LEVEL 3 Certificate/Extended Certificate in Business

UNIT 3 Entrepreneurial opportunities D/507/6697 External assignment: Guidance notes for tutors

TVQ01027

Version: 01

For submission in 2015/2016

**GUIDANCE NOTES FOR TUTORS**

**These notes must be read by tutors delivering this external assessment to learners. You must not begin delivering this external assignment before reading these notes.**

**You must explain the way in which the external assignment is conducted (ie Section 2 ‘Delivering the external assignment’) to your learners before commencing the assignment.**

**1) Understanding the materials**

1.1 There are two assignments for this unit each academic year. These are referred to as assignments A 2015/16 and B 2015/16.

1.2 The dispatch of these assignments will always be accompanied by these guidance notes, which are exclusively for tutors, and ‘Information for candidates’ notes which are exclusively for learners, and which must be read by the learners prior to them undertaking any aspect of the external assignment.

1.3 Both assignments are live for tutors to use with learners from the point at which they are received by centres. AQA will publish dates annually on the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk/)) when the assignment materials will be available to centres.

1.4 Whilst centres and learners may commence work on the assignment from the point at which the materials are live, they are not required to commence work on the assignment at this point. Tutors should organise an appropriate approach to the delivery of the assignment that takes into account when the assignment becomes available and when completed learner work is required by AQA for submission.

1.5 There will be two assessment windows each year for the submission of learner work. These windows will be in January and June of each year, and full details of the dates of each window can be found annually on the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk/)).

1.6 You are free to submit learner work for either or both external assignments at each assessment window. Learners submitting work for the January assessment window who then need or wish to re-sit an external assignment in the same academic year must take the alternative assignment. Eg, where the learner takes assignment A in January and fails the assignment, he/she must take assignment B in June. The same assignment cannot be taken twice by the learner.

1.7 External assignments are published annually and old external assignments (ie those used in previous years) may not be used after the academic year for which they were intended.

1.8 We would expect learners to spend no longer than 15 hours in total on the external assignment. Of this total time, we would expect the following time to be spent on preparation and external assignment completion:

* approximately 9 hours Preparation time
* approximately 6 hours Assignment completion time

These are notional figures for guidance only and tutors may adjust where appropriate. However, tutors should be aware that these figures represent a careful balance of time between learning and assessment.

1.9 The assignment materials are in two parts:

* Preparation activities: to be used with learners during preparation time;
* Portfolio completion tasks: to be used with learners during assignment completion time

Tutors must not permit learners access to the portfolio completion tasks during assignment preparation time.

1.10 The external assignment is best delivered from the point at which key topics have been well covered and the learner has a developing sense of the main themes of the unit. The preparation time for the assignment should be broken down into regular weekly sessions and delivered continuously (ie week by week) across the period of delivery of the unit. The time set aside for assignment completion should be set towards the end of the unit and at the point where the learner has gathered and developed all relevant findings.

**2) Delivering the external assignment**

2.1 The following instructions cover the two periods of the assessment process:

* Preparation time
* Assignment completion time

2.2 Preparation time is the time that the learner is allowed to spend undertaking preparation towards the completion of the external assignment tasks.

2.3 Before commencing preparation time, tutors should introduce learners to the Assignment brief, Preparation activities and the ‘Information for Candidates’ document (accompanying these Guidance notes) that identifies the rules surrounding learner research and independent working. Learners should be introduced to the idea that prior to submission of any assignment they will be required to sign the External Assignment Front Sheet (EAF) to say that they have complied fully with the rules of the administration of the assignment.

2.4 Tutors should introduce learners to the idea that during Preparation time learners will be working towards completing a series of preparation activities. During this time, learners will not have access to the actual portfolio completion tasks, which will be given to learners at the start of the Assignment completion time.

2.5 Before Preparation time commences, tutors should also introduce learners to any relevant techniques/concepts that the learners will need during preparation. This might include: research skills and planning and time-management skills. Tutors should discuss with learners the ways in which they can reference findings.

2.6 During Preparation time, learners should undertake any research necessary to the assignment tasks. During this time, learners should work **independently** and undertake their preparation activities **within the learning environment**. Within the learning environment, learners can have unlimited access to electronic and printed resources.

2.7 Learners should avoid gathering significant amounts of unnecessary research materials and, instead, be focused on the relevant materials for the achievement of the preparation activities. Assignment preparation time will run across a number of sessions and at the close of each session, while work is on- going, the learner must ensure that their research is given to the tutor for safe keeping until the next session. To assist learners, tutors should ask learners to keep their relevant research in a research file. This may be paper-based and/or electronic (ie portable USB or centre’s internal computer network), and should be set up and agreed with the tutor prior to Preparation time commencing.

2.8 During Preparation time, tutors can assist learners with both organising their approach to research and their progress with their research. This should only mean that the tutor advises on the learner’s research progress at a general level and in the broadest terms. Tutors must not organise and carry out learners’ research for them.

2.9 If a learner is absent for a preparation session, then the learner should be given the opportunity to carry out the preparation missed. This may be with another group at a different time.

2.10 To ensure that Preparation time has been conducted appropriately, tutors will be required to confirm before all learner work is sent to AQA for assessment that each learner has undertaken the preparations for the assessment appropriately and in accordance with these rules.

2.11 At the start of Assignment completion time, the tutor should introduce the learner to the actual portfolio completion tasks and the Entrepreneurial opportunities portfolio template. Assignment completion time is the time that the learner is allowed to spend writing their responses to the portfolio completion tasks. No further research must be undertaken by the learner during this time. Assignment completion should be undertaken by learners towards the end of the delivery of the unit and at the conclusion of the research and development of their business idea.

2.12 Prior to the Assignment completion time, learners will organise their research and findings. Learners should identify only the research findings relevant to the tasks in hand and use this during the Assignment completion time. Once the learner has commenced their portfolio completion tasks no additional research documentation will be permitted into the process. The learner will leave their research documentation with their tutor at the close of each session and will not be permitted to bring in additional research/notes at further sessions.

2.13 Research findings can be paper-based and/or electronic (ie via a portable USB device etc). Where findings are held on a centre’s internal computer network, then steps must be taken to ensure that only those files designated by the learner as their formal preparation can be accessed during the Assignment completion time.

2.14 Learners should use the template portfolio documentation supplied by AQA for the completion of the assignment. Learners should write their name, centre number and candidate number on each page of their assignment.

2.15 Learners should word process the assignment tasks, although, where necessary, learners can handwrite their responses (legibly in blue or black ink).

2.16 Tutors must ensure that during Assignment completion time all work on tasks is completed within the learning environment and that learners work entirely independently of interaction with other learners. No tutor assistance should be provided and there should be no access to email, the internet or mobile phones.

2.17 Assignment completion time will run across a number of sessions and at the close of each session, while work is on-going, the learner must hand in their work (plus their research documentation) to the tutor for safe keeping until the next session.

2.18 Where the assignment identifies a word limit, this is provided purely as a guide for learners. There is no penalty for exceeding this limit.

2.19 To ensure that Preparation time and Assignment completion time have been conducted appropriately, learners and tutors will be required to confirm before all learner work is sent to AQA for assessment that each of the learners has undertaken the preparations for the assessment appropriately and in accordance with the rules.

**3) Storing materials**

3.1 Materials for each assignment must be kept unopened and in secure storage until the date upon which the centre wishes to commence work on the assignment with learners.

3.2 Secure storage is defined as a securely locked cabinet or cupboard.

3.3 Learner work must be securely stored once the assignment completion time has commenced and tutors are required to retain learner work plus learner research documentation until the next session.

3.4 Where learner’s work (both research documentation and assignment tasks) is in an electronic format, centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting USB memory sticks for secure storage between sessions or restricting candidates’ access to specific areas of the centre’s IT network.

3.5 As a general rule, learners should use the IT facilities provided by their centre. Where learners wish to/are required to use their own computers, then the centre is responsible for establishing and implementing a procedure to ensure compliance with the requirements for secure storage described above.

**4) Submitting assignments**

4.1 Full details of how learner work can be sent to AQA for assessment can be found in the AQA Centre Administration Guide for Technical and Vocational Qualifications (at [www.aqa.org.uk](http://www.aqa.org.uk/))

4.2 Completed assignments must be submitted to the appointed AQA external assessor by the date identified on the AQA website.

4.3 Each learner assignment must be submitted with an ‘External Assignment Front Sheet’ (EAF) which can be found at the end of the assignment brief. The EAF records key personal details of the learner’s work and also acts as authentication of the assignment being the learner’s own work. The learner and the tutor are required to sign the front sheet declarations prior to work being dispatched to AQA for assessment.

4.3 Work received after the closing date for an assessment window will not be marked by AQA.

4.4 Tutors must take care to ensure that the following materials are submitted:

* a list of learners for whom assignment work is included
* for each learner, an ‘External Assignment Front Sheet’ (EAF) (with completed declarations)
* each learner’s portfolio assignment

4.5 All other external assignment materials must be kept secure until after publication of results for the June assessment window.

**5) Suspected malpractice**

5.1 Where tutors suspect that the work produced by the learner is not their own, then this is potential malpractice and the tutor must consult their examinations officer. Guidance on malpractice is contained in the JCQ document: ‘Suspected malpractice in Examinations and Assessments: Policies and Procedures’.

**6) Re-sits**

6.1 Where the learner fails or wishes to attempt again the external assignment, they are permitted one re- sit attempt at a different assignment.

LEVEL 3 Certificate/Extended Certificate in Business

UNIT 3 Entrepreneurial opportunities D/507/6697 External assignment: Information for learners

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**INFORMATION FOR LEARNERS**

**You must read this information carefully before you start your external assignment. It explains the rules you must follow to ensure that you do the assignment correctly.**

**If you have any questions after having read this information, then you must speak to your tutor.**

**Taking the external assignment**

1) You should read the external assignment brief and the preparation activities fully before you start work. Your tutor will explain that there are 2 parts to this external assignment:

* preparation
* assignment completion

2) You will be given time by your tutor to do both of these tasks. Your tutor will explain the difference between these two parts and the rules that you must follow to successfully complete the external assignment.

3) The time given to you for preparation will involve you researching the topic of the assignment brief.

4) It is important that you use this time wisely to collect your findings. You must work **independently** (and not as a group) and the research you do towards the collection of findings must be your own work. You must also conduct your research within your school/college and hand in to your tutor all your research findings at the end of each session. Your tutor will monitor your progress with your research and you should keep your tutor informed of this progress.

5) At the end of this period, your tutor will require that you finish researching and hand in to him/her all your relevant research. This is the research material that you will then use to write your assignment during the assignment completion time of the assignment. You will **not** be allowed to add any further material to this after the completion of the preparation time.

6) The time given to you for assignment completion will involve you completing a number of tasks using a portfolio template. Your tutor will explain the rules about the way in which the assignment must now be completed. You will be given by your tutor a portfolio template in order to complete your assignment responses. You must use this template as it will help structure your responses and ensure that you clearly address all the necessary parts of the assignment brief. Most importantly, after each session your tutor will retain your research and your work towards the assignment until the next session.

7) Once you have completed your assignment, you should hand it in to your tutor and sign the learner declaration on the Centre Assignment Front Sheet. This declaration is important as it confirms that your assignment is all your own work. Your tutor will also be required to confirm this before your work is sent to AQA for marking.

**Some general notes on completing your external assignment**

8) Where you are quoting information from a published source (e.g. book, website), then it is important that you ‘reference’ this source, ie put quotation marks around the quotation and state where it came from. You must do this for everything in your work which is not your own work. Before you start you should agree with your tutor the ways in which he/she requires you to reference your quotations.

9) Remember – if you copy the words or ideas of others and don’t show your sources in references, this will be considered as cheating and could have serious consequences for your result in this unit and your overall qualification.

10) You must meet the deadlines that your tutor gives you. Remember – your tutors are there to guide you. Although they cannot give you direct assistance with the assignment tasks, they can help to sort out any other problems (e.g. such as lost work) before it is too late.

11) Take care to keep your work safe. Don’t leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those that you don’t need!

12) Please never be tempted to plagiarise someone else’s work. Plagiarism involves taking someone else’s words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously. There are many ways to detect plagiarism and there are serious penalties for learners who are caught.

13) Above all else – remember, this is your qualification so it needs to be your own work.

LEVEL 3 Certificate/Extended Certificate in Business

UNIT 3 Entrepreneurial opportunities D/507/6697 External assignment: Preparation Activities Assignment A-2015/16: Opportunities created by 3D printing technology

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For submission in 2015/2016

**Note to candidates**:

1) Before starting your external assignment, please ensure that you have read the Information for Candidates document which explains the important rules and guidance you must follow in taking the assignment.

2) Carefully read the following documents before starting your preparation:

- Assignment brief;

- Preparation activities

**ASSIGNMENT BRIEF**



[Thinkstock code: 480151679]

3D printers deposit successive layers of material to create physical objects e.g. a model of a house. The development of this technology has made it easier for businesses to design and manufacture products. 3D printers can be used to create the separate parts of a product, which are then assembled e.g. toys. They can also be used to create a moulid for a product, used to create a finished item e.g. jewellery. Another possibility is to 3D print the body of a product whilst leaving space for components, such as circuit boards e.g. mobile phones.

As an innovation, the possibilities offered by 3D printing technology continue to be explored by entrepreneurs. This exploration has been aided by the falling cost of purchasing and operating a 3D printer. For example, some 3D printer models can be bought from high street retailers, such as Maplin, for around £500. Whilst these printers have fewer features than more expensive models, they can still perform the basic function of making physical products when connected to a computer. The computer files required to instruct a 3D printer to create a specific object are now widely available on the internet, sometimes for free e.g. a set of 3D designs for a toy truck. Alternatively, users skilled in operating 3D design software can create a design and sell these to owners of 3D printers.

**As an entrepreneur, you are to investigate a market opportunity created by the growing availability of 3D printing technology. You will consider your own skills and ways of being enterprising before investigating a suitable customer value proposition. You will justify outlines of the marketing and operations activities required to deliver the customer value proposition. Finally, you will justify the viability of your enterprise, considering its risks and uncertainties as well as the roles played by your support networks.**

**Preparation activities**

**Main research**

In relation to exploiting the opportunities created by 3D printing technology, you are required to research information relevant to:

1. **Your** possible market opportunities and the risks and uncertainties of exploiting them (PO1)

2. **Your** personality type and skills (PO1)

3. The features of **your** possible target markets (PO2)

4. How **your** support network groups might be able to assist the enterprise (PO2 and PO4)

5. The potential competition **your** enterprise might face (PO2 and PO3)

6. The potential revenues and costs of **your** enterprise (PO3)

**Research considerations**

In addition to the above research, you should also consider researching information relevant to factors affecting **your**:

1. Customer value proposition e.g. use of 3D printing technology by entrepreneurs (PO2)

2. Marketing and operations activities e.g. activities carried out by competitors (PO3)

**Notes**

1. The market opportunities offered by 3D printing technology can be as a user of the technology **or** as a supplier of services to users of the technology

2. You have a start-up budget of **£5 000**. You must **not** go beyond this budget.

3. To keep within the time allowed for research, you should restrict your research to:

• **Two** possible market opportunities

• **Two** target markets

• **Three** potential competitors

4. The following web links provide **initial** contexts for your research:

• <http://startups.co.uk/business-ideas-for-2015-custom-made-3d-product-business/>

• <http://www.maplin.co.uk/3d-printer-davinci>

[• https://pinshape.com/?utm\_source=hongkiat&utm\_medium=post&utm\_campaign=hongkiat%E2](https://pinshape.com/?utm_source=hongkiat&amp;utm_medium=post&amp;utm_campaign=hongkiat%E2%80%8B)

[%80%8B](https://pinshape.com/?utm_source=hongkiat&amp;utm_medium=post&amp;utm_campaign=hongkiat%E2%80%8B)

• <http://www.entrepreneurhandbook.co.uk/3d-printing-for-startups-how-to-make-it-work-for-you/>

LEVEL 3 Certificate/Extended Certificate in Business

UNIT 3 Entrepreneurial opportunities D/507/6697 External assignment: Portfolio completion tasks Assignment A-2015/16: Opportunities created by 3D printing technology

TVQ01027

Version: 01

For submission in 2015/2016

**Note to candidates**:

1) Before starting your portfolio completion tasks, please ensure that you have read the Information for Candidates document which explains the important rules and guidance you must follow in taking the assignment.

2) Carefully read the following documents before completing the portfolio tasks:

- Portfolio completion tasks;

- Entrepreneurial opportunities portfolio template

**Portfolio completion tasks**

Using the findings from your preparation activities, undertake the following tasks and complete your entrepreneurial opportunities portfolio using the template provided. The template provides instructions as to what you must write about. These instructions are shown in red type. You may delete each individual instruction once you have responded to it. Please ensure that you write in full sentences and respond clearly and appropriately to each section. Your tutor will inform you of the amount of time you have to complete the portfolio.

You are required to complete the following sections of the portfolio template, ensuring that all evidence relates to your own personal context and that of 3D printing technology. As a guide, you should aim to complete your portfolio in around 3,500 – 4,000 words. The percentage amount of your time you should take to complete each section of the portfolio is indicated in brackets:

1. ‘My opportunities’ (20% of your time):

a. Table outlining **two** possible market opportunities created by 3D printing technology, their risks and uncertainties and explaining how risk and uncertainty might affect the benefits gained from the opportunities (P1, P2 and M1)

b. Table outlining your own personality type and skills relevant to exploiting the opportunities

offered by 3D printing technology (P3)

c. Supporting commentary judging the significance of your personality type and skills on the ways in which you will exploit the market opportunities (M2 and D1)

2. ‘My customer value proposition’ (30% of your time):

a. Table explaining the socio-economic characteristics and key features of **two** possible target markets for your personal enterprise (P4 and M3)

b. Table explaining how your support network groups can benefit your personal enterprise (P5

and M4)

c. Table outlining **two** possible customer value propositions for your personal enterprise (P6)

d. A report on your ‘Customer value proposition’ justifying the most appropriate proposition for your personal enterprise (M5 and D2)

3. ‘My personal enterprise’ (25% of your time):

a. Table of the proposed outline marketing and operations activities for your personal enterprise (P7 and P8)

b. A report on your ‘Personal enterprise viability’ justifying how the marketing and operations

activities collectively support the viability of the personal enterprise (M6, M7, D3 and D4)

4. ‘Dealing with my risks and uncertainties’ (25% of your time):

a. Table of risks, uncertainties and contingencies explaining the potential impact of at least **four** risks and uncertainties on the personal enterprise and outlines the associated contingencies (P9, P10 and M8)

b. A report on ‘Making the most of my support network’ judging the significance of the risks and uncertainties and the importance of different support network groups for the effectiveness of the contingencies (M9, D5 and D6)

**Entrepreneurial opportunities portfolio template**

|  |  |  |
| --- | --- | --- |
| 1a Market opportunities (P1, P2 and M1) | | |
| Outline market opportunities (P1) | Outline risks and uncertainties (P2) | Explain how risks and uncertainty might affect the  benefits gained from the opportunities (M1) |
| (outline the first opportunity and how you might exploit it) | (risks and uncertainties of this  opportunity) | (write your explanation here ) |
| (outline the second opportunity and  how you might exploit it) | (risks and uncertainties of this  opportunity) |

|  |  |
| --- | --- |
| 1b Personality type and skills (P3) | |
| Outline own Myers-Briggs personality type | Outline own skills levels |
| (outline your Myers-Briggs personality type and  characteristics) | (outline your communication skills) |
| (outline your research skills) |
| (outline your team-working skills) |

**1c** Supporting commentary (M2 and D1)

How my personality type and skills could affect the ways in which I engage in enterprising behavior (M2) (write your explanation here, considering your responses to 1b)

The significance of my personality type and skills (D1)

(write your judgment here on the significance of your personality type and skills on the ways in which you might engage in enterprising behavior)

|  |  |  |
| --- | --- | --- |
| **2a** Socio-economic characteristics (P4 and M3) | | |
| Potential  target market | Outline the socio-economic  characteristics of the potential target market (P4) | Explain the key features of the potential target market (M3) |
| One | (outline this target market’s socio-  economic characteristics) | (explanation of this target market’s: benefits looked for; willingness to pay; preferred channels of distribution) |
| Two | (outline this target market’s socio-  economic characteristics) | (explanation of this target market’s: benefits looked for; willingness to pay; preferred channels of distribution) |

|  |  |  |
| --- | --- | --- |
| **2b** Support network groups (P5 and M4) | | |
| Group | Outline the support network  group relevant to your personal enterprise (P5) | Explain how the support network groups can benefit your personal enterprise (M4) |
| Family and social groups | (outline this support network  for your own personal context) | (explanation of how this support network group can provide you with any: financial support; business knowledge; skills and experience; access to suppliers and customers) |
| Businesses | (outline this support network  for your own personal context) | (explanation of how this support network group can provide you with any: financial support; business knowledge; skills and experience; access to suppliers and customers) |
| Governments and  NGOs | (outline this support network  for your own personal context) | (explanation of how this support network group can provide you with any: financial support; business knowledge; skills and experience; access to suppliers and customers) |

|  |  |
| --- | --- |
| **2c** Possible customer value propositions (P6) | |
| Outline of customer value proposition 1 | Outline of customer value proposition 2 |
| (outline this customer value proposition) | (outline this customer value proposition) |

**2d** Customer value proposition (M5 and D2)

The benefits of the each customer value proposition for my personal enterprise (M5) One:

(write your explanation here considering customer value proposition 1) Two:

(write your explanation here considering customer value proposition 2)

The most appropriate customer value proposition (D2)

(write your decision and justification here on the most appropriate customer value proposition, considering: innovation; potential target markets; competition; benefits provided by your support networks)

|  |  |
| --- | --- |
| **3a** Marketing and operations activities (P7 and P8) | |
| Outline marketing activities (P7) | Outline operations activities (P8) |
| (outline your personal enterprise’s price and product) | (outline your personal enterprise’s methods of acquiring and  handling inputs) |
| (outline your personal enterprise’s promotion and place) | (outline your personal enterprise’s methods of processing inputs to deliver outputs) |

**3b** Personal enterprise viability (M6, M7, D3 and D4)

How each marketing activity implements my customer value proposition (M6)

(write your explanation here, considering your responses to 2c, 2d and 3a)

How my marketing activities collectively support the viability of my personal enterprise (D3) (write your justification here, focusing on potential revenue)

How each operations activity implements my customer value proposition (M7)

(write your explanation here, considering your responses to 2c, 2d and 3a)

How my operations activities collectively support the viability of my personal enterprise (D4) (write your justification here, focusing on potential costs)

|  |  |  |
| --- | --- | --- |
| **4a** Personal enterprise risks, uncertainties and contingencies (P9, P10 and M8) | | |
| Outline the risks and  uncertainties (P9) | Explain the potential impact of the risks and uncertainties (M8) | Outline contingencies for the  risks and uncertainties (P10) |
| (risk or uncertainty related to **marketing**) | (explanation of the impact of this risk or uncertainty on your personal  enterprise) | (contingency for this risk or  uncertainty) |
| (risk or uncertainty related to **operations**) | (explanation of the impact of this risk or uncertainty on your personal  enterprise) | (contingency for this risk or  uncertainty) |
| (risk or uncertainty related to **finance**) | (explanation of the impact of this risk or uncertainty on your personal  enterprise) | (contingency for this risk or  uncertainty) |
| (risk or uncertainty related to either marketing, operations or finance) | (explanation of the impact of this risk or uncertainty on your personal  enterprise) | (contingency for this risk or  uncertainty) |

**4b** Making the most of my support network (M9, D5 and D6)

The significance of the risks and uncertainties (D5)

(write your judgment here on the key risks and uncertainties faced by your personal enterprise, considering your response to 4a)

How my support network groups might help me to implement the contingencies (M9) (write your explanation here, considering your responses to 4a)

The importance of my support network groups (D6)

(write your judgment here on the importance of the different support network groups for the effectiveness of the contingencies identified in 4a

**Applied General Assignment Brief**

External Assignment Front Sheet (EAF)

**Level 3 Certificate/Extended Certificate in Applied Business**

**Unit 3 Entrepreneurial Opportunities- D/507/6697**

|  |  |
| --- | --- |
| **Learner name:** |  |
| **Centre name:** |  |
| **Centre number:** |  |
| **Tutor name:** |  |
| **Assignment Title: (Please indicate)** | **Sample external assignment**  **Assignment A - Opportunities created by 3D printing technology** |

**Learner Authentication**

I confirm that the work and/or the evidence I have submitted for this assignment is all my own. I have complied with my tutor’s instructions and the notes in the ‘Information for candidates’.

**Learner Signature: Date:**

I confirm that the learner’s work is all their own work. I have fully complied with the rules of the assessment contained in the ‘Guidance notes for tutors’ document.

**Tutor Signature: Date:**

**Note:** you must attach this completed front sheet to the candidate’s assignment before dispatch to AQA for assessment. Candidate’s work will not be assessed without a fully completed front sheet accompanying each candidate assignment.