T Level Technical Qualification in Management & Administration (8715-30)

8715-033 Employer-Set Project
Marking Grid
Autumn 2023

Contents

Employer-Set Project assessment

Assessment objectives

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

	Assessment Objective
AO1	Plan their approach to meeting the project brief
AO2	Apply core knowledge and skills as appropriate
• AO2a	○ core knowledge
• AO2b	○ core skills - **i) business and commercial awareness** e.g. conducting a PESTLE analysis to inform a change project - **ii) project management** e.g. planning, managing and evaluating a project using appropriate tools and methodologies - **iii) communication** e.g. providing information and advice, undertaking presentations of information - **iv) work collaboratively** with other team members and stakeholders e.g. to identify solutions to problems - **v) applying a logical approach to problem solving,** using analysis of advantages and disadvantages, identifying issues and proposing solutions - **vi) undertaking research** e.g. obtaining information/data through different forms of research, meeting requirements of a defined brief - **vii) reflective practice** e.g. reviewing performance and own behaviours, identifying ways for improvement and supporting delivery of quality outcomes
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 was the brief met, the quality of the outcome in relation to the brief

Coverage of core skills

The following table indicates how the different tasks within the Employer-Set Project target each of the core skills.

Task number	Task	Core skills targeted
1.1	Investigate the project brief	i) Business context/commercial awareness v) Applying a logical approach to problem solving vi) Undertaking research
1.2	Project Initiation Document (PID)	ii) Project management
1.3	Project Planning	ii) Project management
1.4	Presentation	iii) Communication
2.1	Collaborative problem solving	iii) Communication iv) Working collaboratively with others v) Applying a logical approach to problem solving
2.2	Evaluation	vii) Reflective practice

Maths, English and digital skills

The following table outlines where maths, English and digital skills competencies have been incorporated into the assessment tasks.

Task 1.1 Investigating the brief	Maths skills
	MC2 - Estimating, calculating and error spotting
	MC5 - Processing data
	MC6 - Understanding data and risk
	MC8 - Communicating using mathematics
	MC9 - Costing a project
	MC10 - Optimising work processes
Task 1.3 Project planning	**Maths skills**
	MC6 - Understanding data and risk
	MC8 - Communicating using mathematics
	MC9 - Costing a project
	MC10 - Optimising work process
Task 1.4 Presentation	**Digital skills**
	DC1 - Use digital technology and media effectively
	DC2 - Design, create and edit documents and digital media
	DC3 - Communicate and collaborate
	English skills
	EC1 - Convey technical information to different audiences
	EC2 - Present information and ideas
	EC3 - Create texts for different purposes and audiences
	EC4 - Summarise information/ideas
	EC5 - Synthesise information
	EC6 - Take part in/lead discussions

Employer-Set Project mark distribution

This table illustrates how the 100 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	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Investigating the brief	2	6	6	4	2	0	0	0	0	20
1.2 Project Initiation Document (PID)	4	3	6	4	0	0	0	0	0	17
1.3 Project planning	3	4	4	4	2	0	0	0	0	17
1.4 Presentation	0	3	6	0	0	6	4	0	0	19
Total	**9**	**16**	**22**	**12**	**4**	**6**	**4**	**0**	**0**	**73**
Part 2										
2.1 Collaborative problem solving	3	3	6	0	0	0	0	0	0	12
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15
Total	**3**	**3**	**9**	**0**	**0**	**0**	**0**	**6**	**6**	**27**
AO (%)	**12**	**50**		**12**	**14**			**12**		**100**

General marking approach

The following process details at high level the steps that will be undertaken by the external marking teams at City & Guilds following the submission of candidate's submitted evidence (including additional supporting evidence such as videos of presentations etc.).

Guidance

Markers of this assessment should note

- that candidate evidence must be marked based on what has been submitted. This means that if candidate evidence is not complete, marks will **only** be based on what has been submitted.

- any additional commentary on centre-provided forms in relation to any additional support or guidance provided to candidates as part of the assessment process. The level of support or guidance provided should be considered as a factor as part of the marking process.

- that the marking grids follow two slightly different approaches.
    - some of the task-based marking grids focus on a single targeted assessment objective. For these mark grids, the band descriptors have been written in direct response to the individual assessment objective. Markers will consider all the descriptor statements presented in each marking band, in order to determine how the candidate has evidenced demonstration of the assessment objective within the specific task.
    - some of the task-based marking grids incorporate coverage of multiple assessment objectives. This has been done where there is clear alignment between the objectives in the task and aims to support markers to bring together and assess the available evidence. For these mark grids, the assessment objectives being assessed have been incorporated into the band descriptors, so *in the same way as above*, markers should focus on how the evidence demonstrated reflects the collective descriptor statements in each band, which should be read as a whole to form an overall judgement.

- regardless of which of the above two approaches that the marking grids take, as the band descriptors incorporate the assessment objectives that each is intending to assess, markers should follow the guidance on marking without any specific need to consider the assessment objectives - i.e. considering the evidence and marks available as a whole and base their judgement on the quality of response and how it meets the overall band descriptors (see Process below).

- that if candidates make an error or display a weakness in one task that is further compounded through the inter-dependent nature of the tasks and carry through that error, the marker should penalise the candidate only once. Each task should be considered within the constraints of the marking for the task itself, focusing on the knowledge and skills to be demonstrated in that task. For example, if a candidate identifies a less than optimal solution in Task (1.1), when they get to the presentation task (1.4) where the solution is presented – the marker should focus on looking at how well the candidate presents the solution they are proposing, i.e. it is the presentation and communication skills that should be the key focus of the assessment of the task, rather than further penalising the candidate for carrying forward a less than optimal technology solution from initial task (1.1). Candidates can also use evaluation within later task responses to address issues they have identified.

Process
Check the evidence
- Marker checks the marking requirements by referring to the 'Guidance for markers' section of the marking grid(s) for the task and confirming the evidence that should be used to assess that task.
- Marker scans / reads the body of candidate evidence, and carefully considers the band descriptors that reflect each mark band. The descriptors within each band have been broken down to support readability – but should be considered collectively during the marking process.
  Note, the entire body of evidence for the task and how it relates to the AOs within each marking grid for the task should be considered as a 'whole' when reviewing the candidate evidence.
- **Initial assessment** – Marker first makes an assessment of the best fit to band taking into account the **Indicative Content** section which details typical evidence that may be produced for that task
  Note: indicative content has been provided to help orient the marking, providing a sense of the intentions of the task evidence and expected parameters of the response. It is not exhaustive, and candidates do not need to cover all points referenced.

Confirm the band
Marker reviews the body of candidate evidence against the initial band descriptor selected in more detail to confirm if the response is securely sitting within the band, i.e. all characteristics described by the band descriptor are seen or it strongly meets the level of performance described by the descriptor holistically:
  - Marker will also check the descriptor for the level above
  - If evidence clearly shows some of the characteristics of the band above, the marker will select a suitable mark at the bottom of that band
  - If not showing characteristics of the higher band the marker will revert to the original band, selecting 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:
  - Marker will check the descriptor of the level below/above
  - Maker will decide on a suitable mark either towards the bottom of the original band as some characteristics shown, or top of the band below if it better describes the quality of the characteristics being shown

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

Confirm the mark within the band
Where there are a range of marks per band, the marker will confirm a final mark based on the level of alignment with the descriptor, bearing in mind the marks available form an evenly distributed scale:
  - If the quality of response fully aligns with the performance described by the descriptor – the marker will assign a high mark within the band
  - If the quality of the response partially aligns with the performance described by the descriptor – the marker will assign a low to medium mark within the band depending on the range of marks available
  - The marker will consider the quality of a range of similar responses (e.g. annotated lead grade exemplification materials, responses reviewed during standardisation, and through experience) and choose a mark that would give an appropriate ranking amongst those responses in relation to the full range of marks available in each band.

Marking grids

Task 1.1 – Investigate the project brief

Guidance for markers

The following evidence must be used to assess performance against this task.

- Research outcomes summary table
- PESTLE & SWOT analysis
- Outline of two possible solutions
- Cost benefit analysis with selected solution clearly identified

Note: where there is insufficient evidence to award a mark, a zero mark may be given

Indicative content

Typical evidence may include:

AO1 & AO3
Content

- Selection of techniques and resources – research and application of PESTLE & application of SWOT.
- Research around how induction processes are impacted by structure, people and management, equality diversity and inclusion and what is typically included.
- Research of relevant digital technology and tools used in the sector for inductions.
- Research of external benchmarking Investors in People (IPP).
- Research shows a mixture of quantitative and qualitative research.
- Research and potential PESTLE factors driving the need for efficiencies within it. Typical PESTLE factors are political, economic, socio-cultural, technological, legal and environmental.
- Internal drivers which may impact the organisation considering strengths, weaknesses, opportunities, and threats (SWOT).
- List of sources or referenced materials.

AO2a

- Core knowledge: Business context, project and change management, Business behaviour.
- Research coverage, knowledge of pestle & swot and information gathering.
- Knowledge seen across the PESTLE & SWOT in relation to the project.

AO2b & AO4

Content

- Application of research as part of core skills
- Detailed options for two solutions, potential solutions could consider the following:
    - Sourcing professional induction resources
    - Outsourcing the entire process to another organisation
    - Recruitment of a training/induction manager to oversee
    - Online vs face to face
    - Centralised vs departmental/individual roles.
    - Frequency vs recruitment / OnDemand vs dated.
    - Job shadowing /specific guidance for managers
- Cost benefit analysis (not expecting ROI) that consider the advantages and disadvantages of each proposed solution, consideration of impact on the organisation versus costs when considering budget in brief.
    - Cost expectations – use of costings from a mix of brief and research. Costings captured for different solutions.
    - Benefits – used costings to link advantages and disadvantages to support selection of one option.
- Assessment of financial viability of different options
- Comparison and analysis of the proposed options and justifications of decisions made.

Skills

- Collated information and resources from research undertaken.
- Use of decision-making matrix for comparing possible options and their advantages and disadvantages.
- Undertaking a cost-benefit analysis and application to the brief.
- Use of risk analysis and application to the brief, considering risk mitigation.
- Consideration of wider options, including details of information that would be required but has not yet been possible to source.

Task 1.1: Grid 1 AO1 Plan their approach to meeting the project brief AO3 Select relevant techniques and resources to meet the brief								
Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**		**Band 2 descriptor**		**Band 3 descriptor**		**AO**	**Total marks available**
Task 1.1	**1**	**2**	**3**	**4**	**5**	**6**	**AO1 AO3**	**6**
Investigate the project brief	Some evidence of a planned approach to research, though this may not always be followed in a logical order and show limited attempt at collating information. Some areas of the brief are researched, but findings may be limited. Findings are not always captured clearly and may not always relate directly to the brief. There is some evidence of the use of relevant techniques and resources used, but with limited sources considered. Resources selected provide limited support for the planning of research in response to the brief.		Approach to research and collation of information is clearly planned and organised. Research has been undertaken logically i.e. flows from one area of research to another and covers most of the areas outlined by the brief. Findings from each area are clearly captured, and mostly relevant to the brief. Evidence of a range of relevant techniques and resources used and referenced, with different sources considered. Suitable resources are selected and used to support the planning of research in response to the brief most of the time.		Approach to research and collation shows clear evidence of a detailed, methodical and thorough approach. Research and information gathering shows a consistent and logical approach that reflects the full requirements of the brief. Findings from each area are clearly captured and show a high level of relevance to the brief. A range of available techniques and resources are reviewed and compared to find the most relevant resources that effectively and efficiently meet the brief requirements, including the use of non-traditional sources. Resources selected are used to optimally support the planning of research in response to the brief, with evidence of how they are used to shape and define a response evident.			

Task 1.1: Grid 2: AO2a Apply core knowledge								
Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**		**Band 2 descriptor**		**Band 3 descriptor**		**AO**	**Total marks available**
Task 1.1	**1**	**2**	**3**	**4**	**5**	**6**	AO2a	6
Investigate the project brief	Elements of core knowledge are specifically evidenced through research undertaken. Comprehension of core knowledge may have gaps or show some misunderstanding in relation to brief requirements. Technical accuracy is limited. Core knowledge is demonstrated through proposals but shows some inaccuracies. There are limited attempts to justify and support judgements, but with some gaps or inaccuracies in reasoning. Concepts explained or referenced may not always be clear or accurate.		Core knowledge is specifically evident through research undertaken and are detailed in relation to different elements of the project brief. Some connections are evident between elements of core knowledge. The response is mostly technically accurate. Core knowledge is demonstrated through proposals and is mostly accurate. Judgements are logical with some detailed lines of reasoning throughout. Concepts are explained or referenced clearly and accurately.		Core knowledge is specifically evident through research undertaken, and effectively take into account the elements of the project brief. Connections between elements of core knowledge exploited to strengthen analysis and demonstrate understanding. The response is consistently technically accurate. Core knowledge is demonstrated and applied through proposals and is consistently accurate. Judgements are logical with comprehensive lines of reasoning throughout. Concepts are explained, referenced and effectively presented clearly and accurately.			

Task 1.1: Grid 3: AO2b Apply core skills AO4a Use of Maths skills										
Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**		**Band 2 descriptor**		**Band 3 descriptor**		**Band 4 descriptor**		**AO**	**Total marks available**
Task 1.1	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	AO2b AO4a	8
Investigate the project brief	A basic level of research is undertaken, with limited outcomes identified. Information gathering is basic, with a basic PESTLE/SWOT analysis conducted. Cost benefit calculations are attempted, with limited demonstration of correct methodology, and errors in calculations evident. Limited evidence of analysis is presented.		Research is undertaken, with some outcomes clearly identified. Information gathering is limited and includes a PESTLE/SWOT analysis conducted in some detail. Cost benefit calculations are mostly well-attempted, with correct methodology mostly demonstrated, and some errors in calculation evident. Some basic analysis is conducted based on findings.		Research is undertaken and is detailed, with outcomes clearly identified and accurately referenced. Information gathering is detailed and includes a detailed PESTLE/SWOT analysis. Cost benefit calculations are completed using the correct methodology, with minor errors in calculation evident. Detailed analysis is conducted based on findings.		Systematic and comprehensive research conducted, with outcomes coherently and accurately referenced. Information gathering is comprehensive and includes a comprehensive PESTLE/SWOT analysis. Cost benefit calculations are completed accurately using correct methodology and with fully accurate calculations. A detailed level of analysis is conducted based on findings with clear rationale and justifications for conclusions drawn.			

Task 1.2 - Project Initiation Document (PID)

Indicative content

Typical evidence may include:

Content

- Details of project management information to aid the co-ordination of resources to plan a project within time and resource constraints and to meet organisation's needs.
- Detail of project management phases and consideration of the co-ordination of resources to plan the project within time and resource constraints, including consideration of who to involve and when, i.e. internal key stakeholders in the organisation as well as consideration of external stakeholders.
- Consideration of information to consider the scope of the project and pre-determine project aims and objectives, the intended task, or identified problems without exceeding time, cost and quality constraints.
- Identification of key project deliverables, including format and target completion date for each deliverable or project stage.
- Identifying impacts of opportunities/threats implementing the proposed solution, eg. financial in relation to the details provided in the project brief.
- Consideration of risk, including details and risk mitigation evidence for each risk. Types of risk may include Manager availability and engagement, further staff turnover and loss of knowledge, reduced productivity which impacts customer service.
- High level consideration of timescales in the project and how these will be met using recognised project management and/or time management tools.
- Consideration of budget outlined in the project and how this will be maintained and regularly checked.
- Consideration of how the project will be evaluated and quality managed to measure project outcomes against project objectives and aims.

Skills

- Produce a PID document.
- Evidence of planning skills in the production of the PID together with the ability to identify and deploy appropriate tools and methodologies.
- Evidence of effective information skills in the production of the PID tailored to the audience in line with the organisation's needs and project brief.

Task 1.2: Grid 1
AO1 Plan their approach to meeting the project brief
AO3 Select relevant techniques and resources to meet the brief

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		Band 4 descriptor		AO	Total marks available
Task 1.2	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**AO1** **AO3**	**8**
Project Initiation Document (PID)	Some evidence of a planned approach to meeting the project brief but this lacks order, organisation and structure. The approach is limited at meeting the brief requirements. There is limited justification for the selection of techniques, resources (e.g., human resource requirements, financials), methods, and approaches to be used. The choices made are not always the most effective or appropriate for the project brief.		Approach to planning for the project and collation of information is clearly organised, with some attempt to follow a structure. The approach mostly meets the requirements of the brief. Techniques and/or resources (e.g., human resource requirements, finances), methods and approaches selected from those available respond to the brief requirements with some detail used to justify how they meet the project brief. The choices made are mostly accurate and appropriate for the prescribed project brief.		Approach to planning for the project and collation of information is detailed and clearly organised and follows a defined structure. The approach meets the requirements of the brief. Selection of techniques, resources (e.g., human resource requirements, financials), methods and approaches are accurate and are appropriately supported with clear justifications as to how they meet the project brief. The choices made are accurate and appropriate for the prescribed project brief.		Approach to planning for the project and collation of information shows clear evidence of a methodical and thorough approach, following a comprehensive structure. Brief requirements considered throughout planning for the project. There is a detailed and fully justified approach to the selection of techniques, resources (e.g., human resource requirements, financials), methods and approaches to meeting the project brief. The choices made are the most effective, accurate and appropriate for the prescribed project brief.			

Task 1.2: Grid 2 AO2a Apply core knowledge AO2b Apply core skills											
Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**			**Band 2 descriptor**			**Band 3 descriptor**			**AO**	**Total marks available**
Task 1.2	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO2a**	**9**
Project Initiation Document (PID)	Development of a PID that includes basic details. There is some evidence of a considered approach in collating information relating to the project task, but this may not be clearly planned. Basic information in relation to the project is largely provided but lacks coherence and may not always relate fully to the brief. Most elements of core knowledge specifically evidenced through the project initiation document. Comprehension of core knowledge may have gaps or show some misunderstanding in relation to brief requirements and does not always fully meet the brief requirements. Basic links to the application of core knowledge are used to justify and support project scoping, but with some gaps or inaccuracies in			Development of a PID in some detail. The approach to the collation of information is clearly planned and organised. There is some evidence that a logical approach has been adopted. The information provided is related clearly to the project and is clear and coherent. Core knowledge is specifically evidenced and applied through the project initiation document in relation to different elements of the project brief to meet some of the brief requirements. Clear links to the application of core knowledge are used to justify and support project scoping. Clear and accurate links from research are demonstrated through project scoping. Judgements are logical with comprehensive lines of reasoning throughout that links to the project brief.			Development of a comprehensive PID. The approach to the collation of information is logical and effective and presents a clear and organised approach and plan that is effectively linked to the project. The level of information provided is comprehensive in its linkages to the project, with coherent rationale and explanations provided on approach. Core knowledge is evidenced effectively and applied consistently throughout the project initiation document, effectively linking elements of the project brief to meet the brief requirements. Thorough and detailed links to the application of core knowledge are exploited to strengthen arguments and demonstrate understanding through project scoping. Thorough and detailed links from research are demonstrated through the project initiation document			**AO2b**	

| | reasoning that may not always relate to the brief requirements. | | and are accurate. Judgements are logical and link effectively to the project brief with comprehensive lines of reasoning. | | |

Task 1.3 – Project planning

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Guidance for markers

The following evidence must be used to assess performance against this task.

- Project plan on-a-page
- Written summary statement (approximately 750 words)

Note, where guidance has been provided on an approximate word count for the written summary statement, this is for guidance to candidates only. There is not a requirement to award marks based on the word count, but instead the response should be marked based on the quality of response.

Note: where there is insufficient evidence to award a mark, a zero mark may be given

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Indicative content

Typical evidence may include:

Content

- Information to pre-determine project goals, objectives and SMART targets, the intended task, or identified solution
- Consideration of project deliverables for the proposed efficiency solution.
- Consideration of the impact of the proposed efficiency solutions in relation to the details provided in the project brief.
- Identification of a project schedule to ensure project goals and objectives are met, including specific project timelines, actions at each stage to ensure the project is kept on track, and clear awareness of risk associated with each stage.
- Consideration of budget allowances and restraint included into the project schedule to highlight key stages where the budget needs to be closely monitored and detailing an evaluation of budget after project milestones and deliverables have been achieved to check whether budget was maintained throughout.
- Consideration of stakeholder management and communication plans for internal and external key stakeholders involved in or impacted by the proposed implementation of the solution.
- Identification of a risk management plan using the identified risks and evidence of mitigations of each risk from the Project Initiation Document in Task 1.2.
- Consideration of the qualitative and quantitative indicators against which the project can be evaluated including details of this in a communication plan for the project stakeholders.
- Identification of the need for evaluation, and the evaluation stage of the project embedded into the project plan after completion of key project objectives and deliverables.
- Demonstrate awareness of organisational learning for the life of the project and beyond and detail how an evaluation method can be utilised to ensure that this key stage is completed to assist the organisation with future projects.

Skills

- Stakeholder management, communication methods and processes.

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- A communication plan which summarises all project information and aims to meet the project brief and organisation need, as well as showing potential for evaluation and how these feed into future improvements.
- Use and application of maths in timing calculations/high level Gantt chart.
- Methods, tools and processes available to plan project deliverables.
- Methods used to manage the project tasks and responsibilities including timescales.
- Methods and process for identifying and allocating resources.
- Identification of and management of risks including update of communication in a written summary statement.
- Evidence of planning and managing communication skills in the production of the project plan-on-a-page together with the ability to identify and deploy appropriate tools and methodologies.

Task 1.3 Grid 1											
AO1 Plan their approach to meeting the project brief											
AO3 Select relevant techniques and resources to meet the brief											
AO4a Use of Maths skills											

Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**			**Band 2 descriptor**			**Band 3 descriptor**			**AO**	**Total marks available**
Task 1.3	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO1** **AO3** **AO4a**	**9**
Project planning	There is a limited attempt at planning, with some basic consideration of required elements.			There is clear evidence of planning with consideration given to sequence of tasks and layout.			Logical and clear approach to planning with evidence of a comprehensive plan that shows considered and effective sequencing.				
	A basic attempt is made to calculate task timings with limited accuracy. The attempt is limited in determining the time needed to complete tasks, and to meet overall deadlines.			Task timings have been accurately calculated and applied, showing an effective flow to meet overall deadlines.			Task timings have been accurately calculated and applied, with effective considerations shown to maximise efficiencies and to support prioritisation, whilst consistently and effectively achieving overall deadlines.				
	Selection of techniques, resources and methods provides a limited response to the brief requirements. The choices made show limited accuracy in meeting the brief.			Selection of techniques, resources and methods are accurate to respond to the brief requirements. The choices made are appropriate and supported with some justifications to meet the brief.			Selection of techniques, resources and methods show a detailed and justified response to meet the brief requirements. The choices made are accurate and appropriate and are fully justified to meet the brief.				

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Task 1.3: Grid 2 AO2a Apply core knowledge AO2b Apply core skills										
Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**		**Band 2 descriptor**		**Band 3 descriptor**		**Band 4 descriptor**		**AO**	**Total marks available**
Task 1.3	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**AO2a**	**8**
Project planning	Limited evidence of core knowledge and core skills drawn on and evidenced through proposed plan- but demonstrate limited comprehension of core knowledge and core skills in relation to brief requirements. The response shows limited use of technical accuracy.		Some evidence of core knowledge and core skills specifically evidenced through proposed plan - comprehension of core knowledge and core skills is mostly evident but may have shown some gaps or misunderstanding in relation to brief requirements. The response shows some use of technical accuracy.		Thorough evidence of core knowledge and core skills accurately applied and evident through proposed plan in relation to different elements of project brief. The response shows a well demonstrated use of technical accuracy most of the time.		Comprehensive evidence of core knowledge and core skills accurately applied and evidenced consistently throughout the proposed plan. Connections between elements of core knowledge and core skills exploited to strengthen arguments and demonstrate understanding in response to the brief. The response shows a high level of technical accuracy which is applied consistently throughout.		**AO2b**	
	Limited links to the application of core knowledge and core skills are used to support judgements, but reasoning is not always clear and accurate with the requirements of the brief not always considered.		Some links to the application of core knowledge and core skills are used to justify and support judgements, but with some gaps or inaccuracies in reasoning with requirements of the brief not always fully considered.		Thorough links to the application of core knowledge and core skills are used to justify and support judgements. Clear links applied from research are demonstrated through proposed plan and are accurate. Judgements are logical with comprehensive lines of reasoning throughout, with the		Comprehensive links to the application of core knowledge and core skills are used to effectively justify and support comprehensive judgements. Thorough and detailed links from research are demonstrated through proposed plan and are consistently accurate. Judgements are logical			

			requirements of the brief considered.	with comprehensive lines of reasoning throughout with the requirements of the brief fully and consistently considered.		
	There is a brief attempt to collate information and to demonstrate project planning skills. The approach does not always follow a logical approach and may lack clarity.	There is an attempt to collate information and to demonstrate project planning skills. The approach attempts to follow a logical approach and is mostly clear.	The approach to the collation of information and project planning is clearly planned and organised. A logical approach is adopted, but with some limitations in structure.	There is clear evidence of a methodical and thorough approach to the collation of information and project planning throughout the task. A logical and well-structured approach is adopted.		
	The information provided in relation to the project planning is not always clear in approach.	The information provided in relation to the project planning follows a mostly coherent approach but lacks clarity.	The information provided in relation to the project planning follows a coherent approach and shows clarity.	The information provided is comprehensive and follows a fully coherent approach, with a high degree of clarity.		

Task 1.4 – Presentation

Indicative content

Typical evidence may include:

Content

- Detail is provided about the chosen solution and how the solution chosen is the best outcome for the organisation. The response is based on details provided in the project brief about the organisation.
- Expected impacts of the chosen solution, both short and long term.
- Recommendation for proposed solution and how the solution will help the organisation, including the ways that the solution will support improving the efficiency and effectiveness of the induction process, improves EES results and retention of staff.
- Detail of delivery for the project plan including allocation of resources, making use of specialised planning tools and techniques for the monitoring and control of the project and clearly defining timescales of key project deliverables in order to persuade the Directors that the project will be a success.
- Expected improvement in engagement and collaboration for key stakeholders and why this solution will offer potential future benefits to the organisation.
- Information relating to budget restriction and limitations – including consideration around internal resources vs spend.
- Evidence of how objectives outlined to meet the organisation's current needs and future aims have been met in the options and solutions.
- Evidence of why this proposed solution meets all the objectives and convincing the Director why it should be implemented.

Skills

- Evidence of communication and information skills in the presentation tailored to the audience in line with the organisation's need and project brief, with a credible and logical structure.
- Evidence of visual communication through the use of digital aids such as slides.
- Evidence of answering questions by relating their evidence back to what they have presented and seeking clarification from the questioner if needed.

Task 1.4: Grid 1 AO2a Apply core knowledge AO2b Apply core skills											
Note: where there is insufficient evidence to award a mark, a zero mark may be given	**Band 1 descriptor**			**Band 2 descriptor**			**Band 3 descriptor**			**AO**	**Total marks available**
Task 1.4	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**AO2a**	**9**
Presentation	Evidence of core knowledge and core skills being applied or evidenced through presented content is limited. Core knowledge and core skills may have gaps or show some misunderstanding in relation to the presented content and in response to questions asked.			Evidence of core knowledge and skills is well-demonstrated and is applied and evident through presented content and in response to questions asked.			Evidence of core knowledge and skills is applied and evident comprehensively through the presented content and in response to questions asked. Connections between elements of core knowledge and core skills exploited to strengthen arguments and demonstrate understanding through presented content and in response to the questions asked.			**AO2b**	
	Evidence of basic communication skills used to deliver presented content. There is limited consideration for how the content is communicated.			Evidence of the use of good communication skills used to deliver presented content. There is some consideration of structure and approach to delivery, with the intended approach evident most of the time.			Evidence of the use of comprehensive communication skills used to deliver presented content. The structure and approach to delivery is well-considered and is effectively and consistently applied throughout.				

		Limited links are made to the application of core knowledge and core skills to justify and support judgements detailed in the presentation and response to the questions asked, but with some gaps or inaccuracies in reasoning, with requirements of the brief not fully considered.	Clear and accurate links to the application of core knowledge and core skills are evident through the presentation and responses to questions asked. Judgements are logical with considered reasoning throughout with requirements of the brief mostly considered.	Thorough, detailed and accurate links to the application of core knowledge and core skills are evident through the presentation and responses to questions asked. Judgements are logical with comprehensive lines of reasoning provided throughout with the requirements of the brief fully considered.		
		There is evidence of a basic approach to how information has been gathered and presented. The requirements of the brief are not always considered, and there may be some gaps evident in information presented.	There is evidence of a logical approach to how information has been gathered and presented. The requirements of the brief are mostly considered, with the information presented mostly clear and accurate.	There is evidence of a logical, detailed and methodological approach to how information has been gathered and presented. The requirements of the brief are fully considered. The information presented shows a high-level of clarity and accuracy.		
		The level of information presented is basic, with some basic explanation provided on the approach taken within the presented content and response to the questions asked.	The level of information presented is detailed, with some clear rationale and explanations provided on approach taken within the presented content and response to the questions asked.	The level of information presented is comprehensive, with coherent rationale and explanations provided on approach within the presented content and response to the questions asked.		

Task 1.4: Grid 2
AO4b Use of Digital Skills.
AO4c Use of English Skills

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		Band 4 descriptor		Band 5 descriptor		AO	Total marks available
Task 1.4	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	AO4b	10
Presentation	The presentation content is communicated to the audience with limited clarity. There is limited evidence of the use of technical language and content, with inaccuracies noted.		The presentation content is mostly communicated clearly. There is some evidence of the use of technical language and content, but it may lack relevance to the presentation.		The presentation content is communicated clearly. The use of technical language and content is accurate and mostly relevant to the presentation.		The presentation content is communicated clearly and coherently. The use of technical language is accurate and detailed and is relevant to the presentation.		The presentation content is communicated clearly and coherently through well-considered and reasoned approaches intended to engage the audience. The use of technical language is accurate and detailed and is used effectively to support judgements that enhance the presentation.		AO4c	

Limited communication skills of active listening, checking understanding of question asked and checking for sufficiency of answer provided are presented during the response to questions after the presentation. There is limited evidence of tailoring communication with the audience.	Communication skills of active listening, checking understanding of question asked and checking for sufficiency of answer provided are used with some effectiveness when responding to questions after the presentation. There is some consideration of tailoring communication with the audience.	Communication skills of active listening, checking understanding of question asked and checking for sufficiency of answer provided are used effectively when responding to questions after the presentation. Communication is attempted to be tailored to engage with the audience.	Communication skills of active listening, checking understanding of question asked and checking for sufficiency of answer provided are used effectively when responding to questions after the presentation. Communication is tailored to engage successfully with the audience.	Communication skills of active listening, checking understanding of question asked and checking for sufficiency of answer provided are used comprehensively when responding to questions after the presentation. Communication is optimally tailored to engage successfully with the audience and persuade them of their approach.		
Limited digital technology skills are used to create and present a basic presentation. The presentation lacks coherence.	Presentation created and presented using some digital technology skills. Digital technology skills mostly support the clarity of the information presented.	Presentation created and presented with a good use of digital technology skills, with some effectiveness. Digital technology skills are used to provide clarity and coherence to the presentation, mostly effectively.	Presentation created and presented effectively with the thorough use of digital technology skills. Digital technology skills are used to effectively provide clarity and coherence to the presentation.	Presentation created and presented in an optimal way using advanced digital technology skills. Digital technology skills are used to optimise the clarity and coherence of the presentation.		

Task 2.1 – Collaborative problem-solving

Indicative content

Typical evidence may include:

Content

- Details about the issue the organisation is currently facing.
- Detail of expected impacts and what this means in terms of impact on productivity and staff.
- Detail of how to mitigate the risk associated with possible action. This will include details of the optimum solution.
- Detail around the types of information that will be needed to optimise a solution.
- Recommendation for proposed solution and how this will successfully influence outcomes and solve the issue. Possible solutions could include
  - Having discussion with individuals
  - Implementing disciplinary process
  - Introducing monitoring system
  - Increasing monitoring by managers
  - Retraining for all the team
  - Introducing flexi time
- Details of why the proposed solution is the most suitable and should be implemented.
- Detail around how this will be communicated effectively to all stakeholders.
- Consideration of risks or impacts of not implementing this solution.

Skills

- Evidence of communication in discussion and collaborative skills used to engage.

- Evidence of problem solving and decision making.
- Evidence of using information flow to present findings coherently to an audience.

Task 2.1: Grid 1
AO1 Plan their approach to meeting the project brief
AO2a Apply core knowledge

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO	Total marks available
Task 2.1	**1**	**2**	**3**	**4**	**5**	**6**	**AO1**	**6**
Collaborative problem-solving	There is a limited approach evident to planning for the task. The task brief has been considered in a basic level of detail.		The approach to planning for the task is mostly well-considered and shows a mostly logical approach. The task brief has been considered in some detail.		There is a detailed, thorough and methodical approach to planning for the task. The task brief has been considered in comprehensive detail.		**AO2a**	
	Some ideas are briefly considered. A limited number of advantages or disadvantages are considered for solutions presented, but with limited justification provided.		A range of ideas are considered in some detail. Advantages and disadvantages are considered for each solution presented, with some justification provided that attempts to show how the solution would support the response		A comprehensive range of ideas are considered in detail. A range of advantages and disadvantages are considered for each solution presented, with clear justification and reasoning provided to reflect how well the solution would support the response.			
	There is limited application of core knowledge evidenced in relation to the proposed solution.		Core knowledge is applied and specifically evidenced to demonstrate understanding of the proposed solution.		Core knowledge is comprehensively applied with connections between elements of core knowledge exploited to strengthen arguments and demonstrate understanding in relation to the proposed solution.			

Task 2.1: Grid 2 AO2b Apply core skills								
Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO	Total marks available
Task 2.1	1	2	3	4	5	6	AO2b	6
Collaborative problem-solving	Some active contributions made to discussion although may lack logical structure of argument. Ideas put forward may lack some technical accuracy and on occasions limit progress of the task.		Actively contributed throughout the task to discussions. Solutions proposed in solving the task issue were relevant, logical, technically correct and thought through most of the time so progress in the task was made but not always timely.		Levels of contributions to discussions were high throughout all points of the task. Contributions and responses to solving the problem were logical, methodical, and well thought through. Technical information was accurate, resulting in effective and timely progress being made.			
	Communication skills were not always appropriate and would speak over others or levels of engagement with others was low again impacting on progress of the task.		Communication skills are appropriate and are clear most of the time with a willingness to discuss some details in other's contributions that supports progress in the task. Levels of engagement with others was generally consistent throughout.		Communication skills are well developed and clear. Asks probing questions of others in the group that brings about details that supports effective progress in the task. Levels of engagement are high with an indication of wanting to take the lead throughout but in a measured way.			
	There is limited application of core skills evidenced in relation to the proposed solution.		Core skills are applied and specifically evidenced to demonstrate understanding of the proposed solution.		Core skills are comprehensively applied with connections between elements of core skills exploited to strengthen arguments and demonstrate understanding in relation to the proposed solution.			

Task 2.2 – Evaluation

Indicative content

Typical evidence may include:

Content
- Reflection on effectiveness and success of responses across project tasks.
- Considered analysis and evaluation of project outcomes and detail of whether all project outcomes were achieved.
- Evaluation of the PID and project plan-on-a-page
- Lessons learned – an evaluation of task responses indicating what was successful and the reasons why, and what different steps may be taken next time to make future projects more successful.
- Evaluation and self-reflection of own abilities to manage project objectives and outcomes, including detail of how the chosen solution meets the requirements of the organisation as detailed in the project brief.
- Evaluation of involvement in collaborative problem solving

Skills
- Evaluation of own performance and behaviours
- Ability to be able to reflect on own experience and articulate what they have learnt

Task 2.2: Grid 1 AO2b Apply core skills AO5a Realise a project outcome AO5b Review how well the outcome meets the brief																
Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			Band 4 descriptor			Band 5 descriptor			AO	Total marks available
Task 2.2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	AO2b	15
Evaluation	An attempt is made to evaluate the project outcome. Brief commentary is provided to state if the brief was or wasn't met.			The evaluation addresses how well the project outcome was achieved. There is an attempt to provide some reasoning and justification as to how well the brief was met.			The evaluation is detailed and addresses how well the project outcome was achieved. There is a good level of reasoning and justification provided on how successfully the project brief was met.			The evaluation is detailed and specifically addresses how well the project outcome was achieved. There is a thorough level of reasoning and justification provided on how successfully the project brief was met, and the degree of effectiveness of the approach.			The evaluation is comprehensive and specifically addresses how well the project outcome met the requirements of the brief. There is a comprehensive level of reasoning and justification provided that successfully and effectively explores how the project brief was met, and the degree of effectiveness of the approach.			AO5a AO5b	
	Brief detail is provided on how the project outcome linked to the requirements of the brief, with a limited attempt to identify reasons.			Detail provided on how the project outcome linked to the requirements of the brief with some reasons outlined.			Detail provided on how the project outcome linked to the requirements of the brief with reasons explained.			Detail provided on how the project outcome linked to the requirements of the brief with thorough explanations of reasons.			Detail provided on how the project outcome linked to the requirements of the brief is explained in comprehensive detail, with a focus on the level of effectiveness.				

	A brief attempt is made to reflect on own personal performance and behaviours. There is limited consideration of any lessons learnt.	Some self-reflection points on own personal performance and behaviours are evident within the evaluation, with some attempt to link performance with lessons learned.	A good overview of self-reflection on own personal performance and behaviours and learnings from the task are evident through the evaluation, with links articulated between performance and lessons learned.	A thorough overview of self-reflection on personal performance and behaviours and learnings from the task are evident through the evaluation, with links articulated between performance and lessons learned, with suggestions on how different steps may be taken in future projects.	A comprehensive overview of self-reflection on personal performance and behaviours is evident through the evaluation and link clearly and coherently to the project outcome with links articulated between performance and lessons learned, that effectively detail how different steps may be taken on future projects and why.		