Agriculture, Environmental and Animal Care T Level

Guide to delivering and marking the

Occupational Specialism Synoptic Assignment

Land T Level Team

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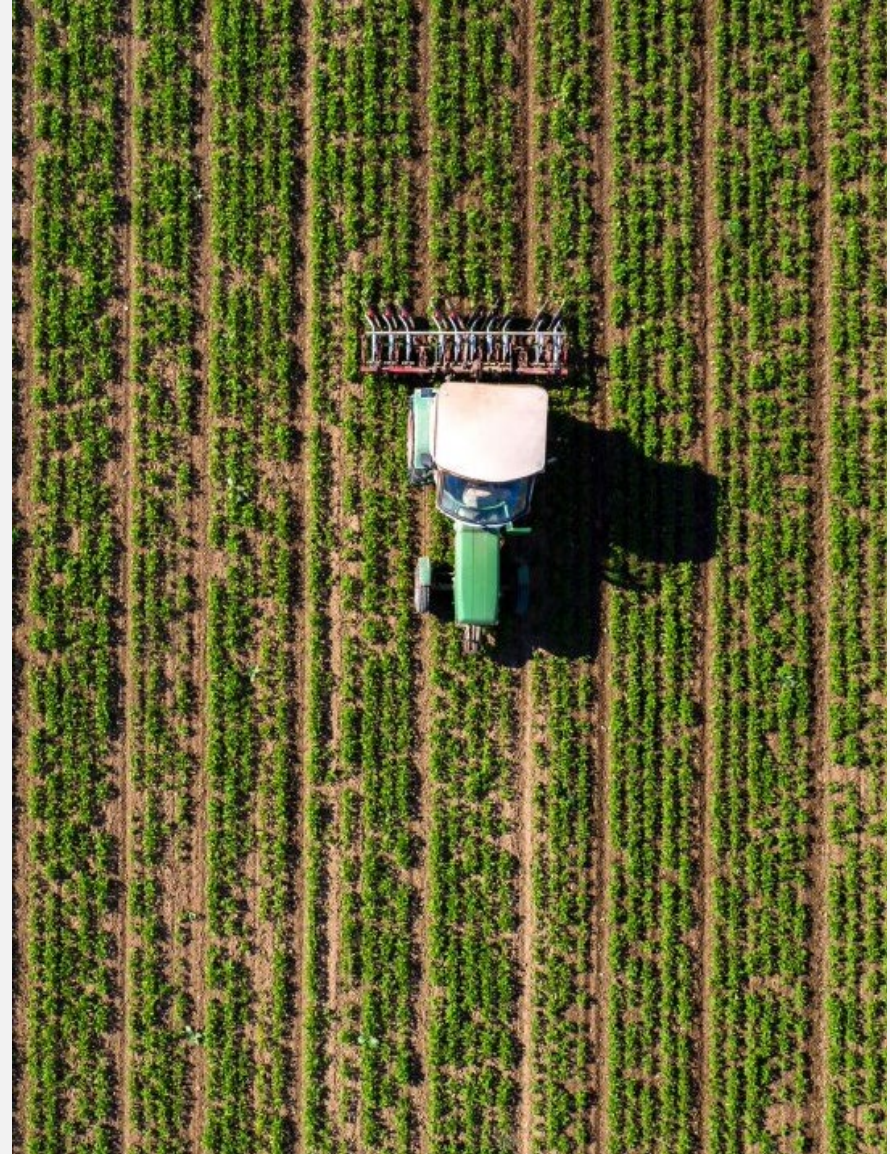E: Sarah.Cocks@cityandguilds.com

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Agenda

- Overview of the occupational specialism assessment requirements
- Assessment windows
- Marking process and marking grids
- Assessment documentation
- Support resources

- Core theory 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.

Overview of the Occupational Specialism Assessment for Agriculture, Land Management & Production

Learners must complete:

- One **synoptic** assignment

Occupational Specialism Component - Learners must complete **one** assessment component

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
8717-400 Crop production	Externally set assignment	48 hours	138	100%	Externally moderated	
8717-401 Floristry	Externally set assignment	28.5 hours	120	100%	Externally moderated	
8717-402 Land-based engineering	Externally set assignment	24-30 hours	120	100%	Externally moderated	
8717-403 Livestock production *(For September 2023 cohort only)	Externally set assignment	39 hours	150	100%	Externally moderated	
8717-413 *Livestock production (For September 2024 cohorts onwards)	Externally set assignment	TBC	TBC	100%	Externally moderated	All Occupational Specialism components will be awarded on the grade scale P, M, D
8717-404 Ornamental and environmental horticulture and landscaping	Externally set assignment	48.5 hours	150	100%	Externally moderated	
8717-405 Tree and woodland management and maintenance (Arboriculture)	Externally set assignment	35.5 hours	150	100%	Externally moderated	
8717-406 Tree and woodland management and maintenance (Forestry)	Externally set assignment	37 hours	150	100%	Externally moderated	

Overview of the Occupational Specialism Assessment for Animal Care & Management

Learners must complete:

- One synoptic assignment
- One research project
- One knowledge test (Animal Management & Science OS only)

| Occupational Specialism Component – Learners must complete **one** assessment component						
Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
8717-47 Animal Management and Behaviour	8717-407 Externally set assignment – synoptic assignment	28 hours	75	75%	Externally moderated	All Occupational Specialism components will be awarded on the grade scale P, M, D
	8717-408 Externally set assignment – research project	14 hours and 10 minutes	36	25%	Externally marked	
8717-48 Animal Management and Science	8717-409 Externally set assignment – synoptic assignment	27-31 hours	78	40%	Externally moderated	
	8717-410 Externally set assignment – research project	15 hours and 10 minutes	36	25%	Externally marked	
	8717-411 Externally set assignment – science knowledge test	2 hours	80	35%	Externally marked	

Example Key Dates for delivery of the OS assessment

Occupational Specialism Summer 2026 assessment dates/windows		
Animal Management and Science Occupational Specialism	Occupational Specialism (OS) Research project and synoptic assignment material release*	11 November 2025
	Occupational Specialism (OS) delivery window* - Research project	12 January 2026 – 13 March 2026
	Occupational Specialism (OS) Research Project evidence upload*	13 March 2026
	Occupational Specialism (OS) delivery window* - Synoptic Assignment	12 January 2026 – 15 May 2026
	Occupational Specialism (OS) Synoptic Assignment evidence upload*	15 May 2026
	Occupational Specialism (OS) delivery window* - Science knowledge test	20 May 2026 09:30 – 11:30

Please note: Dates vary between the different occupational specialisms.

Example Key Dates for delivery of the OS assessment

Summer 2026 assessment results	
Restricted release of TQ component results data to centres	19 August 2026
Release of results from centres to students	20 August 2026
Access to scripts – support review of marking & teaching and learning	Within 10 working days of release of results to students
Deadline for 'Review of Marking/Moderation' (RoMM) requests	24 September 2026
Deadline for appeals submissions	30 calendar days from outcome of review of marking/marking
T Level certificates (where eligible) will be issued by the Department for Education	November 2026

Have you downloaded the TQ Occupational Specialism Assessment process guide?

T-LEVELS | Institute for Apprenticeships & Technical Education

TQ Occupational Specialism Assessment process guide

Version 1.1, 2023
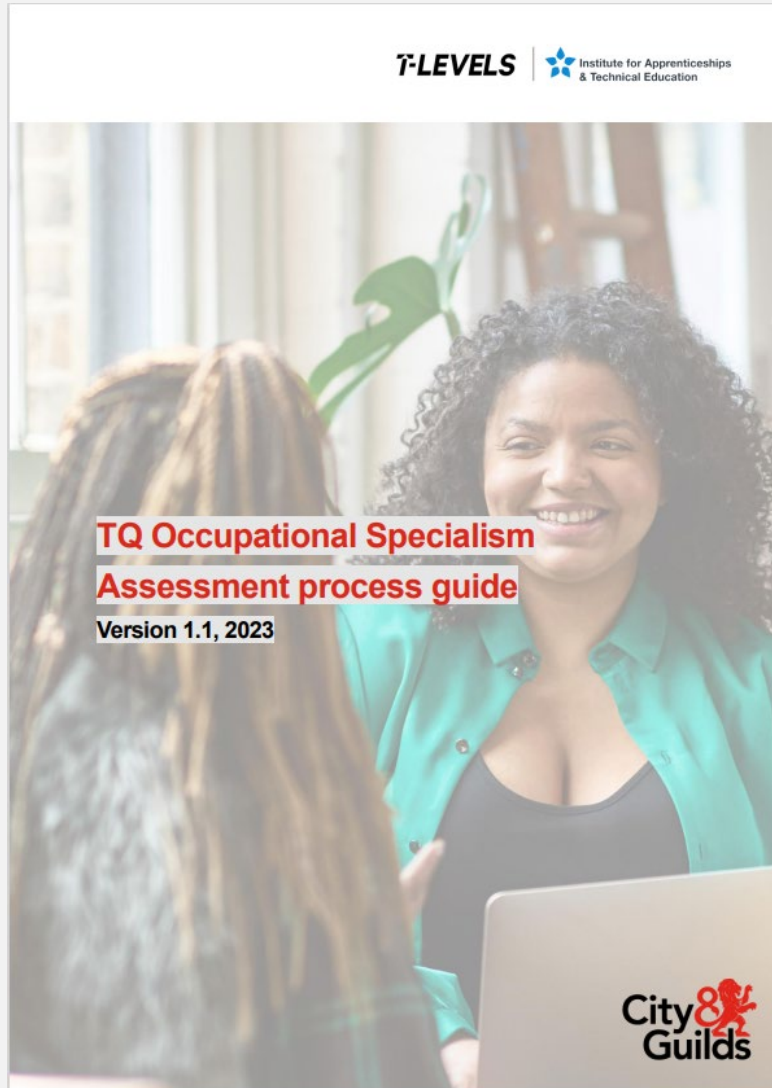
City & Guilds

[Resource Hub - T Levels | City & Guilds](#)

[TQ Occupational Specialism Assessment process guide](#)

Assessment guidance

The following documents provide guidance on how to deliver and mark assessments which form part of the T Level technical qualifications.

Employer-Set project

[Download the Employer-Set Project guidance](#) (PDF)

T Levels/ESP Guidance

This 1 hour video and slides provide support for the Employer-Set Project autumn 2024 series. The recording details aspects of the required documentation and best practice for collecting and uploading evidence. This is useful for exams teams and curriculum teams who are responsible for capturing and uploading evidence. - [Watch the video](#) | [Download the slides](#)

This bitesize video will walk you through how to upload T Level ESP evidence for your learners - [Watch the video](#)

Occupational Specialism assessments

[Occupational Specialism Student Evidence Requirements](#)

[Application of the Occupational Specialism assessment Marking Grids](#)

[Download the TQ Occupational Specialism Assessment Process Guide. (Not applicable for Management & Administration)](#) (PDF)

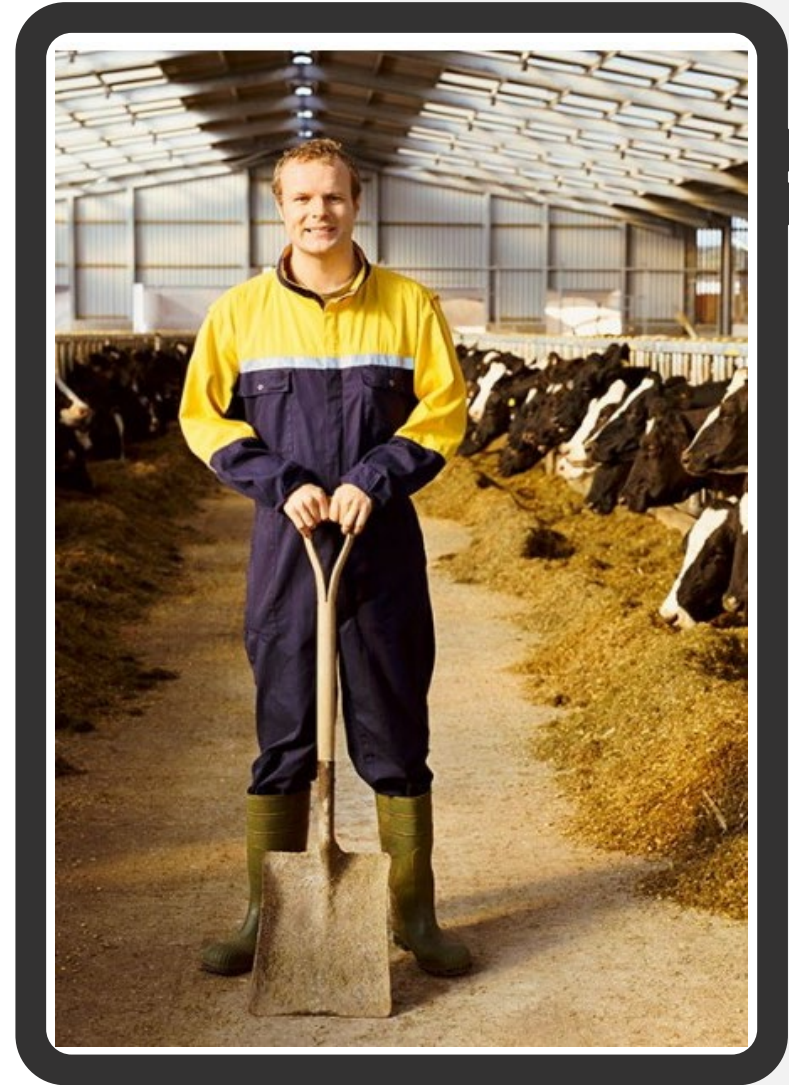[Download the Occupational Specialism Assessment Process Guide. (Management & Administration Only)](#) (PDF)

Assessment Pack – Key Information

Assessors must read the Assessor Pack and associated marking paperwork, to ensure familiarity and compliance with:

- Time allocation

- Resources

- Conditions of assessment

- What must be produced for marking and marking grids

- Additional evidence of candidate performance that must be captured

- Live assessment materials are published in the T Level Service Portal and are only available to those centres in delivery with active bookings.

Assessment Structure and Process

Occupational Specialism Assessment Information

- The Occupational Specialism components are assessed by a range of assessment methods and vary dependent on the pathway.

- The synoptic assignment and research projects consist of a project brief presented as client requirements or a specification of work that is realistic to the Occupational Specialism rather than detailed instructions on what to do, to allow the learner to demonstrate that they have the knowledge required to implement the brief.

- There will be several high-level tasks in each version of the synoptic assignment and research project, and these will take the form of planning and carrying out industry relevant tasks.

- Within each high-level task there will be several sub-tasks that learners will need to complete as directed within the assessment documents. The sub-tasks will reflect the project brief for that version of the assignment

Synoptic Assignments

- The Occupational Specialism synoptic assignments are based around performance outcomes and will be marked at a task level.

- Once learner evidence has been generated, internal assessors will make a holistic judgement on performance by applying the knowledge and skills that have been demonstrated to task grade descriptors within the marking grid.

- The learner will receive a total mark for each task.

- The total for each task is accumulated, giving a total mark for the synoptic assignment.

- Task grade descriptors will be common across every version of the assessment and will assess a similar range of evidence across assessment versions, ensuring comparability of demand between every version of the assessment.

- Internal assessors will be directed to specific task evidence that must be used to support judgements on performance against the grade descriptors.

- The grade descriptors will be broad enough to ensure that all the performance criteria across the specialism are assessed, supporting reliability of the assessment.

Research Projects (AMB & AMS OS only)

- The Occupational Specialism research projects will be marked at a task level.

- Once learners have completed all tasks, centres will be required to submit the evidence to City & Guilds for external marking.

- An external assessor recruited by City & Guilds will make a holistic judgement on performance by applying the knowledge and skills that have been demonstrated through each task and how they reflect against the grade descriptors within the marking grids.

- The learner will receive a total mark for each task. The total for each task is accumulated, giving a total mark for the research project.

- Task grade descriptors will be common across every version of the assessment and will assess a similar range of evidence across assessment versions, ensuring comparability of demand between every version of the assessment.

- External assessors will be directed to specific task evidence that must be used to support judgements on performance against the grade descriptors. The grade descriptors will be broad enough to ensure that all the performance criteria across the specialism are assessed, supporting reliability of the assessment.

Science Knowledge Test (AMS OS only)

- The science knowledge test is externally set and externally marked and will be sat through a question paper provided by City & Guilds.

- The knowledge test is designed to assess learners' depth and breadth of understanding across the Animal Management and Science Occupational Specialism at the end of the period of learning and will be sat under invigilated examination conditions.

- See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Guide to Marking

General Guidance

T-LEVELS | IfATE Institute for Apprenticeships and Technical Education

Marking Guidance

Please refer to the T Level 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.

These can be found in the T Level Resource Hub, under Assessment Guidance.

Occupational Specialism assessments

Occupational Specialism Student Evidence Requirements

Application of the Occupational Specialism assessment Marking Grids

Download the TQ Occupational Specialism Assessment Process Guide. (Not applicable for Management & Administration) (PDF)

Download the Occupational Specialism Assessment Process Guide. (Management & Administration Only) (PDF)

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
- notes bringing together relevant evidence from across tasks during marking
- summary justifications when holistically coming to an overall judgement of the mark for each assessment objective and overall
- if an assessment has to be stopped on the grounds of Health and Safety or if a candidate has been working in an unsafe manner.

The **Assessor Observation form** is used to record:
- descriptive information and evidence of candidate performance during an observation.

Example Candidate Record Forms

Left form

10. Candidate Record Form (CRF)

(T level Technical Qualification – Animal Management and Science Occupational Specialism)

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 which describe the quality of the evidence and justification of marks.

Please record any guidance, intervention (including Health and Safety) or feedback that is given to a candidate.

Expand boxes as required.

1 Health, accommodation and feeding plan

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mark	Notes and justification														

2 Health check

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mark	Notes and justification														

3 Population management report

	1	2	3	4	5	6	7	8	9
Mark	Notes and justification								

Animal Management & Science

Right form

10. Candidate Record Form (CRF)

T Level Technical Qualifications

T Level Technical Qualification – Land-based Engineering Occupational Specialism

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 which describe the quality of the evidence and justification of marks.

Please record any guidance, intervention (including Health and Safety) or feedback that is given to a candidate.

Expand fields as required.

PO2 Maintain land-based machinery and equipment

Maintenance preparation

	1	2	3	4	5	6	7	8	9
Mark	Notes and justification								

Information and factors influencing maintenance

	1	2	3	4	5	6
Mark	Notes and justification					

Carry out maintenance

	1	2	3	4	5	6	7	8	9	10	11	12
Mark	Notes and justification											

Land-Based Engineering

Assessor observation forms

- Observation notes form part of the candidate's evidence and must capture evidence of candidate performance during the practical tasks.

- Notes 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 that are notable in relation to the quality indicators in the marking grid.

- They must provide sufficient, appropriate evidence that can be used by the assessor (and moderator) to mark the performance using the marking grid.

- Evidence captured in the observation form must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence is available, at which point full consideration of how the candidate has applied both their skills and their knowledge during the practical can be given.

- 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 assessor 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.

Example Assessor Observation Forms

Assessor Observation Form

Task	Qualification number
Task 3) Routine husbandry tasks for allocated animal.	
Candidate name	**Candidate number**
Centre name	

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

Assessor observation	Notes – *detailed, accurate and differentiating notes which 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.*
Carry out routine husbandry tasks for allocated animal to include: • prepare feed and present the food and water • clean enclosure appropriately • provide suitable preventative care.	

Assessor signature	Date

Assessor Observation Form (1a Assess a field-based crop in preparation for harvest)

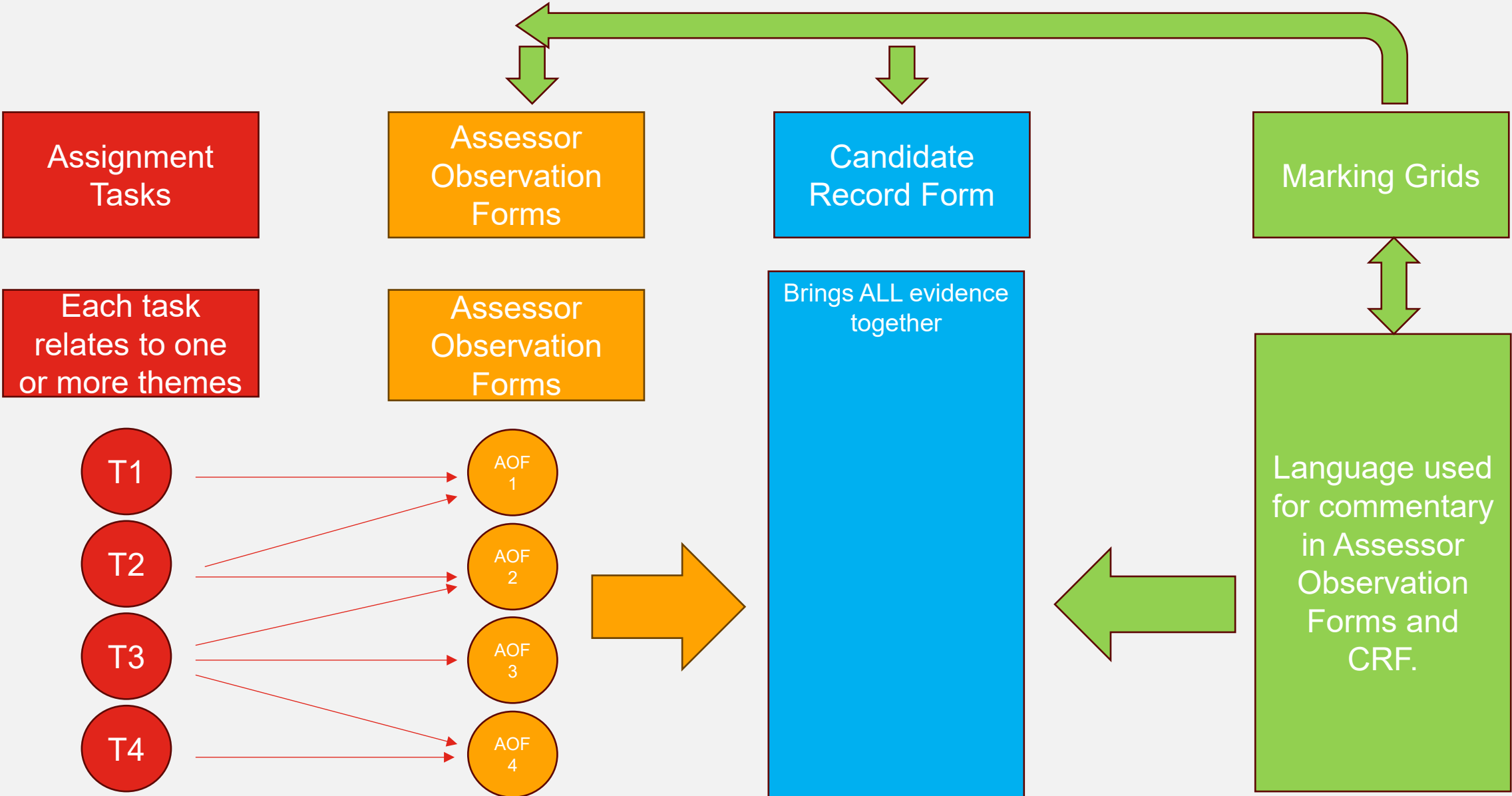| Task	Assessment component number
1a) Assess a field-based crop in preparation for harvest	8717-400
Candidate name	**Candidate number**
Centre name	**Assessment themes**
	PO4: Assessing a crop for harvest

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

Assessor observation	Notes – *detailed, accurate and differentiating notes which 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.*
• Collection and assessment of the crop sample. • Calculation of the yield. • Disposes of waste appropriately. • The candidate's findings must reflect the **actual** status of the crop.	

Assessor signature	Date

Animal Management & Behaviour

Crop Production

Synoptic Assignment Marking Overview

Assignment Tasks	Assessor Observation Forms	Candidate Record Form	Marking Grids
Each task relates to one or more themes	Assessor Observation Forms	Brings ALL evidence together	Language used for commentary in Assessor Observation Forms and CRF.

T1 → AOF 1

T2 → AOF 2

T3 → AOF 3

T4 → AOF 4

Guide to Marking

Agriculture, Land Management & Production

Carrying out marking using assessment themes

- The process of marking each assessment theme will become easier as the descriptors become more familiar.

- Referring back to the descriptors at regular intervals will help ensure that the standard does not unintentionally change during the marking period.

- The indicative content listed in the marking grids gives an indication of the expected content that may be covered by candidates. However, it is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or may include relevant topics that are not listed.

- The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on performance in relation to the specific assessment theme.

- Evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme.

- You cannot mark an assessment theme until all the required evidence has been produced.

Process for marking each assessment theme

- Select the range of evidence required for making the judgement – this is listed in the mark scheme for each assessment theme.

- Read the candidate evidence and add notes on the CRF e.g. regarding level of support/guidance recorded, evidence captured by assessor observation forms and the indicative content and band descriptors in the mark scheme.

  - Note: for any warnings given during the assessment, the actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence.

  - Note: the evidence contained on the CRF must be considered and a judgement made on the level of performance the candidate has independently demonstrated – this will vary depending on the level of support detailed on the CRF – i.e. consider all relevant evidence and then judge the appropriate mark using the following process.

- Make an initial assessment of the evidence as a whole (acknowledging uneven performance across evidence), considering each band in turn and the level of learner performance shown in respect to the knowledge and skills in the indicative content.

- Use this to make a balanced judgement of the best band to use as a starting point.

Process for marking each assessment theme

- Next, review the evidence against the band descriptor in more detail and decide if the response sits securely within the band, i.e. all quality characteristics described by the band descriptor are seen, and evidence strongly meets the level of performance described holistically (i.e. across the range of relevant evidence):

- Then check the descriptor for the level above and

  - if the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band.

  - if not showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range.

- If the response is not securely in the band, but is partially showing the characteristics of the band then check the descriptor of the level below:

  - decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

- If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

- If there is no alignment with the descriptor, reassess the starting band, and begin again.

Process for marking each assessment theme

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an evenly distributed scale:

  - if the quality of response fully aligns with the performance described by the descriptor – assign a high mark within the band.

  - if the quality of the response partially aligns with the performance described by the descriptor – assign a low to medium mark within the band.

  - consider the quality compared to a range of similar responses (e.g. relevant exemplars, responses reviewed during standardisation, and through experience) and choose a mark on the scale that would give an appropriate ranking in relation to this information and in comparison with that of the rest of the cohort for that assessment theme.

Performance Outcomes & Assessment Themes – Crop Production

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Total marks per performance outcome
PO2 Establish crops in field and container-based systems for optimum yield and quality	Preparing for field-based crop establishment	6	
	Health and safety in field-based crop establishment	6	
	Field-based crop establishment	12	42
	Health and safety in container-based crop establishment	6	
	Container-based crop establishment	12	
PO3 Manage crops in field and container-based systems to optimise yield and quality	Field-based crop monitoring	9	
	Field-based crop management	12	
	Container-based crop monitoring	12	42
	Container-based crop management	9	
PO4 Harvest crops for commercial markets	Business planning	6	
	Assessing a crop for harvest	6	
	Harvesting field-based crop	12	36
	Harvesting container-based crop	6	
	Crop storage	6	
PO5 Maintain the areas surrounding the crop production environment	Business management	6	
	Estate maintenance	12	18
Totals		**138**	**138**

Performance Outcomes & Assessment Themes – Ornamental and Environmental Horticulture and Landscaping

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Marks per PO
PO2 Establish ornamental and environmental horticultural areas.	Health and safety	9	45
	Environment	6	
	Identify features and characteristics	6	
	Plan for establishment	6	
	Establish planted areas	Prepare establishment area (6)	
		Establish plants (12)	
PO3 Maintain ornamental and environmental horticultural areas	Environment	6	30
	Identify requirements and plan maintenance	12	
	Perform maintenance	12	
PO4 Install landscape features	Health and safety	12	45
	Environment	6	
	Plan for installation	9	
	Install hard landscaping features	Prepare installation sites (6)	
		Install features (12)	
PO5 Manage existing designed landscapes	Environment	9	30
	Identify designed landscape features and characteristics	9	
	Landscape management planning	12	
Totals		150	150

Performance Outcomes & Assessment Themes – TTWMM Arboriculture

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Marks per PO
PO2 Grow trees and woodlands	plan for establishment	tree stocks (6)	30
		establishment plans (12)	
	establish trees	12	
PO3 Operate and maintain forestry and arboriculture machinery	health and safety	9	30
	maintain machinery	9	
	operate machinery	12	
PO7 Manage tree populations to meet objectives	environment and plant health	9	30
	tree management planning	9	
	tree surveys and inspections	12	
PO8 Maintain trees to meet prescribed objectives	health and safety	6	30
	environment and plant health	6	
	plan for tree and site maintenance	9	
	perform tree and site maintenance	9	
PO9 Undertake complex arboriculture operations	health and safety	6	30
	environment	6	
	prepare for complex arboricultural operations	6	
	perform complex arboricultural operations	12	
Total		150	150

Performance Outcomes & Assessment Themes – TTWMM Forestry

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Marks per PO
PO2 Grow trees and woodlands	Plan for establishment	Tree stocks (6)	30
		Establishment plans (12)	
	Establish trees	12	
PO3 Operate and maintain forestry and arboriculture machinery	Health and safety	9	30
	Maintain machinery	9	
	Operate machinery	12	
PO4 Manage woodlands to meet objectives	Environment and plant health	6	30
	Planning and silviculture	12	
	Surveying and measurement	12	
PO5 Maintain woodlands to meet prescribed objectives	Health and safety	6	30
	Plan for management/maintenance	12	
	Perform woodland maintenance	12	
PO6 Undertake complex felling operations	Health and safety	6	30
	Environment	6	
	Prepare for complex felling operations	6	
	Perform complex felling operations	12	
Total		150	150

Performance Outcomes & Assessment Themes – Land-based Engineering

Performance outcome (PO)	PO assessment themes	Sub-themes	Marks per assessment theme	Total marks per performance outcome
PO2 Maintain land-based machinery and equipment	Maintenance preparation	n/a	9	27
	Information and factors influencing maintenance	n/a	6	
	Carry out maintenance	n/a	12	
PO3 Repair land-based machinery and equipment	Information andfactors influencing repairs	n/a	9	45
	Repair processes	Dismantle machinery and equipment	12	
		Component repair methods	12	
		Reassemble machinery and equipment	12	
PO4 Diagnose land-based machinery and equipment faults	Preparation for diagnosis	n/a	12	36
	Carry out diagnosis	n/a	12	
	Interpret information	n/a	12	
PO5 Handover land-based machinery and equipment	Handover	n/a	12	12
Totals			120	120

Performance Outcomes & Assessment Themes – Livestock Production

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Marks per PO
Estabish conditions for animal breeding	Health and welfare	12	24
	Breeding	12	
Rear livestock from birth to production standard	Health and welfare	6	51
	Handling	9	
	Rearing	12	
	Crop	12	
	Environment and accommodation	12	
Optimise livestock production	Health and welfare	6	45
	Transportation	9	
	Machinery and equipment	12	
	Production	18	
	• Performance data	6	
	• Routine production	12	
Maintain all areas of the livestock production environment	Health and safety	6	30
	Plan boundary maintenance	12	
	Carry out boundary maintenance	12	
Totals		150	150

Performance Outcomes & Assessment Themes – Floristry

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Marks per PO
PO2 Design all floral work to meet client requirements for special events	Health and Safety	6	24
	Plan and prepare for designs	12	
	Present designs	6	
PO3 Coordinate the care and conditioning of fresh floral materials and plants	Health and Safety	6	24
	Plan and prepare for conditioning	9	
	Condition materials	9	
PO4 Assemble all commercial flower, foliage and plant arrangements	Prepare materials	6	48
	Construct designs	Tied (9)	
		Glued (9)	
		Wired (9)	
		Medium (9)	
	Evaluate designs	6	
PO5 Create free-standing event-based structures decorated with floral designs	Health and Safety	6	24
	Plan and prepare event-based designs	6	
	Construct and dismantle event-based designs	6	
	Evaluate event designs	6	
Totals		**120**	**120**

Guide to Marking

Animal Care & Management

Carrying out marking using task marking

- The process of marking each assessment theme will become easier as the descriptors become more familiar.

- Referring back to the descriptors at regular intervals will help ensure that the standard does not unintentionally change during the marking period.

- The indicative content listed in the marking grids gives an indication of the expected content that may be covered by candidates. However, it is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or may include relevant topics that are not listed.

- The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on candidate performance.

- Each task should be treated as a single package of evidence for the purposes of marking.

- Should the candidate make an error that is further compounded through the inter-dependent nature of the tasks and carry through that error, the marker would penalise the candidate only once.

- Assessors can start marking against a task once all contributing evidence has been collected for that task.

Process for marking each task

- Select the range of evidence required for making the judgement – this is listed in the mark scheme for each task.

- Read the candidate evidence and add notes on the CRF e.g. regarding level of support/guidance recorded, evidence captured by assessor observation forms and the indicative content and band descriptors in the mark scheme.

  - Note: for any warnings given during the assessment, the actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence.

  - Note: the evidence contained on the CRF must be considered and a judgement made on the level of performance the candidate has independently demonstrated – this will vary depending on the level of support detailed on the CRF – i.e. consider all relevant evidence and then judge the appropriate mark using the following process:

- Make an initial assessment of the evidence as a whole (acknowledging uneven performance across evidence), considering each band in turn and the level of learner performance shown in respect to the knowledge and skills in the indicative content.

- Use this to make a balanced judgement of the best band to use as a starting point.

Process for marking each task

- Next, review the evidence against the band descriptor in more detail and decide if the response sits securely within the band, i.e. all quality characteristics described by the band descriptor are seen, and evidence strongly meets the level of performance described holistically (i.e. across the range of relevant evidence):

- Then check the descriptor for the level above and

  - if the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band.

  - if not showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range.

- If the response is not securely in the band, but is partially showing the characteristics of the band, then check the descriptor of the level below:

  - decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

- If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

- If there is no alignment with the descriptor, reassess the starting band, and begin again.

Process for marking each task

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an evenly distributed scale:

  - if the quality of response fully aligns with the performance described by the descriptor – assign a high mark within the band

  - if the quality of the response partially aligns with the performance described by the descriptor – assign a low to medium mark within the band

  - consider the quality compared to a range of similar responses (e.g. relevant annotated training material exemplars, responses reviewed during standardisation, and through experience) choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison with that of the rest of the cohort for that task.

Performance Outcomes & Assessment Tasks – Animal Management & Behaviour

Performance outcome (PO)	Tasks	Marks per task	Task weightings	Marks per PO
PO1: Optimise health and welfare of animals	1 Health assessment	15	20%	42
	2 Husbandry plan	12	16%	
	3 Husbandry activities	15	20%	
PO2: Optimise animal environments to meet their needs	4 Environments	15	20%	15
PO3: Apply techniques to influence positive animal behaviour	5 Behaviour observation	9	12%	18
	6 Training	9	12%	
Totals		75	100%	75

Performance Outcomes & Assessment Tasks – Animal Management & Science

Task	Marks per task	Task weightings	Performance outcomes (PO)
1 Health, accommodation and feeding plan	15	19.1%	**PO2** Observe the behaviour, security and breeding practices of animals
			PO3 Plan for and manage the good health and welfare of animals
			PO4 Carry out safe animal handling practices
2 Health assessment	15	19.1%	**PO2** Observe the behaviour, security and breeding practices of animals
			PO3 Plan for and manage the good health and welfare of animals
			PO4 Carry out safe animal handling practices
3 Population management report	9	12.1%	**PO2** Observe the behaviour, security and breeding practices of animals
			PO3 Plan for and manage the good health and welfare of animals
			PO4 Carry out safe animal handling practices
4 Plan an investigation	12	15.3%	**PO3** Plan for and manage the good health and welfare of animals
			PO5 Plan, perform, record and communicate findings of scientific investigations in animal science
5 Carry out an investigation	15	19.1%	**PO3** Plan for and manage the good health and welfare of animals
			PO5 Plan, perform, record and communicate findings of scientific investigations in animal science
6 Present your findings	12	15.3%	**PO3** Plan for and manage the good health and welfare of animals
			PO5 Plan, perform, record and communicate findings of scientific investigations in animal science
Totals	**78**	**100%**	

Marking Grids

Agriculture, Land Management & Production:

- There is a marking grid for each assessment theme that must be assessed, within each Performance Outcome as part of the occupational specialism assessment.

Animal Care & Management:

- There is a marking grid for each taskthat must be assessed, within each Performance Outcome as part of the occupational specialism assessment.

Marking Grids

- You must refer to the marking grids within the assessor packs when marking the synoptic assignment.

- The marking grids provide the following information:
  - Guidance for markers
  - Indicative content
  - Band descriptors

Assessment theme – Environment and plant health

Indicative content

2. Environment and plant health

Task 5 Maintenance specification
- Consideration of the environment within the maintenance specification eg Avoiding disturbance to wildlife, environmental impact is considered in planned methods of controlling weeds, pests and diseases.
- Inspections for any wildlife present may be recommended eg checks for nesting birds, bats etc.
- Environmental protection methods may be recommended eg use of ground protection, etc.
- Measures to prevent the spread of pests/diseases to/from the site (Chalara Ash Dieback) eg biosecurity measures, cleaning of tools, PPE, vehicles etc leaving the site.

Assessment theme: Environment and plant health	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-2	3-4	5-6	NA	6
	Basic consideration of impacts of proposed plans/operations and their potential damage to the environment	**Good** consideration of impacts of proposed plans/operations and their potential damage to the environment	**Comprehensive** consideration of impacts of proposed plans/operations and their potential damage to the environment		
	Limited range of methods/techniques applied to eliminate, prevent, and/or mitigate against environmental damage in plans/operations.	**Good** range of methods/techniques applied to eliminate, prevent, and/or mitigate against environmental damage in plans/operations.	**Comprehensive** range of methods/techniques applied to eliminate, prevent, and/or mitigate against environmental damage in plans/operations.		

GSEM – Guide Standard Exemplification Material

- Provides centres with examples of knowledge, skills and understanding that attest to both a threshold competence grade and a distinction grade.

- The evidence presented within the GSEM should be reviewed alongside the sample assessment materials (SAMs).

- The material includes exemplars of evidence, photo/video recordings, assessor observation forms and detailed commentary, providing evaluative statements on how and why a piece of evidence meets a particular standard.

- For the two Animal Care & Management occupational specialisms, GSEMs are also provided for both the research project and the science knowledge test.

GSEMs are found on the qualification page under the occupational specialism accordion.
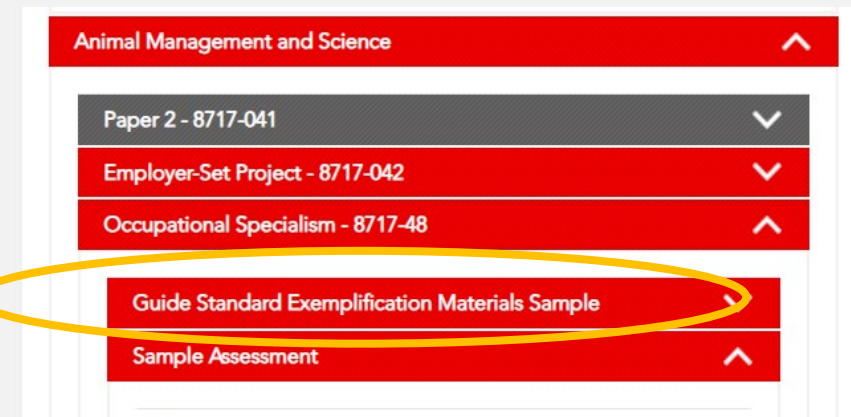
Declaration of Authenticity

- Declarations of Authenticity are required.
- These must be signed and dated by both the candidate and the tutor.

9. Declaration of authenticity

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

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).

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature	Date

Assessor:

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.

Assessor signature	Date

Note: Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre and this will delay the moderation process. If any question of authenticity arises, the assessor may be contacted for justification of authentication.

Tips

- Ensure clear linking of terminology used in the marking grid to the assessor observation forms and CRFs.

- Take good quality photos and videos.

- Fully read the Assessor Pack and the TQ Occupational Specialism Assessment Guide. There is a lot of key detail in these packs.

- Make sure all markers/assessors are standardised using C&G materials as well as your own candidates' materials.

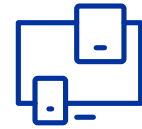# Resources and Support

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
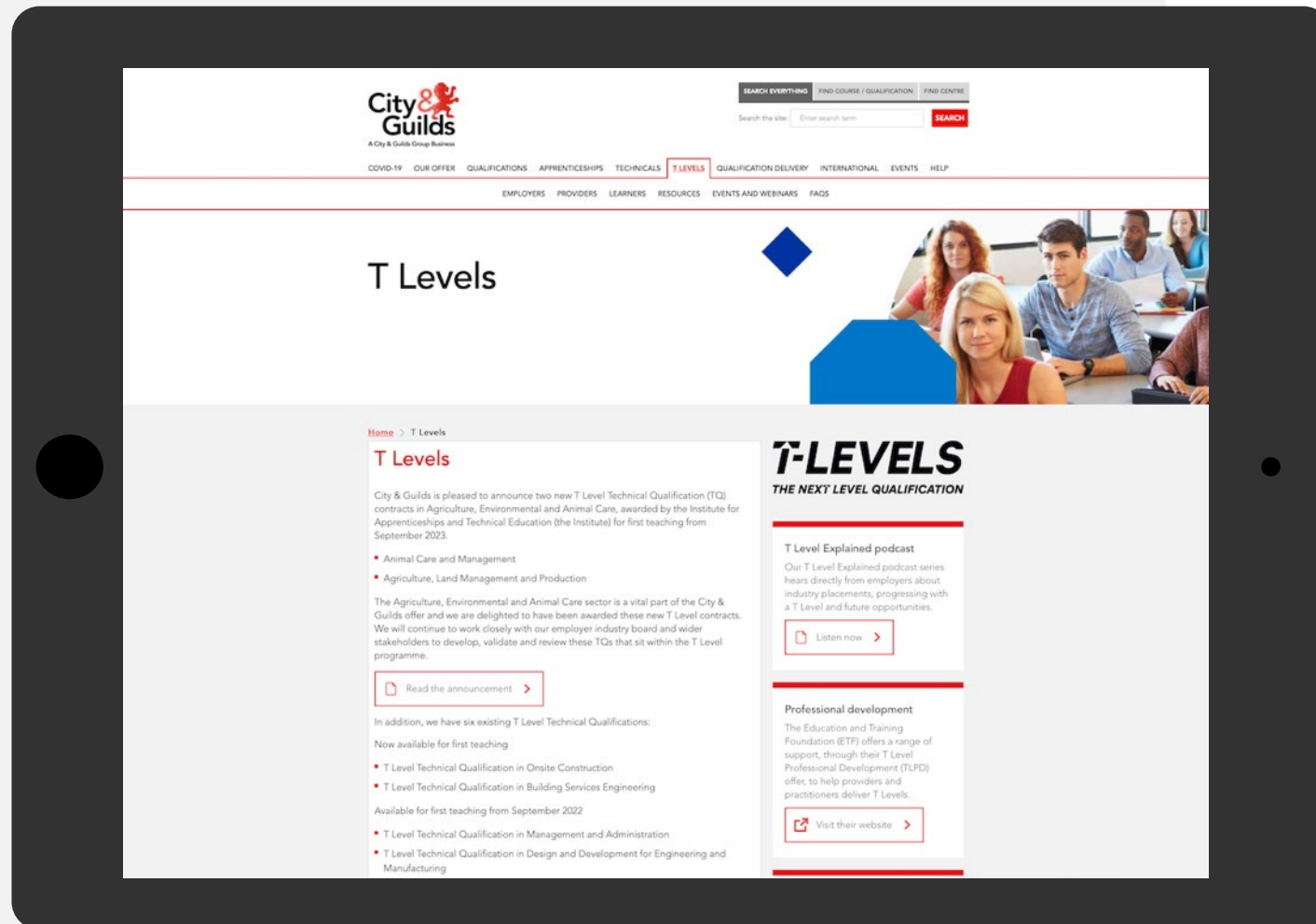
Resources

- Please visit the T Level Resources Hub for generic resources relating to the OS: Resource Hub - T Levels | City & Guilds (cityandguilds.com)

- Occupational specialism evidence requirements can be found here.

- Applying the occupational specialism marking grids video can be found here.

- The occupational specialism assessment guide can be found 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)

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)

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)

City&Guilds

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.

T-LEVELS

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

Thank you for listening.