

**Level 3 Advanced Technical
Extended Diploma in Forestry and
Arboriculture (1080)
(0174-013)**

Synoptic Assignment 2019 – v1.1

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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how /why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

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 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 continue the assessment until they are sure you are ready for assessment and can work safely.

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Presentation of work

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

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

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

Written work eg reports may be word processed or hand written unless stated otherwise.

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

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

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Assignment Brief

A community group have approached the local authority with an idea of creating a new community woodland of 3 acres in a nearby urban area. You are an experienced Arboricultural Consultant in the area and they have contracted you to provide advice on this project.

In order to support the community group, you are required to produce a proposal for the community group to present to the local authority.

The main considerations that the group would like you to take into account are:

- the resources required
- the needs of the local community
- the promotion of public involvement.

In addition to your advisory duties in relation to the community woodland, you are also required to provide training for the volunteers on the maintenance of a woodland boundary, structure or surface, and the planting of trees as the group will assume responsibility for the woodland area once it has been created.

In advance of the assessment, you should do a site visit, as instructed by your tutor. You can take field and research notes during this visit. Your notes should be handed into your tutor prior to the assessment. Your tutor will provide you with your notes at the start of the assessment.

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Tasks

Task 1

Produce a proposal for the creation of a community woodland within an urban area. You will select and justify the objectives, opportunities for public participation and the required resources. Your proposal must also include a site design in the form of a map with a key, and the suggested boundaries, structures and surfaces.

Conditions of assessment:

You may collate information in the form of field notes and research for your report under unsupervised conditions. You may use the information produced in advance of this task but you may not use any additional notes whilst completing the task. You must produce the proposal in your own words; direct copy of your notes is **not** acceptable.

You must complete your proposal on your own under supervised conditions.

What you must produce for marking:

- Proposal
- Site design map.

Task 2

Carry out the maintenance of a woodland boundary, structure or surface using appropriate materials, tools and equipment.

Conditions of assessment:

You may work as part of a team under supervised conditions whilst being observed by your tutor.

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

Your tutor's notes recording the standard and accuracy of your performance.

- Photographic and/or video evidence (optional).

Task 3

Plant trees in an area and provide appropriate protection, immediate aftercare, and install support (where appropriate). Your tutor will provide you with a range of stock types.

Conditions of assessment:

You may work as part of a team under supervised conditions while being observed by your tutor.

Additional evidence of your performance that must be captured for marking

- Your tutor's notes recording the standard and accuracy of your performance.
- Photographic and/or video evidence (optional).

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Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

The tutor should consider using the grounds of the college or school for the practical tasks. If a centre cannot provide a suitable site for the task, then an attempt must be made to locate an alternative site outside the school or college grounds.

Task specific guidance

This guidance should not be shared with learners.

Candidates should be given the assignment brief only, one week before the planned assessments. It is recommended that where possible all tasks within this assignment are completed **within 4 teaching weeks** of the candidate being given the brief. The tasks should be made available to the candidates during the assessment only.

It is recommended that tutors assess up to a maximum of 6 candidates in one assessment, taking into account the site conditions and safety.

Task 1

The visit to the site should take place as soon as possible after the brief is given to the candidates.

The site should be large enough for the feasible creation of a community woodland. It may be a site which is cleared or may contain existing vegetation. It may also contain existing features that can be removed or incorporated.

Candidates should take field and research notes during the site visit, which they can bring into the assessment. These notes must be handed in to the tutor in advance of the planned assessment so that the tutor can check for authenticity.

Task 2

The maintenance of a boundary, structure or surface must be of a suitable size for tutors to make a professional judgement on the candidate's performance. This task can be completed as part of a small group, however the group size must be appropriate for the tutor to be able to observe each candidate's performance.

Task 3

For the purpose of this task, tutors must provide candidates with a range of materials, nursery stock/ trees and shrubs. This is to allow candidates to select and apply the correct materials, support methods, planting techniques, protection and aftercare. This task can be completed as part of a small group, however the group size must be appropriate for the tutor to be able to observe each candidate's performance.

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Time

The following timings are provided to support centre planning.

Total - 13 to 15 hours.

Task 1 – 6 hours (recommended)

Task 2 – 4 hours (recommended)

Task 3 – 4 hours (recommended)

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Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills that 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.

Candidates should be made aware during learning 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.

Candidates 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.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up needed to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/ video evidence), staggered starts etc
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However 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, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** 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).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

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

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

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

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

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore 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 of candidates

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.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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 grid as these may be misinterpreted as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website 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, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The 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.

Security and authentication of candidate 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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

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 a 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, time frame and resources that allows them reasonable 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

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

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

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The 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.

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 tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must 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.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to do so in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the **Technical qualifications – marking, and - moderation** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

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 bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

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Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p>AO1 Recall of knowledge relating to the qualification LOs</p> <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>(1-4 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.</p>	<p>(5-8 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.</p>	<p>(9-12 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: Stock choice, planting methods, support, protection and aftercare, tree and shrub identification, types of boundaries, structures and surfaces, materials and methods of construction, health and safety, habitat and woodland management techniques, historical development of woodland, woodland survey, equipment and resources for practical management of woodland habitats, urban tree management and community woodlands, decay and wound response to biotic and abiotic factors, tree biomechanics and structural assessment, principles of tree science.</p>		
		<p>Bottom of band: Candidate shows a poor range of knowledge from across the tasks with inaccuracies in several areas.</p>	<p>Bottom of band: Candidate shows an appropriate range of knowledge from across the tasks that shows a limited level of detail.</p>	<p>Bottom of band: Candidate shows strong and detailed knowledge relevant to the tasks showing a moderate degree of competency and accuracy.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Top of band: Candidate shows a limited range of knowledge from across the tasks with inaccuracies in some areas.	Top of band: Candidate shows a broad range of knowledge from across the tasks that is accurate and often detailed.	Top of band: Candidate has excellent knowledge across the tasks, showing a high degree of competency and accuracy.

%	Assessment objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections, show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? 	(1-5 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.	(6-10 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.	(11-15 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified.

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<ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	<p>Examples of understanding expected: Stock types, planting methods, support protection and aftercare of trees and shrubs, tools and materials used to construct, repair and maintain boundaries, structures and surfaces, factors influencing the establishment of trees, use of conditioners and ameliorants in tree establishment, reasons for carrying out habitat management work, how to identify trees and shrubs; the historical development of woodland, survey techniques and woodland structures, sources of funding for urban and community projects, public influence of stakeholders, benefits to society of urban and community forestry, opportunities and constraints to wider public engagement and participation, legal implications for public access and participation in urban and community forest projects, tree biomechanics and structural assessment, how trees respond to changes in environmental conditions, principles of tree science.</p>		
	<p>Bottom of band: Candidate shows a poor understanding of key concepts and processes. Poor or no justification of the choices and decisions made.</p> <p>Top of band: Candidate shows a limited understanding of key concepts and processes. Limited justification of the choices and decisions made.</p>	<p>Bottom of band: Candidate shows a fair understanding of key concepts and processes. Reasonable justification of the choices, decisions and/or recommendations made.</p> <p>Top of band: Candidate shows a good understanding of key concepts and processes. Good justification of the choices, decisions and/or recommendations made.</p>	<p>Bottom of band: Candidate shows a strong understanding of key concepts and processes. Strong justification of the choices, decisions and/or recommendations made.</p> <p>Top of band: Candidate shows an excellent understanding of key concepts and processes. Exceptional justification of the choices, decisions</p>

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				and/or recommendations made.
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<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: Identify, select and safely use and maintain appropriate tools, equipment and resources, carry out practical habitat management works; construct, repair or maintain boundaries, structures and surfaces, plant, establish and provide protection and aftercare for trees and shrubs, support trees and shrubs, carry out surveys, measurements, record field notes, produce a specification for community involvement.</p>		

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		<p>Bottom of band:</p> <p>Candidate demonstrates familiarity with some basic practical skills and capability, but may show some awkwardness in implementation and lacked confidence.</p> <p>Tools, equipment and machinery used safely, but not always accurately.</p>	<p>Bottom of band:</p> <p>Candidate demonstrates effective application of skills, with some complex operations attempted.</p> <p>Candidate is confident in their implementation.</p> <p>Tools, equipment and machinery used safely and accurately.</p>	<p>Bottom of band:</p> <p>Candidate demonstrates high levels of skill, shows ability to deal successfully with complexity.</p> <p>Candidate is competent in their implementation and mostly uses their own initiative.</p> <p>Accomplished and safe use of tools, equipment and machinery.</p>
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		<p>Top of the band:</p> <p>Candidate demonstrates familiarity with most practical skills and is generally confident in their implementation.</p> <p>Tools, equipment and machinery used safely with few errors.</p>	<p>Top of the band:</p> <p>Candidate demonstrates good application of skills, with a range of complex operations attempted.</p> <p>Candidate is competent in their implementation.</p> <p>Tools, equipment and machinery used safely and accurately.</p>	<p>Top of the band:</p> <p>Candidate demonstrates consistent high levels of skill, shows ability to successfully make adjustments to practice and is able to deal successfully with complexity.</p> <p>Candidate is highly competent in their implementation, uses their own initiative and double checks their work throughout.</p> <p>Accomplished and safe use of tools, equipment and machinery.</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
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 align="center">(1-3 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. May need prompting.</p>	<p align="center">(4-6 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">(7-9 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: Applying and linking knowledge, understanding and practical skills to a particular situation, justifying decisions/ approaches taken, contingencies, reflection and evaluation, coherence in written work.</p>				
		<p>Bottom of band:</p> <p>Candidate shows poor interconnectivity between knowledge, understanding and practical skills.</p> <p>Missing or not making connections between theory</p>	<p>Bottom of band:</p> <p>Candidate shows fair interconnectivity between knowledge, understanding and practical skills.</p> <p>Fair connections made between theory and</p>	<p>Bottom of band:</p> <p>Candidate shows strong interconnectivity between knowledge, understanding and practical skills.</p> <p>Candidate demonstrates strong ability to link topic areas across the whole</p>

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		<p>and practice across all stages of the process.</p> <p>Looks for constant guidance and reassurance.</p>	<p>practice across critical stages of the process.</p> <p>Some guidance required.</p>	<p>process competently and shows independence.</p>
		<p>Top of band:</p> <p>Candidate exhibits some interconnectivity between knowledge, understanding and practical skills.</p> <p>Limited connections between theory and practice across all stages of the process.</p> <p>Occasionally looks for guidance and reassurance.</p>	<p>Top of band:</p> <p>Candidate shows good interconnectivity between knowledge, understanding and practical skills.</p> <p>Good connections made between theory and practice across critical stages of the process.</p> <p>No guidance required.</p>	<p>Top of band:</p> <p>Candidate shows excellent interconnectivity between knowledge, understanding and practical skills.</p> <p>Candidate demonstrates excellent ability to link topic areas across the whole process competently and shows a high degree of independence.</p>

ASSIGNMENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO5 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions? How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a 	<p align="center">(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 align="center">(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 align="center">(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>
		<p>Examples of attending to detail: Care of equipment, time management, accuracy in practical tasks, routinely checking on quality, changing work practices in relation to external stimuli.</p>		

PAST ASSIGNMENT (2019)

	<p>perfectionist and wholly engaged in the subject?</p>	<p>Limited, not always relevant information included. Written work lacks crucial information or coherency.</p> <p>Incorrect or unsafe working techniques used.</p> <p>Little attention to detail across all tasks.</p>	<p>Mostly relevant information included. Written work is coherent.</p> <p>Mostly appropriate working techniques employed, including the use of suitable equipment where needed.</p> <p>Good attention to detail across all tasks.</p>	<p>All relevant information included. Written work is coherent and detailed.</p> <p>Appropriate working techniques employed, including the use and recommendation of suitable equipment where needed.</p> <p>Consistent attention to detail across all tasks.</p>
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PAST ASSIGNMENT (2019)- DO NOT USE

Declaration of authenticity

Technical qualifications

Assessment ID	Qualification number
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

Additional Support

Has the candidate received any additional support in the production of this work?

No **Yes** (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

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
Technical qualifications



Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture (0174-38)
Level 3 Forestry and Arboriculture - Synoptic assignment (0174-013)

Candidate name	Candidate number
Centre name	Centre number

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.

AO1 – Recall - Breadth, depth, accuracy															
20%	1	2	3	4	5	6	7	8	9	10	11	12			
AO1 Mark	Notes & justification														
AO2 – Understanding - Security of concepts, causal links															
25%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AO2 Mark	Notes & justification														

AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application																		
30%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO3 Mark	Notes & justification																	
AO4 – Bringing it together - use of knowledge to apply skills in new context																		
15%	1	2	3	4	5	6	7	8	9									
AO4 Mark	Notes & justification																	
AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged																		
10%	1	2	3	4	5	6												
AO5 Mark	Notes & justification																	

FIRST ASSIGNMENT (2019) - NOT USE FOR LIVE ASSESSMENT

Tutor signature	Date

Total

Technical qualifications - Practical Observation Form

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Complete the table below referring to the relevant marking grid found in the assessment pack.
Do not allocate marks at this stage.

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
A01 Describe how well the candidate shows recall of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	
A02 Describe how well the candidate shows understanding when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	
A03 Describe how well the candidate demonstrated their practical skills . e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.	

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
A04 Describe how well the candidate brings it all together – e.g. how coherent are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.	
A05 Describe how well the candidate attended to detail e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.	

PAST ASSIGNMENT (2019)- DO NOT USE FOR LIVE ASSESSMENT

Tutor signature	Date