T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Management and Administration

Employer-Set Project - Centre Guidance

(8715-033)

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City & Guilds | ilm

A City & Guilds Group Collaboration

Contents

Introduction

The Employer-Set Project assessment is a project made up of a number of tasks based on a real-life work-based problem. The assessment is designed to allow candidates to show how they can tackle problems using the Core knowledge and skills.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to industry practice.

The project is based around a brief which provides information on a business project and specific relevant details and resources. Candidates have to draw on their core knowledge and skills and independently select the correct processes and approaches to take to provide a solution and the evidence specified in the project brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to independently use the learning they have so far covered. Experience of drawing information together from across the Core will help prepare candidates so they are familiar with the expectations of the Employer-Set Project.

Candidates should be made aware during learning of what the Assessment Objectives (AOs) are and how they are implemented in marking the project, so they will understand the level of performance that will achieve high marks. Details of the AOs can be found in the qualification specification document.

Candidates should not be entered for the assessment until they have covered all the knowledge covered in the Core content of the qualification, so they are in a position to complete the project assessment successfully.

Task schedule summary

The tasks within the project are designed to be scheduled and taken in order, due to the dependency of evidence being generated in one task being used by candidates in the next. For example, the research materials produced in Task 1.1 are required for completion of Task 1.2, therefore Task 1.1 must be completed before Task 1.2 can be attempted.

The tasks are issued separately, but candidates are able to retain the project brief throughout the duration of the assessment time. Candidates are not permitted to return to tasks after they have been completed within the assessment time.

At the start of the first assessment session, candidates should be provided with:

- The Candidate Guidance document
- The project brief and associated resources

Candidates are allocated 30 minutes of formal reading time to review these documents before the formal assessment time starts for Task 1.1.

All allocated task timings include time for candidates to work on and produce the required evidence, as well as time for thinking, reflection, and application of prior knowledge from the Core content.

Task		**Conditions**	**Evidence produced**	**Evidence submitted?**	*** Timings**
1.1	Investigate the project brief	Supervised/ controlled	PESTLE analysis, research outcomes table, cost vs. benefit analysis	Yes	8 hours
1.2	Project Initiation Document (PID)	Supervised/ controlled	Project Initiation Document (PID)	Yes	3 ½ hours
1.3	Project planning	Supervised/ controlled	Project plan-on-a-page, written summary statement	Yes	4 hours
1.4	Presentation	Supervised/ controlled	Video recording of presentation Presentation materials – e.g., slides, handouts etc.	Yes	3 ½ hours
2.1	Collaborative problem-solving	Supervised/ controlled	Video recording of discussions Written draft discussion notes Advisory Note	Yes	2 ½ hours
2.2	Evaluation	Supervised/ controlled	Written summary statement	Yes	3 ½ hours
				Total timing	25 hours

***Note on timings**

- Task 1.1 Investigate the project brief – this has been split into three sessions, two hours will be spent on Task 1.1(i), four hours will be spent on Task 1.1(ii), and two hours will be spent on Task 1.1(iii).
- Task 1.4 Presentation – three hours of the allocated time for this task is for preparation of the presentation including time to practice delivery, the remaining half an hour is for the presentation itself and responding to questions.
- Task 2.1 Collaborative problem-solving – one hour of the allocated time for this task is for the group discussion, with the first 15 minutes allocated to candidates to spend individually to provide adequate thinking time prior to engaging in the group discussion. The remaining one hour and a half is for the completion of the written advisory note and social media message.

Compliance with timings

The timings provided within the project **must** be adhered to. They refer to assessment time, not any additional setting up the centre needs to carry out to create an appropriate assessment environment. It is the centre's responsibility to plan sufficient assessment sessions, under appropriate conditions, within the Employer-Set Project assessment window, to allow candidates reasonable time to complete the assessment tasks.

Assessment windows and timetabling

Details of assessment windows and approach to timetabling is detailed within the associated TQ specification document. At the opening of the scheduled assessment window, centres will be able to securely access the assessment materials from the City & Guilds website. It is at this point that the project brief and resource documents can be released to candidates at the start of their first controlled assessment session. At this point, the candidate guidance document can also be released to candidates.

Internet access

Where internet access is allowed as part of a task (e.g., for research purposes) candidates must be advised that this is the case and reminded of the importance of submitting their own work and the seriousness of plagiarism, malpractice and collusion. Candidates should be advised that their browser history can be monitored and checked.

Where candidates are allowed the use of computer equipment, but not the use of the internet for a task, equipment should be provided with internet capability disabled (e.g., Wi-Fi disabled, machine disconnected from network etc).

Observation evidence

The sections in each task:

- ***What you must submit on completion of this task*** and
- ***Additional evidence of your performance that will be captured for marking***

list the minimum requirements of evidence to be submitted for external marking.

Guidance documents on the marking process are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, and marking, and must be referred to when planning and carrying out assessment.

While technological methods which support the capturing or creating of evidence can be helpful, the final evidence must be converted to a suitable format which cannot be lost/deleted or amended after the end of the assessment period (e.g., screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platform's during assessment is the centre's responsibility.

Where the minimum requirements have **not been submitted** or the **quality of evidence is insufficient** to make a judgement, any judgement will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark, a mark of zero may be given.**

Video evidence in T Level Technical qualifications

The assessment materials for each Employer-Set Project identify the minimum candidate and assessor evidence requirements to support marking. Ephemeral evidence (e.g., areas of candidate performance that would be hard to capture with photographs and/or assessor notes alone) plays a significant part of the Employer-Set Project

For tasks within the project where there is a requirement to submit video evidence, the evidence must meet the following minimum requirements, in order to be considered by markers:

- As per the guidance in section 2.3.2 of The *Marking and Moderation Guide for Centres*, assessors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e., filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission.

Where video evidence is unclear, or does not meet these minimum requirements, markers will disregard it.

Task guidance

Candidates should be advised that approximate word counts have been given within the task guidance for written work in order to act as a guide to support the completion of the task. These word counts are provided as a guide only, and there will be no penalisation of marking based on if the word count is above or below the indicative guidance provided.

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance, and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids during the assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this Employer-Set Project are to:

- ensure the rigour and consistency of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

These conditions do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this Employer-Set Project must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

At the end of each assessment session, the task evidence should be treated as final and submitted by the candidate and retained securely by the centre for external marking. There should be no opportunity for the candidate to rework this evidence following initial submission. The candidate's final submitted evidence should be copied (either in soft or hard copy format, depending on how the evidence has been produced), with the original retained securely by the centre for external marking, and the copy provided to the candidate to allow them to refer to for support in the subsequent assessment sessions. Copies of the candidate's work should be retained in the centre between different assessment sessions. The original evidence will be retained securely by the centre in locked cupboards to ensure that the evidence is not amended following initial submission by the candidate.

Where a candidate naturally develops their responses, e.g., an early idea in Task 1.1 is further developed with additional ideas or a more refined in subsequent tasks, then this should be captured within the task where the candidate developed the revision/refinement. Candidates should use the evaluation task (2.2) to outline how and why their thought process may have changed as they further undertook the project.

After the production of evidence, both the tutor and candidate must sign declarations of authenticity.

Where the candidate or tutor is unable to or does not confirm authenticity through signing a declaration form, the work will not be accepted for marking and a mark of zero will be given. If any question of authenticity arises, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this Employer-Set Project. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade see guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

Guidance must only support access to the project and must not provide feedback for improvement. The level and frequency of clarification and guidance must be:

- recorded fully on the candidate record form (CRF)
- taken into account along with the candidate's final evidence during marking
- made available for external marking

Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. However, this does not apply if the tutor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

Tutors should however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission. Candidates can rework any evidence that has been produced for each task during the time allowed.

The level and frequency of clarification and guidance must be made available for external marking.

The information on the guidance received and captured on the CRF is part of the evidence that will and must be taken into account along with the other evidence for the task when being externally marked. The marker will decide if the guidance the candidate has required suggests they are lacking in any area and consider the severity of the issue when applying the marking criteria. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at appeal.

What is, and is not, an appropriate level of guidance

- If a candidate is not on course to be able to submit the full range of evidence required, the tutor should **only** prompt the candidate by asking them to confirm whether they have covered all the requirements of the assessment.
- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. The tutor **should not** explicitly state any specific areas that have been missed as this would potentially disadvantage other candidates. In this way, candidates are given the chance to identify and correct any

errors on their own, providing valid evidence of knowledge that will be credited during marking.

- The tutor should offer the **minimum** amount of support via prompts throughout the assessment to ensure that the candidate's own performance is being fairly assessed without impacting on marks awarded.
- A detailed account of prompts by the tutor to the candidate **must** be recorded on the relevant form to be taken into consideration during external marking.
- If a tutor has to offer further guidance or clarification after they have prompted the candidate as detailed above, this should be done **with caution** and should not detail how a candidate can improve and should **only** reinforce the requirements of the task in order to support access to the project.
- A detailed account of further clarification of task and project requirements by the tutor **must** be recorded on the relevant form to be taken into consideration during external marking.
- The tutor **must not** produce any templates, pro-formas, work logs etc. unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and **not** adapted.

Overview of task requirements

	Task					
Conditions	**1.1**	**1.2**	**1.3**	**1.4**	**2.1**	**2.2**
Candidates will have access to a computer with word processing software	✓	✓	✓	✓	✓	✓
Candidates will have access to the Internet	✓					
Candidates will have access to the project brief document	✓	✓	✓	✓	✓	✓
All work must be completed independently	✓	✓	✓	✓		✓
During any breaks, all materials must be kept securely	✓	✓	✓	✓	✓	✓
Copies of candidate work will be saved securely for return to the candidate for use in future tasks*	✓	✓	✓	✓	✓	
Only permitted materials allowed into the supervised session	✓	✓	✓	✓	✓	✓
No assessment materials to leave the room at any point of the assessment	✓	✓	✓	✓	✓	✓

* Following tasks, copies of the final submitted evidence from preceding tasks should be saved securely for return to candidates for use in future tasks within this project. This could be facilitated through the use of memory sticks or a specific location on a secure drive for work to be saved on.

Task-specific requirements and considerations

General guidance

- The project brief and associated brief documents should be released to candidates at the start of the first scheduled task assessment. Candidates should be provided with an additional 30 minutes of non-assessed time at the start of this session to read and review the brief, before being provided with the first task.
- The individual tasks should be released to candidates at the start of each scheduled assessment session.
- Candidates are not permitted to bring any existing notes or materials completed prior to the assessment into any of the assessment sessions.
- Candidates are permitted to have copies of their submitted final evidence from previous tasks in subsequent assessment sessions. The use of this evidence is solely to support candidates to refer to previous work. The purpose of only providing copies is to ensure that candidates are unable to rework any of their previous responses.
- When working under supervised conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated once the break begins. All materials must be kept securely during the break.
- If the task completion runs over more than one session (see note on timings above), candidates must be reminded that no assessment information can be shared/discussed with other candidates.

Task 1.1

- Candidates have been provided 30 minutes additional reading time at the start of Task 1.1 before they begin the assessment. This should be used to read the Project Brief and associated brief documentation and is not included in the assessment time allocated to Task 1.1.
- Candidates should have access to the Internet in order to conduct research.
- The task has been split into three sections to support manageability of the assessment over multiple sessions. Centres should aim for sessions covering Task 1.1(i), Task 1.1(ii) and Task 1.1 (iii) to occur on consecutive days to support alignment between the activities.
- Assessment evidence for each element of Task 1.1 should be submitted as final work at the end of each session.

Task 1.2

- Candidates should be provided with and use City & Guilds project initiation document template for this task.

Task 1.3

- Candidates should have access to spreadsheet software for the completion of their project plan-on-a-page.
- The supporting statement word count is approximately 750 words.
- Candidates' completed project plan-on-a-page should be used by the Tutor as part of Task 1.4 Presentation in order to refer to details of the proposed digital technology solution and the candidate's plan for the project to implement it. This will help to inform the questioning after the presentation.

Task 1.4

- The tutor should play the role of the trustee for this task.
- The tutor should request that candidates submit their presentation slides in advance of the meeting and should print a copy of these slides so that they are able to refer to these whilst the candidate is presenting.
- Candidates must use digital technology to present their findings. Candidates can choose the format/programme they want to use for their presentation (e.g., PowerPoint, Keynote etc).
- The preparation session of three hours includes time for candidates to prepare their presentation materials, as well as practice the delivery of their presentation.
- Candidates' presentations should be scheduled and timed to include 15 minutes for questioning following the 15-minute presentation.
- It should be clear to candidates how much time of their presentation time has been used up, for example through the use of a timer, or clarification at the start of the session that their session will end in 15 minutes time (e.g., indicating to candidates on a mutually visible clock and confirming the time the session will end).
- It is acceptable for Tutors to remind the candidate presenting when 5 minutes of the allocated time remains.
- If the candidate's presentation has reached the 15 minutes allocated time and they have not yet finished, it is acceptable to allow for a small amount of tolerance which should be **(+ 10%) only**. Tutors should make the candidate aware as soon as the 15 minutes allocated time has finished, and that they are allowed an extra 10% to finalise their last points.
- It is important that centres consider the impact of cohort size on the scheduling of the presentation task. Larger cohorts may need to be split into two groups in order to accommodate presentations taking place shortly after the preparation session.
- To aid deliverability and manageability of assessment, presentation preparation/delivery sessions can be timetabled over consecutive days. This means that preparation of the presentation and delivery of the presentation may happen on different days. All candidates are required to complete a declaration of authenticity along with their submission evidence (be it physical i.e., report, or ephemeral i.e., presentation).
- All candidates must be asked **three** questions following their presentation (probing or clarification question not included). The nature of the questions should relate to the content of their presentation. Questions should be posed from the perspective of an individual within the business involved in the proposed project e.g., Trustee and should allow candidates to expand upon and reinforce points covered in their presentation (Responses to questions generate evidence for the 'AO2b communication').
- The three questions asked to the candidate should use the following overarching structure of key question areas. The exact question asked should be based on the individual candidate presentation and reflect the level of depth that the candidate may have already demonstrated. For instance, the example questions listed here reflect three different levels of depth that the candidate may have gone into – and so the tutor should ask a question that reflects the depth demonstrated.

Key question area	Questions e.g.,
Planning	What approach did you take to planning, and why?
	You have outlined in some detail your approach to planning, did you consider any other elements when taking this approach?
	What did you find the most challenging aspect of planning the project to meet the objectives outlined in the brief and how did you overcome this?
Risks	Do you believe there are any risks to the business with the approach that you have considered?
	You have outlined a number of risks in your presentation. What do you feel are the biggest risks for your proposed business solution in line with the project brief?
	You have outlined in detail the risks you anticipate from your proposed business solution, what process did you take to determining these risks?
Meeting the aims	Can you tell me how you think that your proposed solution will meet the intended aims of the brief?
	You have outlined briefly how your proposed solution meets the aims of the brief; can you tell me the reasons why you think this proposal is best suited to meet these aims?
	You have outlined in detail how your proposed solution meets the aims of the brief. What considerations did you take into account in order to meet these aims?

- Questions posed by the tutor should not exceed or defer from the structure of the questions listed above.
- Candidates should be reminded that any aspects of the assessment must not be divulged to other candidates yet to undertake the task.
- The presentation and questioning will be recorded; however, it is recommended practice for a written record of questions asked, and responses made, to be noted and provided alongside candidate's evidence for this task.
- Video recordings of presentations must be in an appropriate format with audible sound levels, well-lit etc. as per the advice detailed in the observation evidence section above.

Task 2.1

- Candidates should be divided into groups of two or three in order to conduct the discussion element of the task. Tutors are advised to consider as far as possible, the composition of groups, using their knowledge of candidates to place them in groupings where they will have the best opportunity to engage and demonstrate their knowledge.
- Candidates should be briefed by Tutors at the start of Task 2.1 and before the discussion and formal assessment time begins in order to confirm that candidates:
    - Understand what is expected from them in terms of the group discussion
    - Are advised that their individual input and how they engage with others will form part of their overall mark
    - Understand that the development of the individual advisory note will be undertaken independently.
- The first **30 minutes** of the allocated 1 hour for the group discussion should be spent individually, allowing candidates adequate thinking time where they are able to make

notes before taking part in the group discussion. This ensures that candidates are given the opportunity to consider alternative ideas and bring their notes ready to contribute to the group discussion.

- Candidates will be allowed access to any notes made in the 30 minutes thinking time during both the group discussion, and the drafting of the individual advisory note and social media message.
- During the supervision of the assessment, Tutors must make sure that all candidates contribute to the group discussion. This may be done by prompting candidates within the group to contribute thoughts during the assessment.
- Any prompts from the Tutor must **only** serve as a means of bringing any candidates that are not engaging into the discussion.
- The prompt may be in the format of questioning the selected candidate for their views on what is currently being discussed but should **not** be specific nor detail any specifics or feedback on candidates' discussed ideas, nor be a leading question in any way. For example: 'What are your thoughts on this, *Candidate X?'* or, 'Do you have anything to add to what is being discussed, *Candidate X?'.* It would **not** be acceptable to prompt in the following ways, for example, 'Do you also agree that this would be a successful way to resolve the issue, *Candidate X*?' or 'The idea being currently discussed may not be feasible within this type of organisation, is there any other ideas that you can think of?'
- It should be clear to candidates how much of their discussion time has been used up, for example through the use of a timer, or clarification at the start of the session that the session will end in **30 minutes** time (e.g., indicating to candidates on a mutually visible clock and confirming the time the session will end).
- It is acceptable for Tutors to remind the candidates taking part in the group discussion when 5 minutes of the allocated time remains.
- If the candidate's group discussion has reached the 30 minutes allocated time and they have not yet finished, it is acceptable to allow for a small amount of tolerance which should be **(+ 10%) only**. Tutors should make the candidates in the group aware as soon as the 45 minutes allocated time has finished, and that they are allowed an extra 10% to finalise their last points.
- Video recordings should be set-up and left for the duration of the entire group discussion. The video recording can then be utilised by the Tutor after the discussion has been completed in order to ensure a full set of evidence on each candidate has been compiled on the Candidate Record provided by C&G. The CRF should be used to document any supporting evidence to the recording, e.g., who was in the room, any specific interactions not fully evident from the recording etc. Recordings must be available for marking purposes and in a suitable format as detailed above.
- Candidates should move directly to drafting their individual advisory note after the discussions are conducted i.e., both activities should be conducted within the same two-and-a-half-hour session.
- Candidates may wish to include suggestions and points raised by others in the group discussion as part of their individual advisory note draft – this is acceptable; however, the advisory note must be drafted individually and in their own words.
- The advisory note word count is approximately 300 words; the social media message must be a maximum of 280 characters to reflect the requirements of this form of medium.

Task 2.2

- The evaluation account word count is approximately 1000 words.
- Candidates can structure their evaluation account in the way they feel is most clear and appropriate.

Maths, English and digital skills

Throughout the completion of the tasks within the project candidates will demonstrate their maths, English and digital skills. Demonstration of these skills will contribute towards the overall marking of the project through allocation of marks in the following tasks as per the AO weightings and marking grid:

Task 1.1 Investigate the project brief	Maths
Task 1.3 Project planning	Maths
Task 1.4 Presentation	English and digital skills

Task 1.1 Investigate the project brief	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	MC6 - Understanding data and risk
	MC8 - Communicating using mathematics
	MC9 - Costing a project
	MC10 - Optimising work processes
Task 1.4 Presentation	DC1 - Use digital technology and media effectively
	DC2 - Design, create and edit documents and digital media
	DC3 - Communicate and collaborate
	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

Appendix 1 - Declaration of authenticity

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

Tutor:

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.

Tutor signature	Date

Note: Where the candidate and/or tutor 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 marking process. If any question of authenticity arises, the tutor may be contacted for justification of authentication.