

Level 2 Technical Certificate in Agriculture (0171-20)

Version 1.0 December 2016

Synoptic Assignment Pack

General guidance for candidates

General guidance

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

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

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

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

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

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

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

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

Assignment Brief

Read through the scenario of Hardwick Farm in preparation for completing this assignment.

Hardwick Farm



Hardwick farm is currently a large arable farm but the owner is looking to introduce a livestock enterprise which will include grassland into the rotation.

The farmer wants to introduce a sheep flock consisting of breeding ewes, which will be purchased from a private sale. The proposal is to establish 120 ewes for lambing to take place during April.

The farm over the past 10 years has been in an all arable rotation, growing a range of cereals, oilseeds, protein and potato crops. The farm uses mainly minimal tillage seedbed preparation methods for the cereals, oilseeds and protein crops. The land is of flat topography and soil types ranging from heavy clay to light sand.

Over the past few years, yields have declined slightly, and the decision to include livestock on the farm has been taken, in order to improve soil nutrient content and support a more sustainable soil structure.

Due to the arable farming operations, most of the land has no fencing, except for field 4 where there is some fencing, however it is in a poor state of repair and requires upgrading.

Table 1 shows the present cropping on the farm, with the overall areas of crops grown across the farm.

Table 1: Field activity

Field number	Size	Cropping notes
1	36.4 Ha	Current crop - Winter Beans
2	57.2 Ha	Current crop - Winter Wheat
3	35.9 Ha	Current crop - Spring Barley
4	25 Ha	Previous crop Winter Wheat To be converted to grassland for grazing sheep
5	15 Ha	Current crop - Winter oil seed rape
6	30 Ha	Current crop - Winter Beans
7	45 Ha	Current crop - Spring Wheat
8	21 Ha	Current crop - Winter oil seed rape
9	20 Ha	Current crop - Winter Wheat
10	5 Ha	Current crop - Winter oil seed rape
11	40 Ha	Current crop - Potatoes
12	25 Ha	Current crop - Winter oil seed rape
13	50 Ha	Current crop - Spring Barley
14	35 Ha	Current crop - Winter Wheat
15	38 Ha	Current crop - Potatoes
16	25 Ha	Current crop - Winter Beans
17	25 Ha	Current crop - Potatoes
18	51 Ha	Current crop - Winter oil seed rape
Total Ha	579.5 Ha	

The farm maintenance shed contains the following materials:

- Wooden posts - split and round
- Sheep/stock netting – 50m roll
- Galvanised barbed wire – 200m roll
- Galvanised plain wire – 500m roll
- Galvanised staples and nails
- Strainer posts
- Struts
- Wooden gate
- Galvanised steel gate
- Hinges
- Gate hinge fixings

The farm workshop contains a comprehensive selection of hand tools.

Tasks

Task 1

Either

Check the fencing in field 4, removing and replacing broken sections and with consideration of

- Health and safety requirements when working
- Appropriate tools and equipment

Or

Check the drainage ditch in field 5, clearing the blocked sections with consideration of

- Health and safety requirements when working
- Appropriate tools and equipment

This task should take you approximately 3 hours.

Conditions of assessment:

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

What you must produce for marking:

- N/A

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes of your working practice, the standard and accuracy of the finished work, and details of your contribution
- Photographs/video evidence of your completed work

Task 2a

In preparation for the establishment of crops take a representative soil sample from the field, prepare the sample and analyse the results. Record the results and method used.

Prepare a plan for the farm supervisor for the establishment of this crop to include:

- Seed mix required including variety breakdown and reasons for choice
- Power unit and machinery required for crop establishment
- Nutrient application options
- Health and safety and PPE considerations

Task 2b

Drive the power unit and attached seed bed implement from the farmyard to the field ready for crop establishment, and back again following establishment by the farmer.

These tasks should take you approximately 6 hours.

Conditions of assessment:

Your plan must be completed working alone under supervised conditions.

You must carry out tasks 2a and 2b on your own, under supervised conditions.

What you must produce for marking:

- Recorded results of soil sampling
- Crop establishment plan

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes of your working practice
- Photographs/video evidence of you power unit operation

Task 3

Prepare a plan for your supervisor, showing the annual cycle of stock care tasks for the sheep flock for the coming year, taking the lambing cycle into account.

Carry out the following stock tasks for the farms sheep and record the results.

- Animal handling
- Body condition score
- Animal health check
- Application of preventative treatment
- Foot appraisal
- Dagging

This task should take you approximately 3 hours.

Conditions of assessment:

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

You must carry out the stock tasks on your own, under supervised conditions. Stock tasks must be carried out on at least **two** animals.

What you must produce for marking:

- Stock care plan
- Stock task recording form

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes of your working practice

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **twelve** and **fifteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks. Candidates must be provided with appropriate PPE for all practical tasks, in accordance with centre policies.

Resources for Task 1

Candidates must have access to materials specified in the scenario including:

- Wooden posts - split and round
- Sheep/stock netting – 50m roll
- Galvanised barbed wire – 200m roll
- Galvanised plain wire – 500m roll
- Galvanised staples and nails
- Strainer posts
- Struts
- Wooden gate
- Galvanised steel gate
- Hinges
- Gate hinge fixings
- selection of hand tools.

A section of damaged fencing or blocked drainage ditch of approximately 1m in length should be prepared in advance for each candidate to repair/clear.

Resources for Task 2a

It is recommended that candidates are provided with access to ICT software (particularly word-processing software) in order to complete their crop establishment plans. Candidates are not allowed access to the Internet.

Candidates must be provided with a list of resources available for completing their soil sampling.

Resources for Task 2b

Candidates must drive an agriculture specification tractor of at least 75HP or ATV/RTV telescopic handler from a start point on tarmac/solid ground into a field and back again, which should be a distance of at least 500m. Candidates should conduct pre-start checks appropriate to the make and model of the vehicle in use.

Resources for Task 3

It is recommended that candidates are provided with access to ICT software (particularly word-processing software) in order to complete their stock cycle record. Candidates are not allowed access to the Internet.

Appendix 1 contains a stock task record sheet exemplar which candidates can use to record their findings from the stock tasks.

Candidates should carry out the stated stock task activities on at least two different sheep.

Centre guidance

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

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

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

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

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

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

Health and safety

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

Observation

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

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

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

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

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

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

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 in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

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

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

Accessibility and fairness

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

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

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

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

Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance 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.

SAMPLE

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
15	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1-3 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(4-6 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(7-9 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>	
		<p>Examples of types of knowledge expected: reference to legislation, health and safety considerations, industry structure, identification of categories and types of crops, animals, machinery, indicators of health, common diseases of animals, components and controls of power units, nutrient supply and application types for crops, weed/pest/disease identification, feeding and watering equipment, types of boundary maintenance, types of surfaces, boundaries, plant and animal structures and processes, methods of weed pest and disease control</p>			
		<p>The candidate gives limited examples from across the range of knowledge. Basic recall of facts offered with hesitancy and with gaps. Limited use of technical terminology. Little reference to legislation (including health and safety).</p>	<p>The candidate gives examples which are wide ranging and detailed in some areas. Recall of facts is broadly complete with some hesitancy and gaps. Technical terminology is regularly used with some gaps. Some examples of legislation referred to.</p>	<p>The candidate gives a wide range of accurate examples given from across the range of the qualification content. Excellent recall of relevant facts are offered confidently without hesitation. Extensive, accurate use of terminology used to demonstrate breadth of knowledge. Legislation referred to correctly and accurately throughout.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p>(1-4 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(5-8 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(9-12 marks)</p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: reasons for machinery operation processes and procedures, maintenance procedures, pre/post operation machinery checks, importance of reporting, requirements for machinery storage, factors affecting selection of equipment (compatibility, field conditions etc), factors affecting selection of crops (soil type, crop rotation etc.), uses of crops, reasons and methods of soil sampling, crop establishment methods, growing calendars and cycles, indicators and causes of poor health in crops and animals, requirements for storage, harvesting and storage of crops, factors affecting choice of animal production system (breed, soil type etc.), reasons for using feed methods and administration, application welfare codes, housing/handling and transport requirements to meet of animal needs, selection of tools/methods for boundary maintenance tasks, plant lifecycles and physiology, inheritance and reproduction, factors affecting growth and germination, animal body systems, job opportunities and progression within industry, personal quality requirements, application of business skills relating to agriculture</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate makes limited links between knowledge and practice e.g. factors affecting choice of machinery for task and given situation</p> <p>Limited understanding of impact of legislation with relation to practice – why processes are in place</p> <p>Limited understanding of the impact of decisions and own actions further down the line.</p> <p>Missing or not making connections between theory and practice. Inaccurate connections and assumptions made between selection decisions and output – e.g. impact of livestock environmental conditions on production levels, such as temperature</p>	<p>The candidate makes links between practice are considered but with some inconsistency and assumptions.</p> <p>Consideration of impact of legislation with relation to practice with some gaps and limited understanding of consequence and non-compliance.</p> <p>Some understanding of the impact of decisions and own actions further down the line with reasonable justification</p> <p>Connections are made between theory and practice but may be disjointed or with some illogical aspects – e.g. impact of machinery choice on efficiency</p>	<p>The candidate makes extensive and consistent links between knowledge and practice e.g. correct tool choice for effective and efficient building maintenance and knowing the impact of why choice has been made.</p> <p>Excellent understanding of impact of legislation with relation to practice – why processes are in place and potential consequences of non-compliance.</p> <p>Comprehensive understanding of the impact of decisions and own actions further down the line. Considering contingency and problem solving.</p> <p>Consistent and logical connections made between theory and practice - decisions are made with full consideration of impact e.g. impacts of agronomy decisions on crop yield.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<p>AO3 Application of practical/ technical skills</p> <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>(1-6 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p>(7-12 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p>(13-18 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p>Examples of skills expected: Following health and safety procedure, carry out machinery operation, following maintenance procedures, carrying out pre/post operation machinery checks, recording and reporting following operation, storing and cleaning of machinery, hitching and de-coupling of equipment methods, soil sampling techniques, use of soil sampling tools equipment, analysis of soil sampling results, soil preparation techniques, preparing for use of crop establishment equipment (e.g. calibration), handling and transporting animals, maintaining accommodation (providing bedding, cleaning and feeding etc.), carrying out health and welfare tasks (e.g. weighing, worming etc.), using tools, storing and maintaining tools for boundary maintenance.</p>		

		<p>Bottom of band The candidate gives minimum consideration to health and safety requirements when completing practical tasks. Practical tasks completed well below expected industry speeds and standards. Minimum consideration of animal welfare during practical stock tasks. Demonstrates lack of ability when carrying out practical tasks. Only basic skills displayed across a limited range of the activities required.</p> <p>Top of band The candidate gives minimum consideration to health and safety requirements when completing practical tasks. Some consideration of industry speeds and standards when completing tasks but majority is below expected standards. Minimum consideration of animal welfare during practical stock tasks. Some limited competency and confidence demonstrated in practical tasks.</p>	<p>Bottom of band The candidate gives fair consideration of health and safety including some thought of impact of actions during tasks. Practical tasks carried out in line with industry standards and in some cases to industry speeds. Most aspects of animal welfare considered during stock tasks. Good accuracy and confidence demonstrated in most practical activities with attention to detail displayed at times. Technical skills demonstrated with good levels of dexterity and competence some of the time. Best practices demonstrated in maintaining the working environment occasionally.</p> <p>Top of band The candidate gives good consideration of health and safety including some thought of impact of actions before, during and after tasks. Some practical tasks carried out in line with industry speeds and standards. Most aspects of animal welfare considered before during and after stock tasks including some</p>	<p>Bottom of band The candidate gives strong and consistent consideration of health and safety including impact of actions before, during and after most tasks. Majority of practical tasks carried out in line with industry speeds and standards. All aspects of animal welfare considered before during and after stock tasks, including some considerations of impact on production – e.g. growth, milk yield High level of accuracy and confidence demonstrated in the majority of practical activities with attention to detail and efficiency displayed throughout. Technical skills demonstrated with high levels of dexterity and competence most of the time. Best practices demonstrated in maintaining the working environment before, during and after tasks e.g. disposal of waste, working tidily, storage of equipment.</p> <p>Top of band The candidate gives excellent consideration of health and safety</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
			<p>considerations of impact on production</p> <p>Good accuracy and confidence demonstrated in most practical activities with attention to detail and efficiency displayed consistently.</p> <p>Technical skills demonstrated with good levels of dexterity and competence most of the time.</p> <p>Best practices demonstrated in maintaining the working environment most of the time.</p>	<p>including impact of actions before, during and after all tasks.</p> <p>All practical tasks carried out in line with industry speeds and standards.</p> <p>All aspects of animal welfare considered before during and after stock tasks, including considerations of impact on production – e.g. growth, milk yield</p> <p>High level of accuracy and confidence demonstrated in all practical activities with attention to detail and efficiency displayed throughout.</p> <p>Technical skills demonstrated with high levels of dexterity and competence at all times.</p> <p>Best practices demonstrated in maintaining the working environment before, during and after tasks e.g. disposal of waste, working tidily, storage of equipment.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new contexts/ problems on their own? 	<p align="center">(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p align="center">(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p align="center">(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p>Examples of bringing it all together: Linking crop choice to animal choice, impacts of environmental factors on production, considerations that impact on profitability, health and safety impacts across working practices, adaptability of machinery for crossover applications, impacts of IT across agricultural systems, consideration of wider impacts of agricultural systems, sustainability, linking science (animal and plant systems, reproduction) to production, adapting to change, developing self in response to experience</p>		
		<p>The candidate shows some basic links between knowledge, understanding and practical skills across the qualification.</p>	<p>The candidate makes good and consistent links between different elements of the qualification across knowledge, understanding and skills.</p> <p>Some consideration of how processes impact on each other and the wider industry.</p> <p>Making connections unsystematically and with some trial and error.</p>	<p>The candidate makes excellent, strong and consistent links between different elements of the qualification across knowledge, understanding and skills.</p> <p>High level of consideration of how processes impact on each other and the wider industry.</p> <p>Solving problems and making connections systematically and logically</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<p>A05 Attending to detail/perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>(1-3 marks)</p> <p>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.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(4-6 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(7-9 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail: Using feedback on tasks to evaluate self, and improving performance, practicing skills to complete tasks to a high standard, preparation for tasks including contingency, checking and re-checking of machinery, accuracy/precision and efficiency in tasks (e.g. ploughing in straight lines, accurate calibration of machinery), positive work ethic, consideration of industry standard speeds/accuracy for task completion.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate demonstrates no concern with industry standards, speeds and quality.</p> <p>Limited planning of activities demonstrated.</p> <p>Inaccuracies and gaps in results generated – showing a lack of care.</p> <p>Little commitment to completion of tasks.</p> <p>Limited reflection showing minimal depth and evaluation of own performance.</p> <p>Limited checks carried out when working.</p> <p>Not all documentation is correctly completed and with a number of inaccuracies.</p>	<p>The candidate shows some consideration with aiming to meet industry standards, speeds and quality.</p> <p>Intermittent level of commitment displayed in work ethic in completion of tasks – e.g. shows unequal effort and interest across livestock, machinery and crops.</p> <p>Some inaccuracies and gaps in output generated.</p> <p>Reflection shows attempt at depth and evaluation of own performance.</p> <p>Some consideration of planning of activities demonstrated.</p> <p>Most checks carried out when working.</p> <p>Most documentation completed with few inaccuracies.</p>	<p>The candidate engages fully with tasks and pushes themselves to meet industry standards, speeds and quality.</p> <p>Demonstrates a consistent positive work ethic and commitment to completion of tasks.</p> <p>The candidate is highly focussed on task with minimal errors</p> <p>Consistent and considered planning of activities demonstrated.</p> <p>High levels of care and meticulous levels of detail and accuracy throughout.</p> <p>Thorough reflection showing depth and evaluation of own performance.</p> <p>Comprehensive tests carried out throughout working processes.</p> <p>Documentation completed to a high level of accuracy.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> Does the candidate identify and use a wide range of appropriate sources effectively? How critically is information appraised, for plausibility, suitability and relevance? How purposefully is information used? 	<p align="center">(0-0 marks)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p align="center">(0-0 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p align="center">(0-0 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		<p>Examples of research: N/A Research does not contribute to the marking of this assignment</p>		
		N/A	N/A	N/A
0	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc. used in a creative novel, experimental way? Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	<p align="center">(0-0 marks)</p> <p>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center">(0-0 marks)</p> <p>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center">(0-0 marks)</p> <p>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>
		<p>Examples of creativity: N/A Creativity does not contribute to the marking of this assignment</p>		
		N/A	N/A	N/A

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	<p align="center">(0-0 marks)</p> <p>Format choices are limited to a basic ‘tool kit’ and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center">(0-0 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</p> <p>Reasonably successful, conveys message quite well.</p>	<p align="center">(0-0 marks)</p> <p>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
		<p>Examples of communication: N/A <i>Communication does not contribute to the marking of this assignment</i></p>		
		N/A	N/A	N/A

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Note:

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

Candidate Record Form (CRF)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:
Total Mark:

	Summary justification	AO Mark
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		
A06 Research	N/A	N/A
A07 Creativity	N/A	N/A
A08 Communication	N/A	N/A

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

A01 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected: Reference to legislation, health and safety considerations, industry structure, identification of categories and types of crops, animals, machinery, indicators of health, common diseases of animals, components and controls of power units, nutrient supply and application types for crops, weed/pest/disease identification, feeding and watering equipment, types of boundary maintenance, types of surfaces, boundaries, plant and animal structures and processes, methods of weed pest and disease control.		
15%	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Examples of understanding expected: Reasons for machinery operation processes and procedures, maintenance procedures, pre/post operation machinery checks, importance of reporting, requirements for machinery storage, factors affecting selection of equipment (compatibility, field conditions etc), factors affecting selection of crops (soil type, crop rotation etc.), uses of crops, reasons and methods of soil sampling, crop establishment methods, growing calendars and cycles, indicators and causes of poor health in crops and animals, requirements for storage, harvesting and storage of crops, factors affecting choice of animal production system (breed, soil type etc.), reasons for using feed methods and administration, application welfare codes, housing/handling and transport requirements to meet of animal needs, selection of tools/methods for boundary maintenance tasks, plant lifecycles and physiology, inheritance and reproduction, factors affecting growth and germination, animal body systems, job opportunities and progression within industry, personal quality requirements, application of business skills relating to agriculture.		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		

<p>A03 - Practical skill Dexterity, fluidity, confidence, ease of application</p>	<p>Examples of skills expected: Following health and safety procedure, carry out machinery operation, following maintenance procedures, carrying out pre/post operation machinery checks, recording and reporting following operation, storing and cleaning of machinery, hitching and de-coupling of equipment methods, soil sampling techniques, use of soil sampling tools equipment, analysis of soil sampling results, soil preparation techniques, preparing for use of crop establishment equipment (e.g. calibration), handling and transporting animals, maintaining accommodation (providing bedding, cleaning and feeding etc.), carrying out health and welfare tasks (e.g. weighing, worming etc.), using tools, storing and maintaining tools for boundary maintenance.</p>		
30%	Band 1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks
Mark:	Notes/Comments		
<p>A04 – Bringing it together use of knowledge to apply skills in new context</p>	<p>Examples of bringing it all together: Linking crop choice to animal choice, impacts of environmental factors on production, considerations that impact on profitability, health and safety impacts across working practices, adaptability of machinery for crossover applications, impacts of IT across agricultural systems, consideration of wider impacts of agricultural systems, sustainability, linking science (animal and plant systems, reproduction) to production, adapting to change, developing self in response to experience.</p>		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
<p>A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing</p>	<p>Examples of attending to detail: Using feedback on tasks to evaluate self, and improving performance, practicing skills to complete tasks to a high standard, preparation for tasks including contingency, checking and re-checking of machinery, accuracy/precision and efficiency in tasks (e.g. ploughing in straight lines, accurate calibration of machinery), positive work ethic, consideration of industry standard speeds/accuracy for task completion.</p>		
15%	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks
Mark:	Notes/Comments		

A06 - Research Appropriateness, good use, referencing	Examples of research: N/A		
0%	Band 1 0 marks	Band 2 0 marks	Band 3 0 marks
Mark: N/A	Notes/Comments N/A		
A07 - Creativity Original, developed, challenging convention	Examples of creativity: N/A		
0%	Band 1 0 marks	Band 2 0 marks	Band 3 0 marks
Mark: N/A	Notes/Comments N/A		
A08 - Communication Fitness for purpose, clarity	Examples of communication: N/A		
0%	Band 1 0 marks	Band 2 0 marks	Band 3 0 marks
Mark: N/A	Notes/Comments N/A		

Please refer to the full marking grid for the qualification for full details of marking requirements.

Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

Practical Observation Form (PO)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:

Notes

A01 - Recall

Breadth, depth,
accuracy

A02 - Understanding

Security of concepts,
causal links

A03 - Practical skill

Dexterity, fluidity,
confidence, ease of
application

A04 – Bringing it all together

use of knowledge to
apply skills in new
context

A05 - Attending to detail / perfecting

Repeated checking,
perfecting, noticing

A06 - Research

Appropriateness, good
use, referencing

A07 - Creativity

Original, developed,
challenging convention

A08 - Communication

Fitness for purpose,
clarity

Tutor/Assessor signature:

Date:

Appendix 1 – Stock task record sheet

SAMPLE

Stock task record sheet

Candidate name _____

	Animal 1		Animal 2	
	Flock number:	Registration number:	Flock number:	Registration number:
Stock task	Date	Comments	Date	Comments
Animal handling				
Body condition score				
Animal health check				
Application of preventative treatment				
Foot appraisal				
Dagging				