. 15 minutes supervised activity time and 1 hour unsupervised preparation time.

#### **What must be presented for marking:**

- Work placement diary entry

#### **Additional records to support your performance:**

- Assessor/tutor notes on interview answers
- Audio recording of interview

## Centre guidance

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

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

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

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

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

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

### **Health and safety**

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

### **Observation**

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

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

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

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

Tutors should ensure that any required additional supporting evidence including eg photographs or audio can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing

the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

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

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

### **Minimum evidence requirements**

The sections:

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

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

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

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

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

### **Preparation**

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



### **Guidance on assessment conditions**

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

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

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

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

### **Authentication of candidate work**

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

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

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

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

### **Accessibility and fairness**

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

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

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

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

### **Guidance and feedback**

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

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

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

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

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

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

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

### **Guidance on marking**

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

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

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

## **Guidance on tasks**

### **Timings**

The recommended time to be allocated for the completion of the tasks that comprise this assessment is 12 ¼ hours.

Of the 12 ¼ hours, 7 are dedicated to research and information gathering, which can be carried out unsupervised. The remaining 5 ¼ hours are dedicated to practical skills tasks, interview time and writing up, which must be completed under supervised conditions.

Candidates work can be written or word processed. Where work is word processed consideration should be given to the security and regular back up of work.

Work must be retained by the centre between supervised write up sessions e.g. in cases where work is word processed, candidates could be issued a named memory stick at the start of each write up session which they save their work on to. The memory stick would then be handed in and stored securely by the centre, before reissuing the same named memory stick to candidates at the start of the next write up session.

### **Simulation**

It is expected that centres will have the necessary equipment/models to simulate the skills tasks. Skills tasks should be carried out in centres learning environments which replicate realistic working environments.

## Assessment objectives marking grid

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick</p>
<p><b>Examples of types of knowledge expected:</b> professional/personal skills and qualities, regulations, safeguarding, values that underpin practice, codes of conduct, person centred care, inclusive care/practice, life stages and milestones, development theories, use of terminology, relevant legislation and initiatives, roles and responsibilities, health and safety / risk considerations, core behaviours, local services policy and resourcing services, wider health landscape and inequalities in health.</p>				
		<p>The candidate has shown basic knowledge with no clear links to concepts, for example how legal requirements influence practice. There may be some gaps in knowledge but no inaccuracies.</p>	<p>The candidate has shown a broad range of accurate, knowledge, making links across concepts and how these influence practice. The majority of explanations are detailed and examples are provided. They can cite relevant examples when providing explanations or descriptions e.g. theorists.</p>	<p>The candidate has shown in-depth knowledge of the links across a range of concepts, showing a high degree of confidence and accuracy. Explanations are detailed and corresponding examples are provided.</p>
20	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing,</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible,</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b> Logical reasoning, thoughtful decisions, causal links, justified</p>
<p><b>Examples of understanding expected:</b> concepts of skills and qualities, application of legislation and policy to situations (e.g. safeguarding), concepts of health, care and childcare values, concept of roles and responsibilities and their boundaries, principles of person centred care, principle of inclusion, developmental theories and principles, principles of communicating information to a range of age groups, risk management of activities</p>				
		<p>The candidate has shown basic understanding of key concepts and theories for example person centred care. There is no evidence to suggest they have read widely around the topics.</p>	<p>The candidate has shown a broad range of understanding of concepts and theories providing detailed explanations and examples. Links are made to the current best practice in settings throughout. Understanding is consistent with reasoning and further reading is clearly evident.</p>	<p>The candidate has shown clear explanations and strong links have been made between concepts, theories and practice across sectors, showing a high degree of confidence and accuracy. Consideration of how evidence produced could be adapted to different types of groups.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>A03 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p align="center"><b>(1-2 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center"><b>(3-4 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center"><b>(5-6 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p><b>Examples of skills expected:</b> Using a range of communication methods, overcoming barriers to communication, using active listening, following safety procedures, applying infection control measures, risk assessment activity, supporting safety and security, supporting patients of different ages (e.g. supporting mobility, feeding, bathing etc.)</p>		
		<p>The candidate has shown basic technical skills when completing tasks with prompting during skills tasks. Limited range of communication methods and questioning displayed during interview.</p>	<p>The candidate has shown a good range of consistent technical skills when completing tasks including a range of non verbal and verbal communication methods. Candidate demonstrates engagement and is able to widen discussions when prompted.</p>	<p>The candidate has shown an excellent range of consistent, highly proficient, technical skills including a wide range of non verbal and verbal communication methods. Candidate demonstrates total engagement and is able to extend and widen interview discussions where possible. Candidate uses reflection to analyse and evaluate situations and can discuss fully the impact.</p>
20	<b>A04 Bringing it all together - coherence of the whole subject</b> <ul style="list-style-type: none"> <li>• Does the candidate draw from the breadth of their knowledge and skills?</li> <li>• Does the candidate remember to reflect on theory when solving practical problems?</li> <li>• How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
<p><b>Examples of bringing it all together:</b> Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, considerations of wider application across specific groups, working out solutions to problems, making links between practice in different areas, identification of common trends, consideration of the end user rather than just practice/process, adaptation of thoughts and approaches to meet different care needs, linking of theory to practice, linking values and behaviours to practice, interpreting, collating and filtering information for a range of audiences</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		The candidate shows evidence of using their knowledge and understanding to make key links between limited topics across the qualification.	Utilises a range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which informs basic appreciation of the context of practice and its impact on the care receiver.	Utilises a wide range of knowledge from across the qualification to analyse and problem solve creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of health, care and childcare practice and its impact on the care receiver. Clear evidence of collating and filtering of information from a range of sources for different contexts.
<b>0</b>	<b>AO5 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p align="center"><b>(0 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center"><b>(0 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center"><b>(0 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
<b>15</b>	<b>AO6 Identify and use knowledge from other sources – research</b> <ul style="list-style-type: none"> <li>Does the candidate identify and use a wide range of appropriate sources effectively?</li> <li>How critically is information appraised, for plausibility, suitability and relevance?</li> <li>How purposefully is information used?</li> </ul>	<p align="center"><b>(1-3 marks)</b></p> <p><b>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</b></p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p align="center"><b>(4-6 marks)</b></p> <p><b>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</b></p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p align="center"><b>(7-9 marks)</b></p> <p><b>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</b></p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		<p><b>Examples of research:</b> using a range of sources (e.g. internet, books, journals, relevant non-confidential workplace policies and procedures), reference list / reference to sources</p>		
		There is minimal evidence of background reading with some of which is not relevant. Basic referencing to sources. Limited range of sources used e.g. candidate has used only internet. Referenced sources are not always evidenced in assignment work but there is an attempt to use consistent reference to sources.	Consistent evidence of background reading with considered and relevant referencing. Referencing is clear and provides a range of sources. Attempt at structured referencing list.	Relevant and consistent evidence of background reading with well considered referencing. Referencing demonstrates depth and breadth of research sources including books, web based research, journals and more. Consistent use of a referencing framework which is clear and accurate.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	<b>A07 Originality and creativity</b> <ul style="list-style-type: none"> <li>Does the candidate respond to the brief in an original way?</li> <li>Are ideas/ materials etc used in a creative novel, experimental way?</li> <li>Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge?</li> </ul>	<p align="center"><b>(0 marks)</b></p> <p><b>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</b> Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center"><b>(0 marks)</b></p> <p><b>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</b> Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center"><b>(0 marks)</b></p> <p><b>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</b> Original, creative, unique, unconventional, risky, fully developed, inspired.</p>
15	<b>A08 Communication/ Presentation/ Documentation</b> <ul style="list-style-type: none"> <li>How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated?</li> <li>Does the candidate use logical and well structured writing that is coherent and easy to follow?</li> <li>How appropriate and well presented are the chosen communication methods and formats?</li> </ul>	<p align="center"><b>(1-3 marks)</b></p> <p><b>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</b> Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center"><b>(4-6 marks)</b></p> <p><b>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</b> Reasonably successful, conveys message quite well.</p>	<p align="center"><b>(7-9 marks)</b></p> <p><b>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</b> Professional, organised, well structured, easy to follow, even complex ideas.</p>
<p><b>Examples of communication:</b> use of accurate presentation, assignment and report writing skills, layout and presentation, well expressed sentence structure (syntax) and grammar, consideration of target audience</p>				
		<p>Candidate provides basic responses to assessment tasks. Work contains grammatical and spelling errors. Written explanation sometimes enables the candidate to address discussion topics. Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task. Does not focus on the needs of the receiver/target audience. No attempt to consider the understanding of the end user.</p>	<p>Candidate provides generally consistent responses to assessment tasks. Some grammatical and spelling errors. Explanation generally enables the candidate to address discussion topics and have structure. Communication methods, language and terminology are consistently appropriate to assessment task. Attempt to consider the needs of the receiver/target audience and their understanding.</p>	<p>Candidate provides clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written explanation enables the candidate to show depth and breadth of discussion topics. Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are consistently appropriate to assessment task. Content is interesting and engaging.</p>

## Declaration of authenticity

Candidate name

Candidate number

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Centre name

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Centre number

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### Candidate:

**I confirm that all work submitted for this synoptic assignment 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



## Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date:

## Task 2 Practical skills - recording form

Candidate name

Candidate number

Tutor name

Date of assessment

<b>Application of practical/ technical skill considerations</b>	<b>Summary of candidate skills observed</b>
<ul style="list-style-type: none"><li>• Fluidity, hand eye coordination and dexterity</li> <li>• Confidently using breadth of practical skills</li> <li>• Accuracy / success in using skills to achieve practical outcome</li> <li>• Working following health and safety/risk assessment requirements</li> <li>• Communicating appropriately throughout task</li> <li>• Working with consideration of dignity and respect for others</li></ul>	

Tutor signature and date:

## Task 4 Interview – Recording form

Candidate name

Candidate number

Tutor name

Date of assessment

Question	Summary of candidate response
Describe the event recorded in your diary and the role you played.	
With specific reference to the activity, identify the challenges that were presented.	
What action did you take and what skills did you call upon to meet those challenges.	
On reflection how were the core care values expressed in your behaviour and actions during the event?	

Question	Summary of candidate response
What changes you would make if the same event happened again?	
Did you observe any exemplary practice from other team members that enhanced your understanding of best practice?	
Did you observe any practice from other team members that could have been improved?	
What you have learnt about yourself in the care role?	

Tutor signature and date: