

Agriculture, Environmental and Animal Care T Level

Preparation for the
Employer Set Project
Assessment



Land T Level Team



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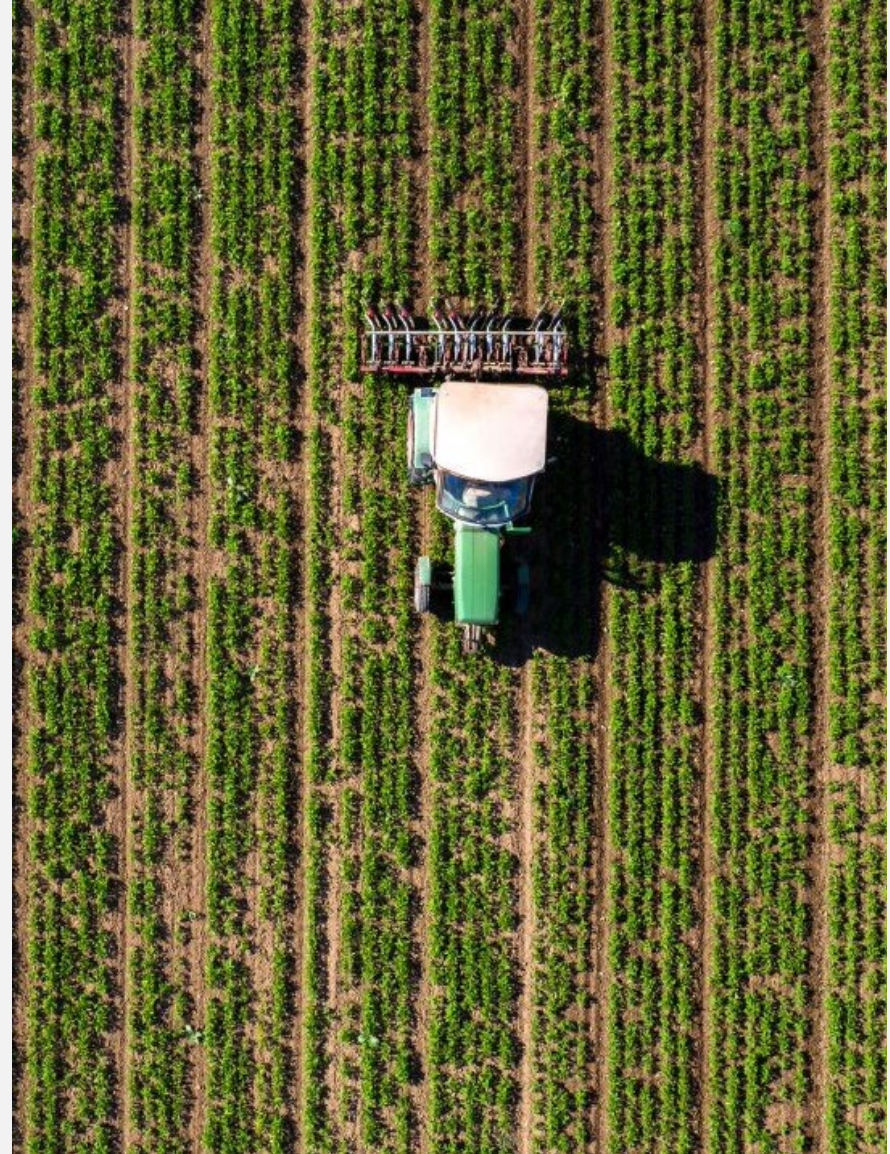


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Agenda



- Recap overview of the core assessments
- Assessment windows
- Assessment tasks, timings and conditions
- Assessment objectives
- Employer Set Project (ESP) detail
- Evidence requirements
- Support resources



- Core theory exam
- Occupational specialism assessments
- Delivery and curriculum planning outside of the Technical Qualification
- Progression or industry placements.

** If you missed our previous Land T Level presentations, you can find the recordings and slide deck on our T Level events page [here](#).

What does each task consist of?

What evidence needs to be provided to City & Guilds?

How is the ESP marked and graded?

Frequently Asked Questions

How is the ESP structured? What do learners need to do?

How should the assessment evidence be kept secure?

How long do learners have to complete the ESP?

Overview of the Core Assessments for Agriculture, Environmental & Animal Care

Learners must complete:

- Two externally set exam papers covering knowledge from the Common Core and the chosen Core Pathway
- One employer-set project covering knowledge and skills from the Common Core and chosen Core Pathway

Core component – Learners must complete all assessment components

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Common core exam paper 1	Externally set exam	2 hours	80	60%	Externally marked	This component will be awarded on the grade scale A* -E
Core pathway exam paper 2	Externally set exam	2 hours	80		Externally marked	
Employer-set project	Externally set project	17 hours	90	40%	Externally marked	

Core Assessment windows

Component	Series	Assessment type	Calendar month/s	Assessment window/set date
Core exam 1	Summer series	Written exam	May/June	Set date
	Autumn series	Written exam	November	Set date
Core exam 2	Summer series	Written exam	May/June	Set date
	Autumn series	Written exam	November	Set date
Employer-set Project	Summer series	Project	March/May	Set dates within assessment window
	Autumn series	Project	October/November	Set dates within assessment window

Core Assessments

Summer 2025 assessment dates/windows

Employer-Set Project (ESP) materials release	17 March 2025
Employer-Set Project (ESP) delivery window	24 March 2025 – 9 May 2025
Employer-Set Project (ESP) evidence upload deadline	9 May 2025
Common Core Exam Paper 1	4 June 2025 13:00 - 15:00*
Core Pathway Exam Paper 2	12 June 2025 13:00-15:00*
Special consideration requests deadline	Five working days after the exam/submission date

*Provisional until after General Qualification (GQ) exam dates confirmed



Employer Set Project - Overview

What is the ESP ?

The employer-set project is a classroom-based assessment undertaken in controlled conditions, (*not invigilated conditions*) as prescribed within the candidate and centre guidance packs.

The core employer-set project (ESP) sub-component assesses the skills and application of the core knowledge of the TQ. Each project will be developed together with employers in the industry to reflect realistic types of developments, activities and challenges.

The Employer-set project will cover knowledge and core skills from the Agriculture, Environmental and Animal Care **common core** and the mandatory **core pathway** that has been chosen.

The tasks are:

- Research
- Report
- Plan
- Peer review
- Evaluate and present

A new brief will be set for each series covering different topics. However, the number and type of tasks will remain the same for each series, as will the marks and weightings for each task. It is the project brief content and topic that will change.

ESP Tasks:

Task	Conditions	Evidence produced	Evidence submitted?	Timings	Marks available	
1. Research	Supervised/ controlled	Research action plan Research notes List of references	Yes	6 hours	12	
2. Report	Supervised/ controlled	Written report	Yes	4 hours	27	
3. Plan	Supervised/ controlled	Project /implementation plan Supporting statement	Yes	4 hours	21	
4. Peer review	Supervised/ controlled	Candidate feedback form Peer review form	Yes	1 hour	N/A	
5. Evaluate and present	Supervised/ controlled	Presentation materials Video recording of presentation and questions and answers	Yes	2 hours	21	
			Total	17 hours	81	
					maths, English and digital skills*	9
					Total marks	90

Core Skills

The project is linked to the core skills and draws on the content from the core knowledge and assesses the following core skills:

Core Skill A - Analysing

Core Skill B - Communicating

Core Skill C - Critical thinking

Core Skill D - Decision making

Core Skill E - Investigating

Core Skill F - Working in a team

(Details and suggestions for delivery of each core skill can be found in the QHB.)

Learners will be marked on the quality and accuracy of the written work they produce.

Task	Core Skill	Assessment Objective
Task 1 – Research	<ul style="list-style-type: none">AnalysingCritical thinkingInvestigating	<ul style="list-style-type: none">AO1AO2bAO3
Task 2 – Report	<ul style="list-style-type: none">AnalysingCommunicationCritical thinkingDecision makingInvestigating	<ul style="list-style-type: none">AO1AO2aAO2bAO3
Task 3 – Plan	<ul style="list-style-type: none">AnalysingCommunicationCritical thinkingDecision making	<ul style="list-style-type: none">AO1AO2aAO2bAO3
Task 4 – Peer Review	N/A	N/A
Task 5 – Evaluate and present	<ul style="list-style-type: none">AnalysingCommunicationCritical thinkingDecision makingWorking in a team	<ul style="list-style-type: none">AO2aAO2bAO5aAO5b

Ensure core skills from the handbook are embedded in delivery:

- CSA - Analysing
- CSB - Communicating
- CSC - Critical thinking
- CSD - Decision making
- CSE - Investigating
- CSF - Working in a team

- Maths, English and digital skills

The skills column in the handbook identifies where these skills can be developed.

2.3 The **causes, impact** and management of climate change.

Range

Causes – Burning fossil fuels to generate power, manufacturing goods, deforestation, transportation, producing food, powering buildings.

Impact – Environments, displacement of human/wildlife/flora habitation, conservation practices, fauna, sea levels, water levels(flooding), wild-fires, melting ice caps, food security and food safety.

What do learners need to learn?

The meaning of climate change - long term shifts in temperatures and weather patterns.

Difference between weather and climate – weather relates to everyday conditions and climate relates to the weather of a particular location for a longer period.

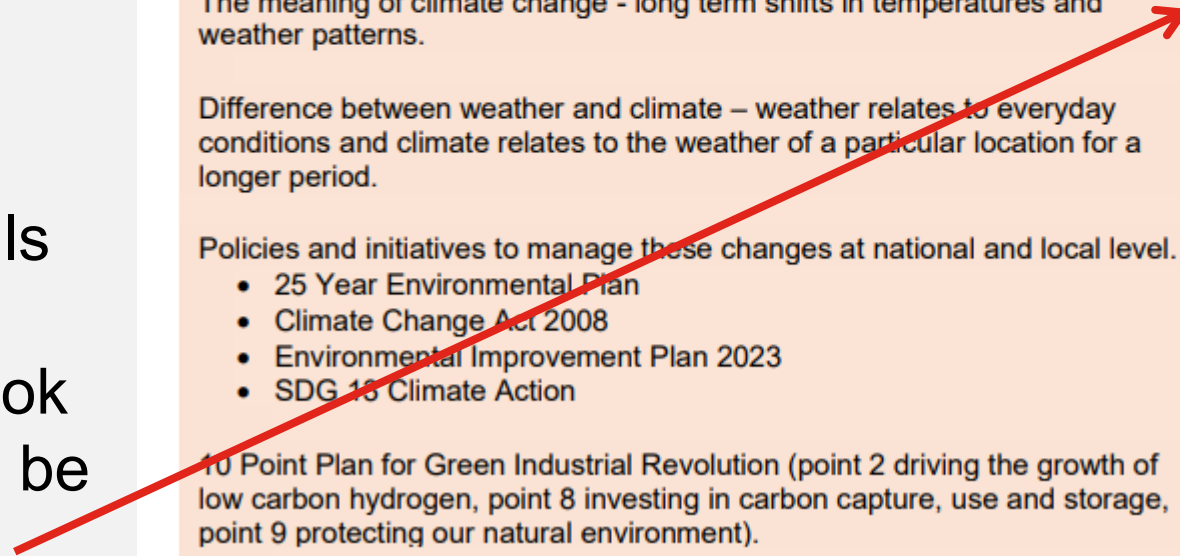
Policies and initiatives to manage these changes at national and local level.

- 25 Year Environmental Plan
- Climate Change Act 2008
- Environmental Improvement Plan 2023
- SDG 13 Climate Action

10 Point Plan for Green Industrial Revolution (point 2 driving the growth of low carbon hydrogen, point 8 investing in carbon capture, use and storage, point 9 protecting our natural environment).

Skills

CSA, CSC, CSD, CSE, EC4, EC5.



Assessment Objectives

Assessment objective	Typical evidence	*Approximate weighting
AO1 Plan approach to meeting the brief	Evidence of a planned approach to work, considered sequence of activity, evidence of prioritisation, review, and iterative working. Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and use of sources, response completed meeting required parameters, sources used effectively and integrated into response, effective use of time allocation available for presentations.	13.3%
AO2 Apply core knowledge and skills as appropriate	Linking knowledge principles and ideas and applying them in context of the brief when considering compiling response use of materials, concepts etc. Applying core skills e.g. communication, planning etc. appropriately throughout tasks within project.	50%
AO3 Select relevant techniques and resources to meet the brief	Selection of techniques and resources in order to support a response to the brief; consideration of the techniques and resources that are most effective and appropriate to use, and accurate and informed use of these.	13.3%
AO4 Use maths, English and digital skills	Use of correct terminology, abbreviations, units of measurement in context, consideration of audience of brief response (technical versus non-technical wording), use of calculations/diagrams etc., appropriately, consideration of the use of ICT and digital methods both in brief response and in evidence presentation.	10%
AO5 Realise project outcome and review how well the outcome meets the brief	Considered analysis and evaluation of project outcome, response conclusion or evaluation, identification of solutions in response to brief problem with evidence of evaluation of other options and reasons for rejection of other options where not appropriate.	13.3%

Assessment Objectives & Core Skills

The Employer-Set Project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

AO ref	Assessment objective
AO1	Plan approach to meeting the project brief.
AO2	Apply core knowledge and skills as appropriate:
<ul style="list-style-type: none"> • AO2a • AO2b 	<ul style="list-style-type: none"> ○ core knowledge • core skills <p>Analysing – Qualitative and quantitative data and information and identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering, eg identifying common features of data obtained on options to develop a new product or service, classifying and organising data into types.</p> <p>Communicating – Using a range of communication methods tailored to the audience with different audiences through reading, writing, listening and speaking through the use of visual, oral and written methods, demonstrating active listening, building a rapport, engaging an audience, adapting style and tone to audience needs and nature of the message, eg using visual and oral methods to engage an audience with a proposal for improving representation and diversity in the sector.</p> <p>Critical thinking – In relation to problem solving, decision making, researching and planning to include questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding, eg questioning information and data, evaluating pros and cons of the introduction of new machinery or plant into a business, taking out of the whole life cycle.</p> <p>Decision making – In work-related contexts including clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding, eg identifying likely impact of biosecurity plan in the business and using evidence to substantiate conclusions.</p> <p>Investigating – To obtain information and data including identifying potential sources, developing search criteria/queries, interrogating data, designing and carrying out tests, eg developing search criteria/queries for secondary research and designing and carrying out tests for primary research into the environmental impact of a business.</p>
	<p>Working in a team – To provide mutual support, open communication, respect and honesty, developing new ideas and interpretations, providing support, advice and guidance, reflecting, inviting and providing feedback on own and others' performances.</p>

Assessment Objectives & Core Skills

AO3	Select relevant techniques and resources to meet the brief.
AO4	Use Maths, English and digital skills as appropriate:
• AO4a	○ Maths
• AO4b	○ English
• AO4c	○ digital
AO5	Realise a project outcome and review how well the outcome meets the brief:
• AO5a	○ Realise a project outcome – was the right outcome achieved?
• AO5b	○ Review how well the outcome meets the brief, how well the brief was met and the quality of the outcome in relation to the brief.

ESP Mark Distribution

This table illustrates how the 90 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers, and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO5a	AO5b	Total	AO4a	AO4b	AO4c	
1. Research	3	0	6	3	0	0	12	0	0	0	
2. Report	3	9	9	6	0	0	27	3	0	0	
3. Plan	6	6	6	3	0	0	21	0	3	0	
4. Peer review	0	0	0	0	0	0	0	0	0	0	
5. Evaluate and present	0	3	6	0	6	6	21	0	0	3	
Total	12	18	27	12	6	6	81	3	3	3	90
AO marks	12	45		12	12			9			90
AO %	13.3%*	50%		13.3%*	13.3%*			10%			100%*

NB – AO2 collectively must be at least 50% (ie 45 marks)

* Total of AO1, AO3, and AO5 weighting rounded to nearest whole number



**Employer Set Project –
Looking at the detail**

Task Conditions and Evidence

Task		Conditions	Evidence Produced	Evidence Submitted?	Timings
1	Research	Working alone, supervised/controlled conditions, internet access permitted.	Research action plan Research notes Reference list	Yes	6 hours
2	Report	Working alone, supervised/controlled conditions, no internet access.	Written report (typically 2000 words)	Yes	4 hours
3	Plan	Working alone, supervised/controlled conditions, no internet access.	Implementation plan Supporting statement (typically 1000 words)	Yes	4 hours
4	Peer Review	Working in small groups, supervised/controlled conditions, no internet access.	Candidate feedback form Peer review form	Yes	1 hour
5	Evaluate and Present	Working alone, supervised/controlled conditions, no internet access.	Presentation materials Video recording of presentation/Q&A	Yes	2 hours

Task 1 - Research

- The project brief will be provided to candidates with Task 1.
- The action plan will be produced using the research action plan template which is included in the tasks document.
- Candidates should have access to the internet in order to conduct research.
- The research notes should be up to four sides of A4, which can include screenshots, pictures and/or diagrams. Screenshots should be clear and legible. Research notes should be completed digitally in Arial font, size 12, standard line spacing and borders and page numbered.
- The file should be saved securely for submission, e.g. in a secure location or on a memory stick to be handed in. Research notes are not permitted to be any longer than four sides of A4.
- Tutors are responsible for ensuring the candidate's research notes do not exceed the limit of four sides of A4. Additional pages of research notes will not be considered in the marking process.

Tasks	AO1	AO2a	AO2b	AO3	AO5a	AO5b	Total	AO4a	AO4b	AO4c
1. Research	3	0	6	3	0	0	12	0	0	0

Task 2 - Report

- The project brief will be provided to candidates with Task 2.
- A copy of their response from Task 1 will be provided to candidates with Task 2 for reference only (candidates will not be able to make any changes).
- The written report will be typically 2,000 words.
- Candidates should not have internet access for this task or other resources.

Tasks	AO1	AO2a	AO2b	AO3	AO5a	AO5b	Total	AO4a	AO4b	AO4c
2. Report	3	9	9	6	0	0	27	3	0	0

Task 3 - Plan

- The project brief will be provided to candidates with Task 3.
- A copy of their responses from Task 1 and Task 2 will be provided to candidates with Task 3 for reference only (candidates will not be able to make any changes).
- The plan must be completed using digital software.
- The supporting statement will be typically 1,000 words.
- Candidates should not have internet access for this task or other resources.

Tasks	AO1	AO2a	AO2b	AO3	AO5a	AO5b	Total	AO4a	AO4b	AO4c
3. Plan	6	6	6	3	0	0	21	0	3	0

Task 4 – Peer Review

- The project brief will be provided to candidates with Task 4.
- A copy of their response from Task 2 will be provided to the candidate with Task 4 for reference only (candidates will not be able to make any changes).
- Candidates must explain their recommendations (detailed in their report in Task 2) to a peer review group consisting of two peers and the tutor.
- Peers should be from the same cohort of candidates studying the same core pathway.
- The peer review group will provide feedback to the candidate, through an open discussion, where peers can ask the candidate specific questions about their recommended solutions.
- Candidates can use the candidate feedback form to make any notes and feedback from the discussion.
- The peer review group will complete a single peer review form with written feedback, which will have been checked by the tutor before being shared with the candidate.
- Candidates should not have internet access or other resources for this task.

Task 5 – Evaluate and Present

- The project brief will be provided to candidates with Task 5.
- Candidates should have access to all previous responses from all prior tasks.
- Candidates should not have internet access for this task.
- Candidates should print a copy of their presentation slides at the end of their preparation session and hand them into the tutor so that tutors are able to refer to these whilst the candidate is presenting.
- Candidates must use digital technology to present their findings.
- Candidates' presentations should be scheduled and timed to include 10 minutes of questioning following the 10-minute presentation.
- All candidates must be asked four questions following their presentation (any additional probing or clarification questions are permitted).

Tasks	AO1	AO2a	AO2b	AO3	AO5a	AO5b	Total	AO4a	AO4b	AO4c
5. Evaluate and present	0	3	6	0	6	6	21	0	0	3

Security of Assessments

- Please read the guidance in the centre pack.
- 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 candidates and others cannot access the evidence without supervision.
- At the end of each assessment session, the task evidence should be treated as final and submitted by the candidate and retained securely by the centre for external marking. There should be no opportunity for the candidate to rework this evidence following initial submission.
- The candidate's final submitted evidence should be copied with the original retained securely by the centre for external marking, and, where permitted, the copy provided to the candidate to allow them to refer to for support in the subsequent assessment sessions.
- After the production of evidence, both the tutor and candidate must sign declarations of authenticity.



Employer Set Project – Marking

Marking Grids

- The ESP is externally set and marked.
- Each sample ESP contains a marking grid.
- The marking grid identifies indicative content that learners may include for each task; this covers both the core knowledge and core skills.

1. Research

Indicative content

Typical evidence may include:

Core skills

- Action plan for the research containing goals/objectives to be achieved and a suitable range of reputable sources of information (eg websites of professional bodies, regulators, government, manufacturers and businesses similar to the one described in the brief)
- Evidence of planning efficient use of the allocated time while planning, carrying out research and producing the research notes
- Logical plan of techniques/resources for the research to be conducted, ie sourcing the relevant and most useful information:
 - reliable websites, ie credible sources such as websites of government agencies/industry bodies etc.
 - range of sources used (not relying on limited/single sources of information)
 - avoiding sources which may be biased, ie selling products
- Planned approach to topics to be researched, which could include search terms/criteria to be used for web searches
- Research undertaken into waste management methods suitable for the waste generated on Guilds Estate using effective and appropriate research methods, which includes:
 - details of available waste management methods for the different types of consumable and green waste identified in the brief
 - the relevant legislation and government policies that impact on the researched waste and waste disposal methods, eg the Environmental Protection Act 1990 (duty of care, waste transfer licences, licensed operators), enforcing bodies (Environment Agency), Wildlife and Countryside Act 1981, Local Authority guidance, Control of Substances Hazardous to Health (COSHH), Provision and Use of Work Equipment and Regulations (PUWER)
 - sustainable waste disposal/management methods used within similar environments, eg methods used on mixed rural estates such as use of wood chip for biomass, heating/energy production
 - details of health and safety considerations related to the environment and selected methods of disposal that meet the requirements of the brief, eg Personal Protective Equipment (PPE) requirements, manual handling considerations, COSHH, PUWER, environmental considerations regarding contaminated fuel/oil/chemical containers
- Demonstration of reasoning in relation to the requirements for the improvement of waste management practices on the estate
- Application of core skills to conduct planned research and production of research notes in line with the requirements of the project brief

Marking Grids

- For each task, there will be Band Descriptors which identify how the marks will be awarded for each AO covered in the task.

Task 2	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
	1	2	3	4	5	6	7	8	9		
Report <ul style="list-style-type: none"> AO1 Plan their approach to meeting the project brief AO3 Select relevant techniques and resources to meet the brief 	Limited evidence of a planned approach resulting in a report that lacks structure and minimal connections with the brief/task requirements. (AO1)			Good evidence of a planned approach resulting in a report that has good structure and moderate connections with the brief/task requirements. (AO1)			Thorough evidence of a planned approach resulting in a report that has excellent structure and comprehensive connections with the brief/task requirements. (AO1)			AO1 AO3	9
	Techniques/resources for the solution are selected based on a basic analysis of the brief/task requirements; associated impacts of choices made are minimally effective and appropriate/relevant. (AO3)			Techniques/resources for the solution are selected based on good analysis of the brief/task requirements; associated impacts of choices made are mostly effective and appropriate/relevant. (AO3)			Techniques/resources for the solution are selected based on thorough analysis of the brief/task requirements; associated impacts of choices made are highly effective and appropriate/relevant. (AO3)				



Employer Set Project – Resources and Support

How we support you

Updates/Newsletters/Networks



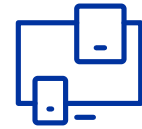
Blended approach to communication



Provider networks and events



e-bulletin content and email updates



Website

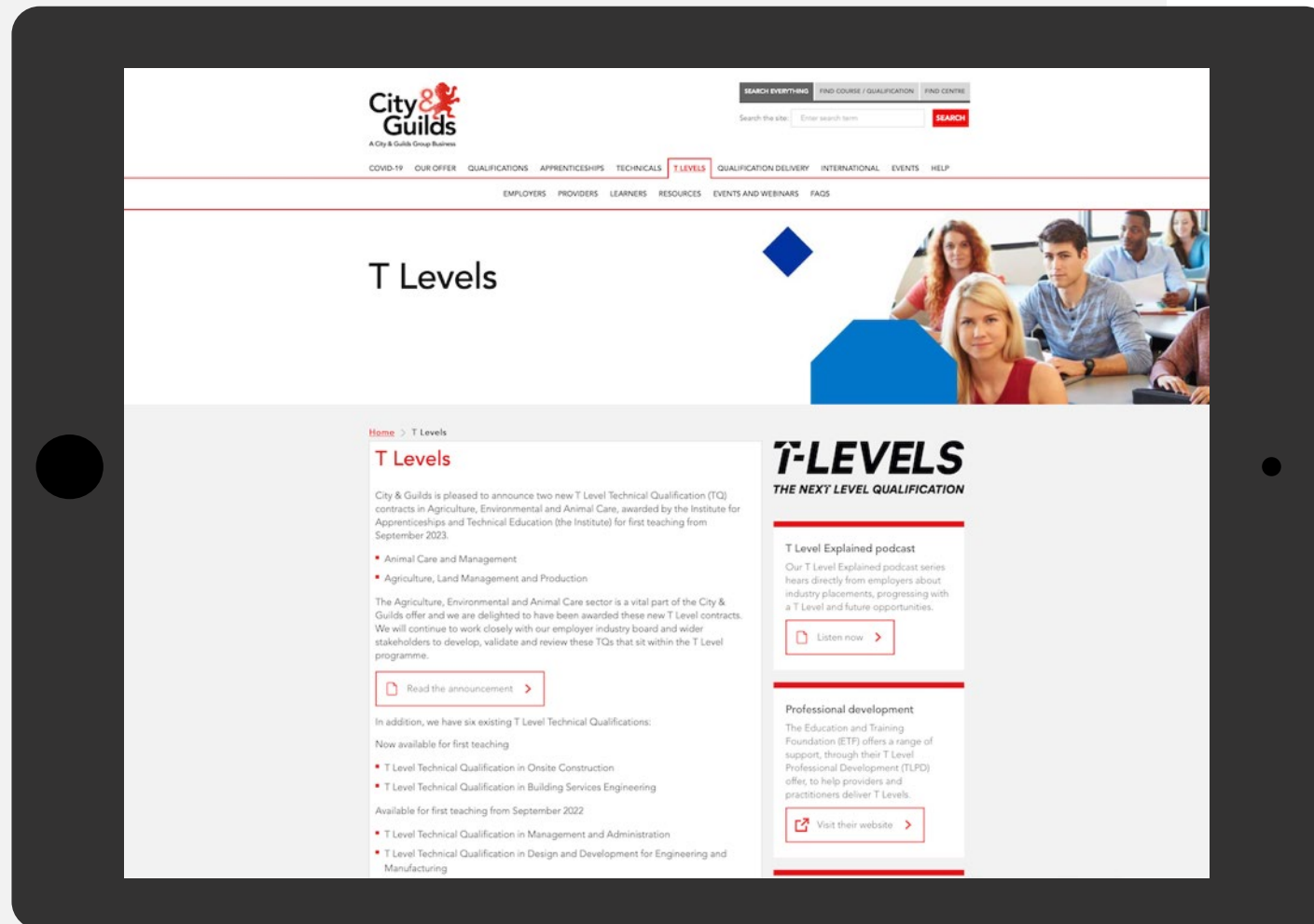
Support and guidance

Ready to support eligible providers and stakeholder engagement

To find out more about City & Guilds T Levels, please visit our webpages

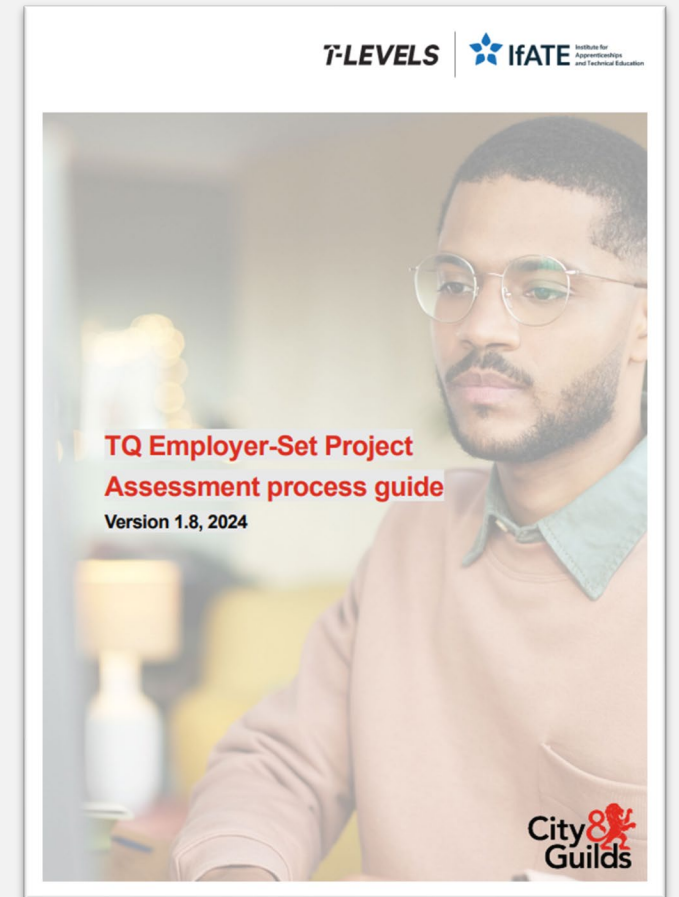
- Updated webpage for T Levels
- Provider focus groups
- Employer Industry Boards
- e-bulletins
- Resource Hub
- Dedicated Technical Advisors

<https://www.cityandguilds.com/tlevels>



Resources

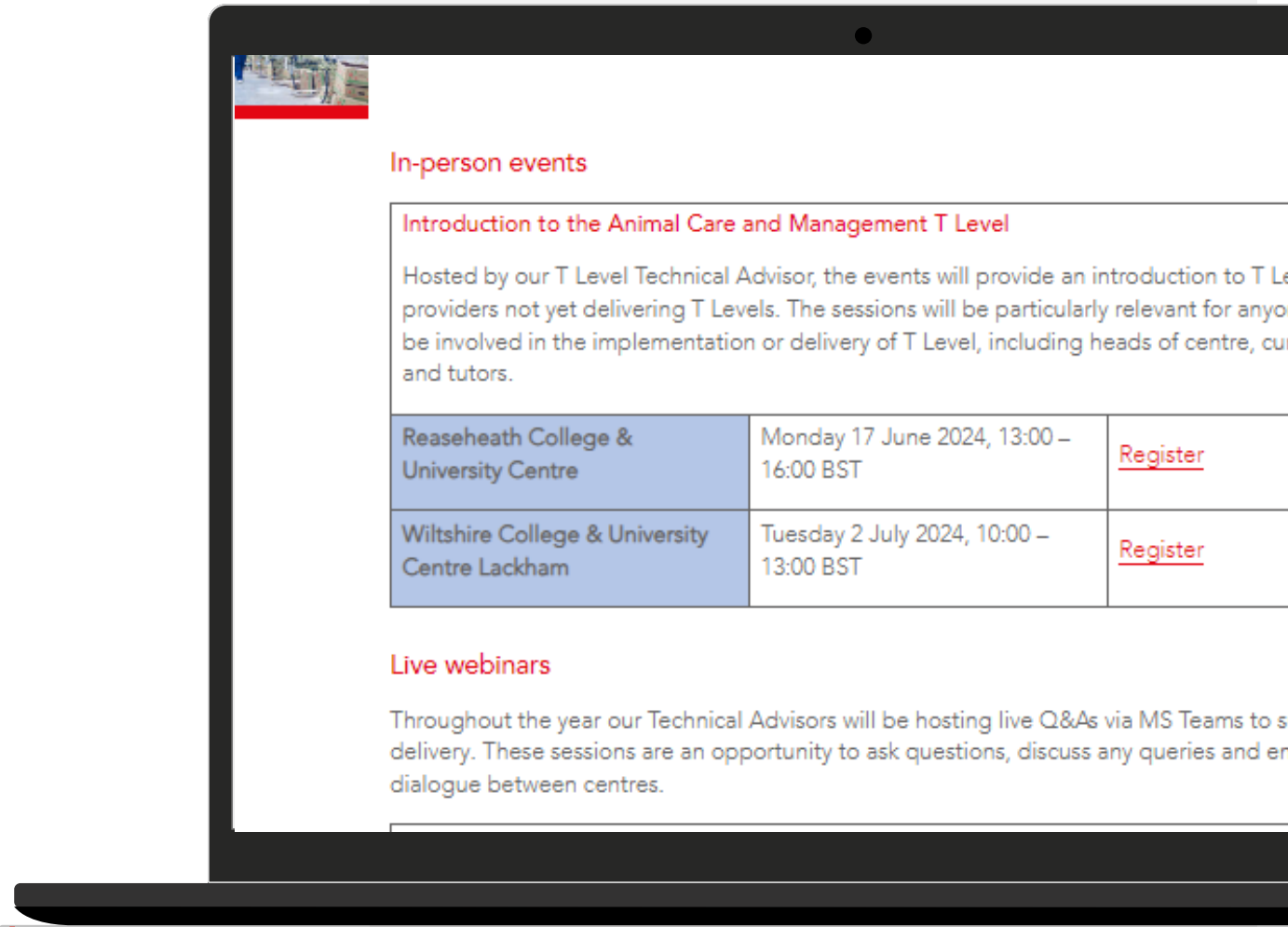
- Please visit the T Level Resources Hub for generic resources relating to the ESP: [Resource Hub - T Levels | City & Guilds \(cityandguilds.com\)](#)
- T Level Teaching, Learning & Assessment Guide can be found [here](#).
- Employer Set Project guidance can be found [here](#).
- Sample ESPs for each Core Pathway can be found on the qualification page [here](#).



Events and Webinars

Visit the T Levels Events & Webinars page for information on future events and to access on-demand recordings: [Events and webinars - T Levels | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/en/education/t-levels/events-and-webinars)

For the most up to date information regarding future events please register for our T Level ebulletins at the bottom of this webpage: [T Levels for Providers - T Levels | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/en/education/t-levels/levels-for-providers)



In-person events

Introduction to the Animal Care and Management T Level

Hosted by our T Level Technical Advisor, the events will provide an introduction to T Level for providers not yet delivering T Levels. The sessions will be particularly relevant for anyone who will be involved in the implementation or delivery of T Level, including heads of centre, curriculum leads and tutors.

Reaseheath College & University Centre	Monday 17 June 2024, 13:00 – 16:00 BST	Register
Wiltshire College & University Centre Lackham	Tuesday 2 July 2024, 10:00 – 13:00 BST	Register

Live webinars

Throughout the year our Technical Advisors will be hosting live Q&As via MS Teams to support the delivery. These sessions are an opportunity to ask questions, discuss any queries and engage in dialogue between centres.

T Level Associate Vacancies

Would you like to be involved with supporting the delivery of T-Levels?

- **Principal Moderators / Moderators** Ensure a standardised and consistent approach to quality assurance, moderation, feedback and processes
- **Technical Qualification Associates (TQAs)** Review Eligible Provider approval applications, including supplementary evidence and carry out approval and support activities.
- **Chief/Principal Examiners** Produce and submit assessment materials and participate in all stages of the production process until sign off.
- **Marking Examiners** Mark candidates' scripts/evidence in accordance with the agreed marking scheme/criteria within the agreed timescale

[Associate Vacancies | City & Guilds Group Careers \(cityandguildsgroup.com\)](https://cityandguildsgroup.com)



Associate Vacancies

There are a variety of contracted associate roles you may wish to apply for, such as Examiners, Moderators, Independent End-Point Assessors, External Quality Assurers and External Assessors.

New roles are added to this site, therefore do visit regularly to see new opportunities as they become available. Find out more about the current opportunities and how to apply. The roles are very different, therefore do read the guidance for each to support your application.

We believe that diversity and inclusion strengthens and enriches us, and that it is the responsibility of everyone at City & Guilds to drive this value. We work hard to be inclusive in our approach to recruitment and associate opportunities, whilst still ensuring we meet our regulatory requirements. We strongly encourage and welcome applications from diverse and underrepresented communities.



***It is crucial that centres read all the assessment documentations ahead of delivering the assessments.**

When will the ESP be released to centres? The ESP will be available to centres, via the T Level portal, on the date stated within the Key Dates Schedule. All 5 tasks will be released at the same time to help you plan your assessments.

When can the ESP be released to learners? The ESP is administered to learners during the assessment window set by C&G. These dates can be found in the Key Dates Schedule.

RECAP

How is the ESP graded and marked? The ESP is externally marked by C&G – an overview of how this is marked was covered earlier in the presentation.

Is there any support for uploading evidence? Yes, please refer to the ESP guidance document.

Can learners retake/resit the ESP? When? Yes, there are two opportunities for learners to resit/retake the ESP: Autumn and Summer of year 2.

T-LEVELS

 Institute for Apprenticeships
& Technical Education

T-LEVELS

Please direct any questions to
sarah.cocks@cityandguilds.com

Thank you for listening.

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and Technical Education.


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Believe you can