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ENGINEERING

Unit 14

Automation Control and Robotics

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website:

www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how engineers would use automation control devices and robotics in manufacturing, production and other processes, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Please note – if learners are completing this model assignment as part of the Extended Diploma qualification they will be required to complete the synoptic unit 25: Promoting continuous improvement. Before your learners complete this model assignment, you must refer to the specification and model assignment requirements for unit 25, so if applicable you can ensure learners gather the appropriate feedback on their own performance and performance of the system, process or artefact that they will produce in this model assignment.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For task 5 learners will require access to suitable data in order to produce and analyse a Statistical Process Control (SPC) chart. This could be related to one or more of the process parameters: the speed at which items are packed, the temperature of the packing environment and the box containing the correct quantity of items (determined by weight).

Tutor information to support the tasks

There is no specific further guidance for the tasks. Learners can use the automated packing system scenario to relate general theory of automation control and robotics to specific parts of the proposed system.

Health and Safety and the use of resources

Health and safety will need to be considered should any of the tasks, or parts of the tasks be undertaken as practical activities. This should include appropriate risk assessments, safe working methods statements and the use of appropriate personal protective equipment (PPE). Learners should be encouraged to take part in assessing risk before conducting any practical activity.

Time

You should plan for learners to have 11–17 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q *How will my work be assessed?*

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 14: Automation Control and Robotics

Scenario

Automated box packing



'Pick 'N' Pack Packaging' is a company which specialises in packaging products for a variety of clients. The food products they package include items such as tins of food, packets of biscuits and bagged items such as pre-prepared lettuce. Until now they have done this manually which involves their staff making up boxes and manually packing the food items.

'Pick 'N' Pack Packaging' have recently won a number of new contracts resulting in a large increase in the volume of boxes and food items they need to pack. They therefore want to explore how they could

automate the packing process.

The operations director is leading a project to find out how 'Pick 'N' Pack Packaging' could use an automated control system and possibly use robots in the packing process.

Automated processes being considered include: making up boxes, placing food items into the boxes, moving boxes along a conveyer belt, and sealing and labelling boxes.

Key process parameters for this project include the speed at which items are packed, the temperature of the packing environment and the box containing the correct quantity of items (determined by weight).

The following video clip has given the project team some ideas of how automation of the packing process could be achieved:

<http://www.youtube.com/watch?v=qNF2vcOdQ04>

As a member of the project team you have been asked to produce a report for the operations director on a number of aspects of this project outlined in the tasks that follow. You are required to advise them on:

- how control theory can be applied to solving relevant parts of the problem – including open and closed loop control
- how a Programmable Logic Controller (PLC) could be used
- how sensors and actuators could be used in the automation process
- how networking, human machine interface (HMI) and expert systems could be used in proposed solutions
- strategies they could use to maintain the automated control system
- techniques that can be used to ensure that the key process parameters are consistently met

- how robotics could be used to provide alternative solutions

You must present your advice and suggestions to the operations director at the next project meeting.

Task 1: Report on how control system theory can be applied to automation

(This task should take between 2 and 3 hours.)

Learning Outcome 1: 'Understand control system theory in engineering' is assessed in this task.

Your task is to produce a report for the operations director on how control system theory can be applied to one or more of the automated processes that will be required to pack food items into boxes. Automated processes could include: making up boxes, placing food items into the boxes, moving boxes along a conveyer belt and sealing and labelling boxes.

For one or more of the automated processes the report should include:

- block diagrams illustrating open and closed loop control (including explaining feedback)
- an analysis of the advantages and disadvantages of open and closed loop control
- an evaluation of how time and damping response could affect performance of a closed loop control system
- an explanation of the difference between analogue and digital control systems.

Pass	Merit	Distinction
P1: Produce block diagrams illustrating features of open and closed loop control systems.	M1: Analyse the advantages and disadvantages of open and closed loop control systems for specific applications.	D1: Evaluate how time and damping affect the performance of closed loop control systems.
P2: Explain how feedback is used in closed loop control systems.		
P3: Explain the difference between analogue and digital control systems.		
Evidence		
Your report could be a written document or a presentation with detailed speaker notes.		

Task 2: Report on the implementation of controllers (PLCs and embedded control systems)

(This task should take between 1 and 2 hours.)

Learning Outcome 2: 'Understand the implementation of control in automated systems' is assessed in this task.

Your task is to produce a report for the operations director on how Programmable Logic Controllers (PLCs) and different embedded controllers could be used in the automated packing system at 'Pick N Pack Packaging'.

For at least two different automated processes the report should:

- explain the basic architecture of a PLC
- describe applications of different embedded control systems
- include a technical summary explaining the use of A-D / D-A converters in such systems.

Pass	Merit	Distinction
P4: Explain the basic architecture of a PLC.	M2: Explain the use of A-D/D-A converters in an automated control system.	
P5: Describe applications of different embedded control systems.		
Evidence		
Your report could be a written document or a presentation with detailed speaker notes.		

Task 3: Report on how sensors and actuators can be used in automation

(This task should take between 2 and 3 hours.)

Learning Outcome 3: 'Understand sensors and actuators used in automation control systems' is assessed in this task.

Your task is to produce a report for the operations director on how different types of sensors and actuators could be used in the automated packing system at 'Pick N Pack Packaging'.

For at least two of the automated processes the report should:

- explain the roles of sensors and actuators
- describe applications of different sensors and actuators
- include a technical summary analysing why actuators which use different power sources are suitable for specific applications.

Pass	Merit	Distinction
P6: Explain the roles of sensors and actuators in automation control systems.	M3: Analyse why actuators which use different power sources are suitable for specific applications.	
P7: Describe applications of different types of sensors and actuators in automation control systems.		
Evidence		
Your report could be a written document or a presentation with detailed speaker notes.		

Task 4: Report on networks, expert systems and HMI

(This task should take between 2 and 3 hours.)

Learning Outcome 4: 'Know about industrial network systems' is assessed in this task.

Your task is to produce a report for the operations director on how networks, expert systems and Human Machine Interfaces (HMI) could be used in the automated packing system at 'Pick N Pack Packaging'.

For at least two of the automated processes the report should:

- explain why industrial network systems have different requirements to domestic systems
- describe how physical and logical topologies are used in industrial network systems
- Explain the operation of common industrial communication standards
- include a technical summary analysing the application of human machine interfaces (HMI) and expert systems in industrial network systems.

Pass	Merit	Distinction
P8: Explain why industrial network systems have different requirements to domestic systems.	M4: Explain the operation of common industrial communication standards.	D2: Analyse the application of human machine interfaces (HMI) and expert systems in industrial network systems.
P9: Describe how physical and logical topologies are used in industrial network systems.		
Evidence		
Your report could be a written document or a presentation with detailed speaker notes.		

Task 5: Report on maintenance of automated control systems

(This task should take between 2 and 3 hours.)

Learning Outcome 5: 'Know about maintenance in automation control systems' is assessed in this task.

Your task is to produce a report for the operations director on how maintenance could be performed on the automated packing system.

For at least two of the automated processes the report should:

- describe the difference between interval based and condition based maintenance
- explain how statistical process control (SPC) is used to monitor process parameters
- include a technical summary analysing how HMI and expert systems could record, predict and report maintenance issues (your tutor will provide you with data in order to perform an analysis).

Pass	Merit	Distinction
P10: Describe the difference between interval based and condition based maintenance in automation control systems.	M5: Analyse how HMI and expert systems record, predict and report maintenance issues.	
P11: Explain how statistical process control (SPC) is used to monitor process parameters		
Evidence		
Your report could be a written document or a presentation with detailed speaker notes.		

Task 6: Report on how robotics can be used in automated control systems

(This task should take between 2 and 3 hours.)

Learning Outcome 6: 'Understand the application of robotics in automation control systems' is assessed in this task.

Your task is to produce a report for the operations director on how robotics could be used for at least two of the automated processes on the automated packing system.

The report should:

- explain the characteristics of a robot and the difference between on-line and off-line robot programming
- describe aspects of robotic operation in automation control systems
- include a technical summary analysing the application and operation of common types of industrial robot
- explain how a vision system interfaces with robotics in a specific application.

Pass	Merit	Distinction
P12: Explain the characteristics of a robot and the difference between on-line and off-line robot programming.	M6: Analyse the application and operation of common types of industrial robot.	D3: Explain how a vision system interfaces with robotics in a specific application.
P13: Describe aspects of robotic operation in automation control systems.		
Evidence		
Your report could be a written document or a presentation with detailed speaker notes.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Engineering Unit 14: Automation Control and Robotics

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Produced block diagrams illustrating features of open and closed loop control systems. (P1)	
Explained how feedback is used in closed loop control systems. (P2)	
Explained the difference between analogue and digital control systems. (P3)	
Explained the basic architecture of a PLC. (P4)	
Described applications of different embedded control systems. (P5)	
Explained the roles of sensors and actuators in automation control systems. (P6)	
Described applications of different types of sensors and actuators in automation control systems. (P7)	
Explained why industrial network systems have different requirements to domestic systems. (P8)	
Described how physical and logical topologies are used in industrial network systems. (P9)	
Described the difference between interval based and condition based maintenance in automation control systems. (P10)	
Explained how statistical process control (SPC) is used to monitor process parameters. (P11)	
Explained the characteristics of a robot and the difference between on-line and off-line robot programming. (P12)	
Described aspects of robotic operation in automation control systems. (P13)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Analysed the advantages and disadvantages of open and closed loop control systems for specific applications. (M1)	
Explained the use of A-D/D-A converters in an automated control system. (M2)	
Analysed why actuators which use different power sources are suitable for specific applications. (M3)	
Explained the operation of common industrial communication standards. (M4)	
Analysed how HMI and expert systems record, predict and report maintenance issues. (M5)	
Analysed the application and operation of common types of industrial robot. (M6)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Evaluated how time and damping affect the performance of closed loop control systems. (D1)	
Analysed the application of human machine interfaces (HMI) and expert systems in industrial network systems. (D2)	
Explained how a vision system interfaces with robotics in a specific application. (D3)	

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