

Level 2 Technical Certificate in Land and Wildlife Management (0173-20)

Version 1.1 Sample

Assessment Pack

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

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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 eg reports may be word processed but this is not a requirement.

Assignment Brief

You are applying for a job as a general worker on the Guilds Estate. The estate provides fishing, game shooting, mountain biking trails and wildlife tours to paying customers. As part of the job role you will be expected to provide seasonal help across all activities delivered by the estate.

You are required to submit a CV and covering letter to the estate manager, to apply for the job of General Estate Worker. A job description for the role is provided in appendix 1.

As part of the interview process you are also required to complete a work trial to demonstrate your suitability to work for the estate. The trial will require you to demonstrate your abilities surrounding the surveying, planning and practical management of habitats. As well as your ability to safely and effectively operate machinery.

As such the estate manager has given you a tour of a 5- 10 hectare plot of land containing grassland and a wetland to work on during your trial.

On this plot the manager requires you to plan habitat surveys of the area. You must then safely carry out the surveys of the area; mapping the key habitats, identifying major flora and fauna species present, as well as any special factors that influence the site. The final results should be submitted to the estate manager in a suitable survey report.

Using the results of your survey, you must produce a habitat management plan for submission to the estate manager. This plan should outline the work that could be undertaken to improve the bio-diversity of the habitats in your given plot and should include an introduction to the site, as well as details of; what work is to be done, who is going to do the work, what equipment and machinery is required and when it should be completed by. The plan should also contain justifications of why the work should be undertaken.

You must also produce a risk assessment for the work proposed in your plan.

Finally the estate manager wants you to demonstrate your practical habitat management and machinery operation skills. To do this the manager wants you to use machinery in accordance with health and safety legislation to assist with the management of the vegetation in the grassland habitats found in your trial plot. The aims of the work are to improve access around the site and increase the areas biodiversity.

Tasks

Task 1

Using the job description provided in appendix 1, produce a CV and covering letter to apply for the position of a general estate worker on the Guilds Estate.

Conditions of assessment:

You must carry out each task on your own, under supervised conditions. Information gathering of personal details, contacts and referees and job research can be carried out prior to the assessment and brought to the supervised assessment session.

The CV and covering letter must be produced in electronic format

What must be presented for marking:

- CV
- Covering letter

Task 2

You are required to plan and carry out surveys for a specific site. Your tutor will advise on the site to be surveyed

You are required to:

- a. Produce a written plan for grassland and wetland habitat surveys
- b. Undertake a site visit and carry out planned surveys of grassland and wetland habitats
- c. Produce a survey report containing the results of the surveys undertaken

Conditions of assessment:

Your tasks must be completed working alone under supervised conditions. You will have access to your notes and the internet to complete each task.

You may carry out research and collect the information you want to use in your plan under unsupervised conditions.

What must be presented for marking:

- Written plan for habitat surveys
- Survey report containing details of survey planning and results

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

- Your tutor's observation notes of your working practice
- Rough field notes showing survey results gathered
- Photographs of you undertaking flora and fauna surveys

Task 3

Produce a habitat management plan to improve the bio-diversity of the habitats surveyed in Task 2. You must also produce a risk assessment for the work proposed in your habitat management plan

Conditions of assessment:

Your tasks must be completed working alone under supervised conditions. You will have access to your notes and the internet to complete each task.

You may carry out research and collect the information you want to use in your plan under unsupervised conditions.

What must be presented for marking:

- Habitat management plan
- Risk assessment

Task 4

Prepare a machine and yourself for operation, then safely use it to manage vegetation in a grassland habitat.

Your tutor will advise on the site to be managed

Conditions of assessment:

You must carry out this task on your own, under supervised conditions. This practical observation will be carried out in the field and you will be observed by your tutor as you complete this task.

Additional records to support your performance

- your tutor's observation notes of your working practice
- Photographs of habitat, taken before and after the vegetation management
- Photographs of candidate using a machine to manage vegetation

General tutor 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 tasks

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is approximately **twenty 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 with them for appropriateness in relation to the time allocated for each task.

Task 1 – Approximately 4 hours

Task 2 - Approximately 10 hours

Task 3 - Approximately 4 hours

Task 4- Approximately 2 hours

Resources

Candidates must have access to a suitable 5-10ha area of land that contains at least one wetland and one grassland habitat over which habitat surveys and grassland management with machinery can take place.

Centres must also be able to provide appropriate machinery to allow candidates to demonstrate correct grassland habitat management techniques. This should include one of the following options; tractors with mounted or trailed machines, ATV's with trailed machines or human propelled machines e.g. strimmers. Linked to this candidates require suitable tools, materials, fuel and lubricant to prepare machinery for use.

Appropriate personal protective equipment should also be available to ensure health and safety is maintained throughout the practical tasks.

Task 1

Tutors should ensure that learners have collated all relevant information required to produce a CV and covering letter such as personal details, qualifications and contacts prior to undertaking the assessment.

Task 2

For this task the candidate is required to visit a site and survey the special features, habitats, flora and fauna. The assessor should identify and gain access to a 5-10ha area of land that contains at least one wetland and one grassland habitat.

Candidates should be taken on **one** pre survey planning site visit to allow them to become familiar with the boundaries and features of the area to be surveyed. During this first site visit candidates should produce maps or take any notes required to inform their planning, a copy of these should be retained as evidence by the assessor.

During the first site visit a candidate can discuss site features and ask questions of the assessor to gain information critical to planning the surveys such as;

- Boundaries of survey area
- Statutory designations/limitations
- Ownership
- Site history
- Public access rights

However the assessor must ensure no information on the habitat types or species present is given to the candidate during these discussions.

After the first site visit candidates under supervised conditions are required to produce a written plan detailing the survey methods they are to undertake. These plans as a minimum should detail the methods they will use to map habitats as well as identify flora, fauna and special features.

Following their written survey planning, the candidate should be taken on a single second site visit to allow individual candidates to carry out their planned surveys. During the survey candidates are allowed to use pre published species identification keys or books to aid them with species identification. Candidates are required to produce rough field notes of their findings, a copy of these should be retained as evidence by the assessor.

During the second site visit the assessor must ensure candidates do not collaborate on the identification of habitats and species. Images should be recorded of the candidate undertaking the practical surveying. Images should be dated and be authenticated by the assessor and candidate, a photographic evidence pro-forma is provided at the rear of this assessment pack.

After the second site visit the candidate should write up their rough field notes in to a neat report and carry out any data analysis required, under supervised conditions.

Task 3

Assessors should ensure candidates have access to their field notes and final written reports from task 2 before undertaking this assessment. The assessor should also provide an appropriate blank risk assessment pro-forma for the candidate to complete.

The final management plan should include an introduction to the site as well as justified management prescriptions, detailing what work is required and how to carry it out.

Task 4

For this task the assessor must identify an area of grassland that can be managed with the use of machinery by the candidates to improve access or biodiversity. Wherever possible this should be the same site that the candidates surveyed as part of task 2.

However if due to local limitations this is not possible the site should be an area of grassland as similar as possible to the surveyed location. Amenity or improved grassland areas are not suitable for use as part of this assessment, unless the habitat is being converted to a more bio-diverse grassland via the implementation of the management undertaken.

The habitat management task undertaken by the candidate need not relate to any management prescription recommended by the candidate in their Task 3 habitat management plan. The task should be set by the assessor to ensure all learners are assessed completing a practical task of equal complexity.

Each candidate should be provided with an area equal to 10m² on which they can carry out their habitat management. This should be marked out by the assessor prior to the assessment taking place.

For this task a candidate must carry out **one** of the following actions on grassland, using **one** machine:

- Cutting
- Removing arisings from cutting

Machines suitable for this assessment are:

- Tractors with mounted or trailed machines/implements
- ATV's with trailed machines/implements
- Human propelled machines e.g. strimmer

To complete the task the candidate is required to prepare the machine for use and carry out the grassland habitat management task safely and effectively

The preparations will include:

- Adjusting settings ready for use
- Checking safety features
- Checking fuel/lubricant levels
- Checking suitability of machine for use
- Selecting and using appropriate personal protective equipment.

During the assessment candidates should be individually assessed and care should be taken to ensure other candidates waiting for assessment cannot observe the assessment process. Images may be recorded of the candidate undertaking the practical habitat management using a machine, as well as the habitat prior to and after management has taken place. Images should be dated and be authenticated by the assessor and candidate, a photographic evidence pro-forma is provided at the rear of this assessment pack.

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 completion of the final evidence for the tasks that make up this synoptic assignment must be completed in 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.

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.

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.

Accessibility and fairness

Where the candidate has special requirements, assessors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements 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. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and 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 assessor 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.

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

Example

A tutor should intervene 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.

The tutor should do their best to refrain from providing 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.

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

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.

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

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 assessor 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 assessor must intervene.

Guidance on marking

Please see the centre guidance document ***Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids*** for detailed guidance on using the following marking grid.

SAMPLE

Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p style="text-align: center;">(1-6 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(7-12 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(13-18 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>
		<p>Examples of types of knowledge expected: <i>use of terminology, job roles within the industry, health and safety considerations, environmental impact, legislation, routine tasks, species and wildlife habitats, machinery, tools and equipment, surfaces, structures and boundaries</i></p>		
		<p>The candidate has shown limited knowledge from across the qualification content. Uncertainty in terminology and when to use it. Clear gaps in knowledge identified in several areas.</p>	<p>The candidate has shown a good range of knowledge from across the qualification which is sound and sometimes detailed. Some uncertainty in terminology.</p>	<p>The candidate has shown strong and detailed knowledge across the range which is relevant to the task and shows a high degree of confidence and accuracy in its use.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<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? 	<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: application of legislation, habitat management and prevention of damage, relationships between species, estate management maintenance, construction techniques and selection of materials, equipment and machinery</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	<p>The candidate has shown a poor understanding of the qualification content.</p> <p>Poor or no justification provided for choices made. Few or no links made to key theories, including legislation, and impact of works on the environment.</p> <p>Top of band: Basic understanding of the qualification content shown. Attempts have been made to justify choices and selections made, though lacks detail and is not always accurate.</p>	<p>The candidate has shown a fair understanding of the content from across the qualification, with basic explanations provided which are accurate.</p> <p>Some accurate justification is provided for choices made. Attempts made to link to key theories, including legislation. Some evidence of consideration for the impact of works on the environment.</p> <p>Top of band: Good understanding of the qualification content is shown, with explanations provided which are clear and precise. Detailed justification of the choices and selections made are provided</p>	<p>The candidate has shown a strong understanding of the content from across the qualification. Detailed and accurate explanations are provided.</p> <p>Strong and accurate justification is provided for choices made. Clear links to key theories are evidenced throughout, including legislation. Consideration of the impact of works on the environment, as well as feasibility, is evident.</p> <p>Top of band: The candidate has shown an excellent understanding of the qualification content, which is supported by thorough and accurate explanations and supporting examples. All choices and selections made are thoroughly supported. Strong links consistently made to key theories, including legislation. Evidence that the environment and feasibility of options has been considered throughout.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	A03 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the 	<p align="center">(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 align="center">(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 align="center">(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: <i>plans for habitat management, estate management site works, use of tools, equipment and machinery, selection and use of PPE and adherence to health and safety</i></p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	candidate been able to use skills/achieve practical outcomes?	<p>Candidate has shown basic practical skills across a limited range of tasks.</p> <p>Tasks are completed well below industry speed and standards.</p> <p>Candidate lacks confidence and dexterity.</p> <p>Tools, equipment and machinery used safely, but not always accurately.</p> <p>Top of the band: Confidence shown in use of basic skills.</p>	<p>Candidate has shown good practical skills across a range of tasks.</p> <p>Tasks are completed to industry standards but more practice required to operate at industry speed.</p> <p>Candidate has shown confidence in carrying out the majority of the practical tasks.</p> <p>Demonstrates good dexterity.</p> <p>Tools, equipment and machinery used accurately.</p> <p>Top of the band: Attempts made to use some more complex practical skills.</p>	<p>Candidate has shown an excellent range of practical skills consistently, including complex skills, across a range of tasks.</p> <p>Candidate operated at industry speed and standards at all times.</p> <p>Candidate has shown confidence across all tasks.</p> <p>Demonstrates excellent dexterity in use of tools and equipment.</p> <p>Top of the band: All tools, equipment and machinery used in a way which produces the most optimum outcome.</p> <p>Final outcome is finished to an excellent standard, with quality considered throughout application.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/problems on their own? 	<p style="text-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 style="text-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 style="text-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: <i>applying and linking knowledge, understanding and practical skills to a particular situation, justifying decisions/ approaches taken, preparing for contingencies, reflection and evaluation.</i></p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate has shown poor evidence of using their knowledge, understanding and practical skills together to make straightforward links between topics. Tasks often approached illogically, with little consideration of the effects of own actions on tasks to be carried out later and the effect on the estate area.</p> <p>Top of band: Some evidence of using knowledge, understanding and practical skills. Able to make links between topics. Some tasks approached logically.</p>	<p>The candidate brings together their knowledge, understanding and practical skills to make some links between topics and apply to the situation in hand. Tasks approached logically, with evidence that the candidate has thought ahead to future tasks.</p> <p>Top of band: Bringing together knowledge, understanding and practical skills to make good links between topics Evidence that decisions link back to the brief provided and relate to the environment in which they are working.</p>	<p>The candidate integrates knowledge, understanding and practical skills which informs an appreciation of the wider context of land and wildlife. Tasks are carried out efficiently, with evidence to show links made between tasks and actions taken.</p> <p>Top of band: The candidate utilises a wide range of knowledge from across the qualification to problem solve creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of land and wildlife management. Clear and coherent thought process is evident throughout.</p>
5	<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)? 	<p>(1-2 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>(3-4 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>(5-6 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>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	Examples of attending to detail: checking quality of work for accuracy, review of progress, self-evaluation		
		Final outcome is untidy and lacks quality.	Final outcome is finished to a good standard and is suitable for the environment.	Final outcome is finished to a high standard, with consideration given to appearance and function.
5	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 style="text-align: center;">(1-2 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 style="text-align: center;">(3-4 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 style="text-align: center;">(5-6 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>
		Examples of research: using a range of sources, selection of current research materials, assessment of information to ensure relevance		
		The candidate has shown little evidence of background reading with limited range of sources used. Sources are not always evidenced in written assignment work.	The candidate has shown good evidence of the use of relevant and current sources which is evidenced in written assignment work.	The candidate has shown excellent and consistent evidence of detailed current in-depth background research which is thoroughly evidenced in written assignment work.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters) 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">(1-6 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">(7-12 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">(13-18 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: <i>formal written communication, production of plans, interpretation of research</i></p>		
		<p>Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p>	<p>Written and verbal explanation generally enables the candidate to address discussion topics. Response to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task.</p>	<p>Written and verbal explanation enables the candidate to show depth and breadth of discussion topics. Response to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment tasks.</p>

Photographic Evidence Record Sheet

Task 2

Candidate name

Candidate number

Centre name

Centre number

Image 1 – Candidate undertaking fauna surveying

Description of what image shows:

Image 2 – Candidate undertaking fauna surveying

Description of what image shows:

Candidate:

I confirm that the images above are a true record of my practical performance in task 2 of this practical assessment.

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

Photographic Evidence Record Sheet

Task 4

Candidate name

Candidate number

Centre name

Centre number

Image 1 – Habitat prior to management

Description of what image shows:

Image 2 – Candidate undertaking habitat management

Description of what image shows:

Image 3 – Habitat after management

Description of what image shows:

Candidate:

I confirm that the images above are a true record of my practical performance in task 4 of this practical assessment.

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

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

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:

Appendix 1 - Job Description

About the role

As a general estate worker at the Guilds Estate you will be involved in all aspects of estate work. We are looking for someone with previous experience in countryside management, or a strong desire to learn and develop this expertise to join our team. We want our team member to support all aspects of work on the estate including fishing, game shooting, maintaining mountain biking trails and assisting with wildlife tours.

As a key part of the team you'll also help maintain excellent standards of presentation and property maintenance. You will be required to maintain structures and surfaces to enable public access to the estate as well as maintaining boundaries and habitats. You will also be required to support the game and fishery management teams during relevant seasons. Tasks would include assisting with rearing, releasing game birds, supporting shoot days and fishery maintenance.

Essential skills

- Practical experience of estate skills
- Practical experience of machinery operation
- Practical wildlife and habitat management experience
- Excellent communication skills
- Strong organisational skills
- A suitable level 2 qualification in land and wildlife or environmental conservation

Desirable

Knowledge or experience of:

- Wildlife identification skills
- Habitat and wildlife legislation
- Public access management
- Fishery operations
- Game management practices