

**T Level Technical Qualification in  
Management and Administration  
(8715-31)**

**Business Improvement (311)**

**Practical Assignment  
Sample Centre Guidance Pack**

**First teaching from September 2022  
Version 1.0**

# Contents

<b>1. Assessment</b>	<b>2</b>
Performance outcomes	3
Grade descriptors	5
<b>2. Assignment brief</b>	<b>7</b>
Task 1 – Information Review and Data Analysis	20
Task 2 – Stakeholder Mapping, Engagement and Communication	21
Task 3 – Feasibility Review	22
Task 4 – Resistance Management	23
Task 5 – Business Improvement Proposal and Project Plan	24
Task 6 – Risk register	26
<b>4. Task Guidance</b>	<b>27</b>
General task guidance	27
Time	27
Resources	28
Task specific guidance	28
Overview of task requirements	29
<b>5. Centre guidance</b>	<b>30</b>
Compliance with timings	30
Assessment windows and timetabling	31
Internet access	31
Video and photograph evidence in T Level Technical qualifications	31
Minimum evidence requirements for marking	32
Preparation of candidates	32
Guidance on assessment conditions	33
Security and authentication of candidate work	33
Accessibility and fairness	33
Guidance and feedback	34
<b>6. Marking guidance</b>	<b>36</b>
Marking grids	37
Performance outcome - Acquire and protect data to support the improvement process.	37
Performance outcome – Analyse data to identify opportunities for improvement.	40
Performance outcome – Engage stakeholders in discussions on business processes and improvement.	43
Performance outcome – Identify, propose and plan solutions for improvement.	46
Performance outcome – Monitor and report the implementation of business improvement practices.	49
Links to Maths, English and Digital Skills	52
Declaration of authenticity	54

## 1. Assessment

The assessment for this component consists of an externally set practical assignment that includes an assignment brief and then a number of tasks for the candidate to complete. The tasks have been set to reflect the performance outcomes in the qualification specification. They are designed to allow judgement of the candidate to be made across different categories of performance.

The assessment for this component has been allocated a set number of marks against each performance outcome, based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

This assessment will be externally marked by City & Guilds. The marking grids in Section 5 have been provided to indicate the different levels of performance that would achieve marks for the different tasks.

## Performance outcomes

The weightings for each performance outcome will remain the same for every version of the practical assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Performance outcome	Typical knowledge and skills	Weighting
Acquire and protect data to support the improvement process	<p>Demonstrates knowledge and practical skills to obtain and protect data using appropriate tools and techniques, reviews existing data and identifies additional suitable data for research and analysis and collation and integration of data sets for analysis.</p> <p>Uses gap analysis techniques and uses different approaches (such as PESTLE and SWOT analyses) to identify opportunities for improvements.</p> <p>Demonstrates the ability to review organisational data using quantitative and qualitative methods, and to undertake statistical techniques to support rationale for improvement.</p>	15%
Analyse data to identify opportunities for improvement	<p>Uses analysed data to develop and inform data analysis plans to ensure all relevant research and data acquisition steps are carried out.</p> <p>Demonstrates the use of appropriate statistical techniques to analyse production/process performance.</p> <p>Interprets data analyses where required to identify opportunities for improvement.</p>	25%
Engage stakeholders in discussions on business processes and improvement	<p>Demonstrates the ability to engage with stakeholders through the creation of stakeholder maps and communication plans, that include approaches and considerations for engagement.</p> <p>Carries out a cohesive comparison between relevant change management models to demonstrate how these can influence the outcomes for stakeholders and any proposed improvement/change options.</p>	20%
Identify, propose and plan solutions for improvement	<p>Demonstrates the ability to develop comprehensive management reports on the need for change or improvement based on interpretations from analyses of available data.</p> <p>Ensures proposed solutions include plans for dealing with potential resistance.</p>	20%
Monitor and report the implementation of business improvement activities	<p>Displays knowledge and practical skills to identify information from a brief to support the benchmarking for change/improvement proposals. Demonstrates skills in preparing comprehensive proposal plans to enable the introduction of improvements to processes. Creates a comprehensive guide on the management of resistance to change within the business.</p> <p>Demonstrates the ability to prepare detailed proposals for change/improvement including an assessment of associated risks and mitigation.</p>	20%



## Grade descriptors

### **To achieve a pass (threshold competence), a candidate will typically be able to:**

Demonstrate an acceptable performance that meets the requirement of the brief, demonstrates adequate technical skills and techniques for obtaining, using and interpreting data to support change or improvement in processes.

Demonstrate an acceptable ability to identify and interpret information and data from appropriate sources. Uses appropriate data sources to make decisions when identifying opportunities for change or improvement to processes.

Present proposals for change or improvement based on the results of their own analysis and interpretations to an acceptable level. Demonstrates an adequate attempt to identify and escalate potential resistance to proposed changes or improvements to processes.

Demonstrate an acceptable use of techniques and tools required to support business improvement and change activities. An attempt is made to demonstrate breadth and depth of knowledge and understanding of business improvement principles and processes.

Complete relevant tasks and the level of performance meets an acceptable level.

Demonstrate understanding and skills to engage and communicate with stakeholders in order to build sound working relationships that lead to the acceptable planning and execution of a brief. Demonstrates the selection and use of communications and media that are suitable for the intended stakeholder engagement.

Select appropriate clear verbal and written communication methods.

### **To achieve a distinction, a candidate will typically be able to:**

Demonstrate an exemplary performance that fully meets the requirement of the brief. Demonstrates expertise in technical skills and techniques when obtaining, using and interpreting data to support change or improvement in processes.

Competently and independently demonstrates high levels of skill when identifying the data and information needed to support business improvement and change. Uses an exemplary level of data acquisition, collation, analysis and presentation in order to make informed decisions to respond to opportunities for change or improvement to processes, with a high level of effectiveness.

Demonstrate an exemplary use of techniques and tools required to support business improvement and change activities with a high degree of effectiveness, demonstrating extensive breadth and depth of knowledge and understanding of business improvement principles and processes.

Show exemplary skills to identify and escalate potential resistance to proposed changes or improvements to processes. Creates comprehensive guidance to support the management of internal resistance to change.

Carry out tasks to an exemplary standard, producing an excellent quality of work that is accurate and technically correct whilst meeting organisational and industry standards.

Demonstrate exemplary understanding and skills when engaging and communicating with stakeholders in order to develop effective and lasting relationships that support the brief. Competently demonstrates the selection and use of communications and media that maximise the effectiveness and value of stakeholder relationships.

Consistently select appropriate clear and effective verbal and written communication, using methods tailored succinctly to individual needs and tasks.

## 2. Assignment brief

Vegasonix Ltd produce vegan smoothies using sustainably sourced organic seasonal fruit and vegetables.

Joint CEOs are Dan and Andrea Abel, who started the business from their own kitchen four years ago. Initially, they sold their products at farmer's markets every weekend and through their website.

They now have a small production factory on an industrial estate in rural Northumberland. They employ eight full time staff, and four other Directors. They operate a flat, matrix style organisation with everyone encouraged to share ideas and be able to do each other's job roles when necessary.

Director of Operations is Pramod Shah. Vegasonix operates with one smoothie production line. The line is run by a Team Leader and five Core Production Operatives. The mix of automation and human intervention means the capacity of this production line is a maximum of 50,000 units per day.

The other Directors are Leo James, Sales and Marketing, Neil Ross, Human Resources and Márcia Alves, in charge of Finance. There is one Admin Assistant and one Bookkeeper to support the management team. Dan and Andrea look after the strategic direction of the company.

Current sales are growing, with Vegasonix sold nationally through their website, and locally through wholesale distributors, organic cafés, specialist delis and at weekend farmer's markets in the north of England and Scotland.

This is a young company that is starting to get noticed. Recently, Vegasonix's CEOs have been nominated for an entrepreneur award and they have also won two gold stars for their Eaton Messy and Raspberry Ripple products at the Great Taste Awards. A feature article about Vegasonix appeared in the latest edition of the Health Food Guide.

As a result, they have been approached by one of the UK's 'Big Four' supermarkets to stock an order of 180,000 Vegasonix's products per day.

Dan and Andrea are aware that this is a massive opportunity for their business to grow but they are unsure if they have the capacity to supply such a potentially huge contract.

As a Business Improvement Assistant employed on a consultancy basis, you have been asked to advise Dan, Andrea and the other Directors to decide:

1. If the organisation is able to service one of the UK's biggest supermarkets
2. What they need to do to take advantage of this opportunity

This assignment has a time allocation of **32 hours** and is made up of the following tasks:

- Task 1 – Information Review and Data Analysis (4 hours)
- Task 2 – Stakeholder Mapping, Engagement and Communication (4 hours)
- Task 3 – Feasibility Review (6 hours)
- Task 4 – Resistance Management (4 hours)
- Task 5 - Business Improvement Proposal and Project Plan (10 hours)
- Task 6 – Risk Register (4 hours)



## Figure 1 - European Juice and Smoothie Market Reports (Trends, And Forecasts 2020-2025)

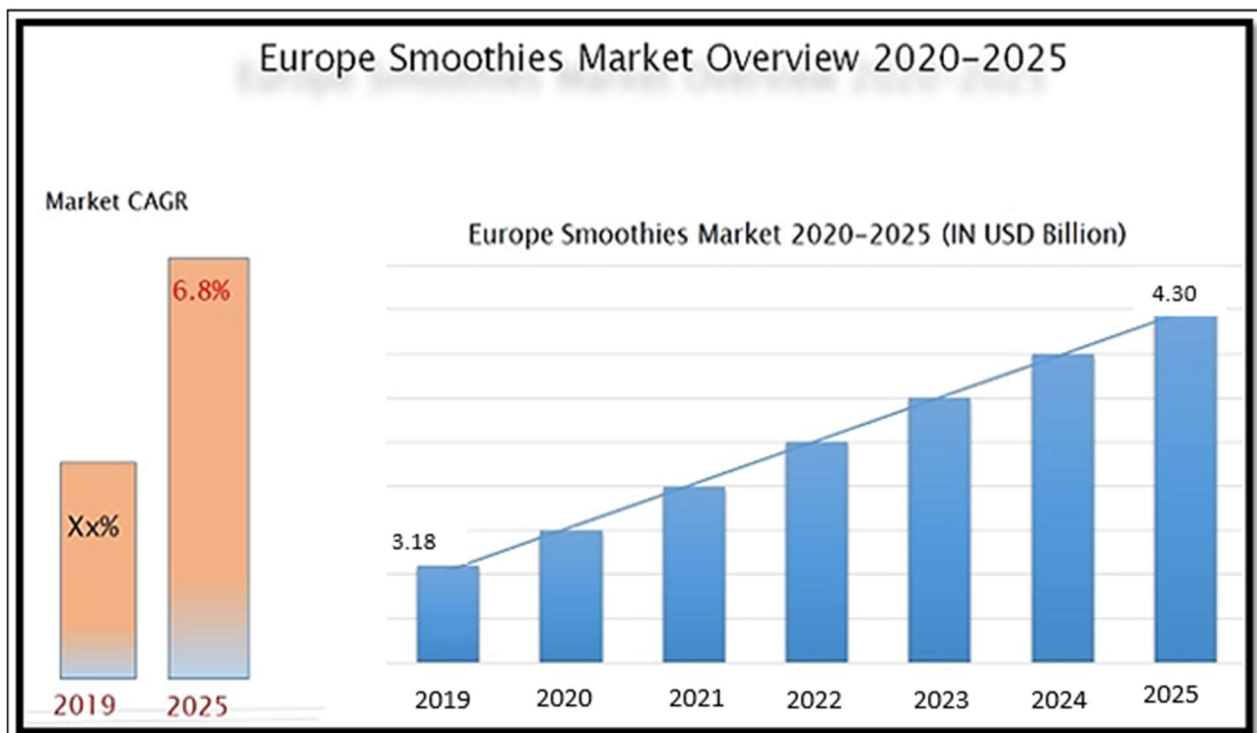
### Europe Smoothie's Market Size, Share Growth Analysis:

The European Smoothie's Market was worth US\$3.18 billion in 2019 and is projected to grow at a Compound Annual Growth Rate (CAGR) of 6.8%, to reach US\$4.30 billion by 2025.

### Europe Region Growth Insights:

The European Smoothie's Market is classified by regions. These include Germany, Russia, France, United Kingdom, Italy, Spain, and Poland.

The United Kingdom leads the smoothie market in Europe due to increasing fruit and vegetable imports and increasing popularity for smoothies.



### European Smoothie's Industry Growth Insights:

Smoothies which include a large serving of fruits and vegetables are recommended for a healthy diet. However, the use of too many sweeteners, protein powders, and ice creams is not healthy. Smoothies consist of high dietary fibre content making them healthier than fruit juices. Green smoothies made from healthy vegetables are gaining prominence, especially in health-conscious people. Smoothies with increased carbohydrate content by using sugar additives can itself replace a meal.

An increasing number of health-conscious people, changing lifestyles and food habits and health benefits associated with smoothies are some of the major factors driving the smoothies' market. Increasing popularity for meal replacement food and beverages, growing prominence for juice and smoothie bars and increasing demand for non-carbonated soft drinks are also expected to propel the smoothie's market. High prices of smoothies and packaging problems as they are made from raw ingredients are the major factors restraining the growth of the smoothies' market.

**Detailed Segmentation of the Europe Smoothie's Market:**

The smoothie's market is segmented by product, distribution channel, and region. Based on the product, the market is segmented into fruit-based smoothies and dairy-based smoothies. Fruit-based smoothies hold the largest market share and is also expected to be the fastest-growing segment. This is attributed to the growing demand for healthy beverages. Fruit-based smoothies are further segmented into organic and inorganic smoothies.

Inorganic smoothies are expected to be the largest segment as most of the fruits and vegetables produced from farms are inorganic. Organic smoothies are expected to be the fastest-growing segment as the demand for organic fruits and vegetables is increasing.

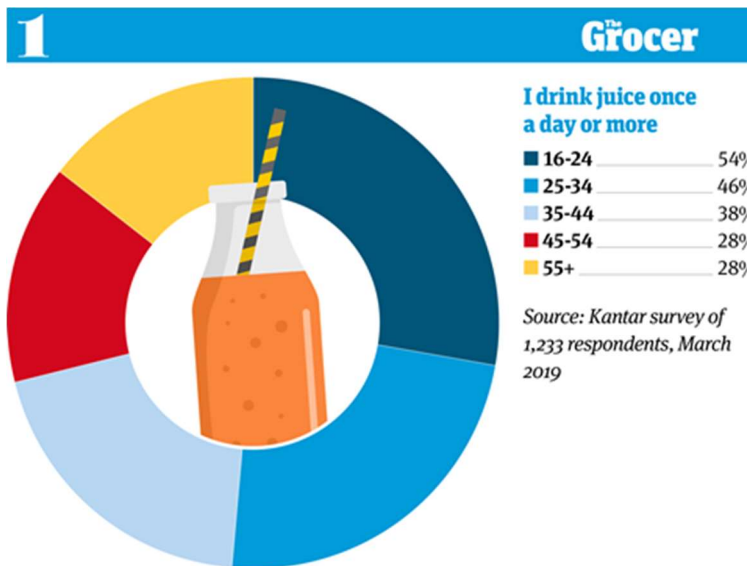
On the basis of the distribution channel, the market is segmented into Restaurants, Smoothie Bars, Supermarkets, farmer's markets and Convenience Stores. Smoothie Bars and Convenience Stores are the major revenue generators for the smoothie market.

Source: <https://www.marketdataforecast.com/market-reports/europe-smoothies-market>

## Figure 2 - The Grocer: UK Trends Juice and Smoothie Market (March 2019)

Juice sales have been distinctly underwhelming of late. But there is some good news on the horizon. Younger consumers are buying into juices, while vegetable blends could represent fresh opportunities for growth among certain demographics, our poll of over 1,000 consumers with Kantar's Research Express service reveals.

### 1. Over half of young people drink juice at least once a day.



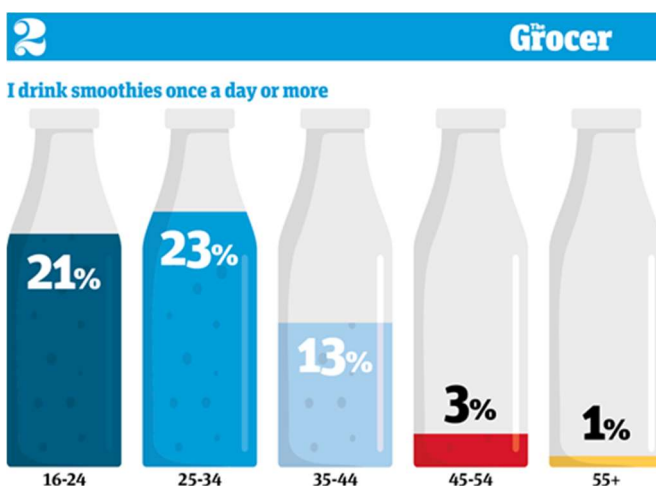
Younger consumers are buying into the juices market.

Overall, 36% of respondents to our research said they drank juices at least daily. Among 16 to 24-year-olds, that figure rose to a significant 54%. That includes 18% who will drink it more than once a day.

A whopping 23% of over-55s said they never drank juice, that figure was as low as 4% among 16 to 24-year-olds.

If juice continues to attract more younger consumers, it could be in for some healthy growth ahead.

### 2. Young people are also the most frequent consumers of smoothies.



Source: Kantar survey of 1,233 respondents, March 2019

This bias towards younger generations was equally present in smoothies.

Over a fifth of 16 to 24-year-olds drink smoothies at least once a day – a habit only replicated by 1% of over-65s.

There is a reason behind this disparity. “We would expect to see higher percentages of young people drinking juices and smoothies because they’re the most adventurous in their drink choices. They consume a wider variety of drinks throughout the day, from sparkling waters to soft drinks. Older generations tend to be less adventurous and are “more likely to

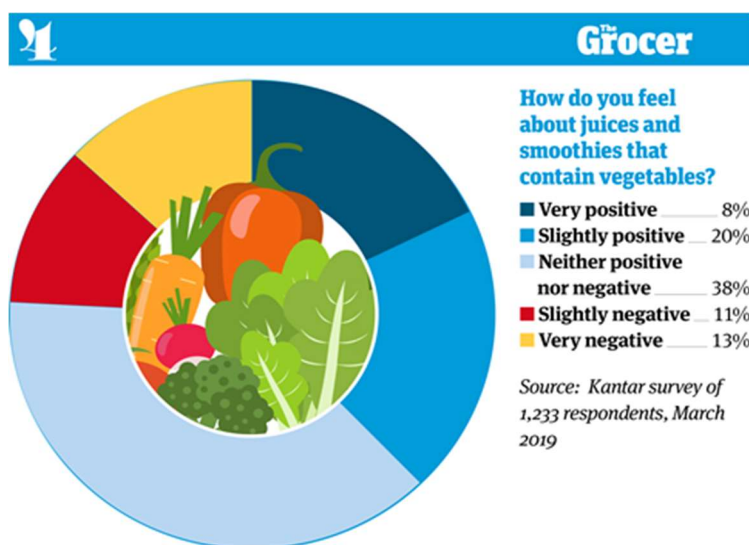
stick to what they know”.

### 3. But brands are struggling against own label sales.

Branded juices and smoothies are struggling. Their sales fell 2.2% in value last year, as more and more shoppers switch to own label. That's partly down to the rising price difference between branded and own label juices and smoothies, which hit 72p per litre last year [Kantar 52 w/e 4 November 2018]. There is also increasing competition from the retailers, which are bringing out their own premium blends.

Savésé CEO Paul Gurnell warned of the tough branded environment in February. "We're seeing shoppers switch from premium brands like Tropicana into own label products, namely due to price premiums and the rising quality of own label juices and smoothies," he said. "That means brands really need to add value to the market if they're going to get shelf space."

#### 4. Branded experimentation with vegetable juices could pay off.



For that added value, brands could do worse than turn to vegetable-based blends.

Amid all the concerns about the sugar content of fruit juice, these less sugary options hold an appeal.

Almost 8% of respondents to our poll said they felt very positive about juices and smoothies containing vegetables, with a further 20% feeling slightly positive.

Those who have taken the plunge into vegetables are reporting positive

results. Cawston Press says its beetroot juice has remained popular since it launched five years ago, and organic drinks brand Plenish states its bestseller is Fuel, an entirely vegetable-based juice. Plenish founder Kara Rosen tells *The Grocer*. "People want less sugar, which is leading them towards more savoury flavours."

Social media is proving crucial in supporting these trends. Having seen the likes of Kylie Jenner and Gwyneth Paltrow enthusiastic about celery juice, nearly four in 10 Londoners say they would be very willing to give it a try.

Other parts of the country are less convinced. The north west is the most sceptical with only 15% of consumers very willing to try celery juice, closely followed by Scotland with just 16%.

The drink also appeals more to the younger generation, which is more likely to have seen social media buzz about celery juice (there are more than 120k Instagram posts using #celeryjuice). A whopping 34% of 25 to 34-year-olds said they would be very willing to try the blend.

Source: <https://www.thegrocer.co.uk/trend-reports/veggie-blends-cleanses-and-the-generation-gap-10-charts-explaining-uk-attitudes-to-juices/592429.article>

**Figure 3 - Extraordinary Directors Meeting: Agenda and Minutes**

<b>Extraordinary Directors Meeting</b>			
<b>Agenda</b>			
1. Overview of the opportunity to supply one of the 'Big Four' supermarkets. 2. Raise any concerns or positive aspects of the potential order. 3. Decision – should we go for it?			
<b>Minutes</b>			
Chair: Andrea Abel (AA) Present: Dan Abel (DA), Leo James (LJ), Pramod Shah (PS), Neil Ross (NR), Márcia Alves (MA)			
<b>Agenda Item</b>	<b>Discussion/Action Points</b>	<b>By Whom</b>	<b>By When</b>
	Approaches from a major national supermarket to supply it with the following smoothie flavours daily, in one litre bottles: 100,000 Eaton Messy 40,000 Raspberry Ripple 40,000 Carrot Cake	All	TBC
1	An overview of a new opportunity (highlighted above) to supply a major national supermarket was provided by AA.		
2	<p><b>AA</b> is very keen to take this order on because it is potentially transformative for the business and has invited directors to express their views:</p> <ul style="list-style-type: none"> <li>- <b>NR</b>: doesn't think enough staff can be trained in time. Worries this contract could bankrupt the company.</li> <li>- <b>MA</b>: worried they might be over committing themselves financially and is not convinced they have the capacity or capability to deliver.</li> <li>- <b>LJ</b>: concerned existing customers who have supported them from the beginning may be left out because supermarkets take all the stock. But would love the business to be able to take on the big order.</li> <li>- <b>DA</b>: concerned it may mean the whole production would go to just one customer which is risky. But thinks an order like this is vital to future survival and growth of the business. May need to consider future capacity issues, not just now.</li> <li>- <b>PS</b>: doesn't think the current production line could cope with the volume as it is not fully automated. Also raises the following issues:               <ul style="list-style-type: none"> <li>• Operatives cannot produce drinks 100% of the time. Every time a product run flavour is changed over, it takes three operatives 1.5 hours downtime to clean and sterilise the full production line.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>• Downtime happens daily because of the organic nature of their supplies. Each crop is delivered as it reaches peak condition and processed immediately.</li> <li>• After a crop is processed, the line needs cleaning again before the next product can be made with a different crop. Full cleaning and sterilising are also done at the end of each day.</li> <li>• Not every process is automated. Several processes are done by hand because the machines were too expensive to buy when starting up.</li> </ul>		
3	<p>Decision – should we go for it?</p> <p><b>MA:</b> states the senior management team cannot possibly make a decision until a full costing and capacity activity is carried out.</p> <p><b>DA:</b> wants to approach with caution. Suggests an external business improvement review to support the data and information gathering to identify options and risks before making a decision. All agreed with this.</p>		

**Figure 4 – Organisation Chart**



**Figure 5 – Supplier Appraisal Checklist**

<b>Criteria</b>	<b>% Ranking</b>
Capacity	25%
Costs	20%
Quality (taste tests)	18%
Environmental/Sustainability	18%
Delivery Schedule	11%
Risk Management	4%
Competence (industry accreditations)	4%
	100%

**Figure 6 – Sales Performance, Forecast and Variable Costs**

**Sales History**

<b>Sales Outlets</b>	<b>Sector Type</b>	<b>Unit Purchase Price</b>	<b>Year 1 Units Sold</b>	<b>Year 1 Sales £</b>	<b>Year 2 Units Sold</b>	<b>Year 2 Sales £</b>
Farmer's Markets	Retail	£4.00	16,448	£65,792	20,560	£82,240
E-Commerce shop	Retail	£3.55	14,560	£51,688	29,616	£105,137
Organic Cafes	Wholesale	£3.00	0	£0	9,824	£29,472
Specialist Delis	Wholesale	£3.00	0	£0	10,448	£31,344
Wholesale Distributors	Wholesale	£2.70	0	£0	0	£0
<b>Total Units Sold/Sales £</b>			31,008	£117,480	70,448	£248,193

**Business to consumer sales are at retail price (Farmer's Market and E-commerce Shop)**  
**Business to business sales are at wholesale price (Organic Cafes and Specialist Delis)**

<b>Sales Outlets</b>	<b>Sector Type</b>	<b>Unit Purchase Price</b>	<b>Year 3 Units Sold</b>	<b>Year 3 Sales £</b>	<b>Current Year 4 Units Sold</b>	<b>Current Year 4 Sales £</b>
Farmer's Markets	Retail	£4.00	25,696	£102,784	27,600	£110,400
E-Commerce shop	Retail	£3.55	61,680	£218,964	124,992	£443,722
Organic Cafes	Wholesale	£3.00	17,360	£52,080	23,040	£69,120



Specialist Delis	Wholesale	£3.00	13,056	£39,168	15,360	£46,080
Wholesale Distributors	Wholesale	£2.70	5,774,848	£15,592,090	6,416,432	£17,324,366
<b>Total Units Sold/Sales £</b>			5,892,640	£16,005,086	6,607,424	£17,993,688

#### Sales Forecast Year 5 (Without Supermarket order)

Sales Outlets	Sector Type	Unit Purchase Price	Year 5 Forecast Unit Sales	Year 5 Forecast Unit Sales £
Farmer's Markets	Retail	£4.00	29,984	£119,936
E-Commerce Shop	Retail	£3.55	250,008	£887,528
Organic Cafes	Wholesale	£3.00	39,456	£118,368
Specialist Delis	Wholesale	£3.00	16,128	£48,384
Wholesale Distributors	Wholesale	£2.70	7,378,896	£19,923,019
<b>Total Units Sold/Sales £</b>			7,714,472	£21,097,235

## **Figure 7 – Capacity**

### **Staffing**

The factory is open 48 weeks of the year.

Factory operating hours are 8am - 4pm Monday - Friday.

After breaks, a full working day is 7 hours.

Five Operatives are employed and paid the (outside London) Real Living Wage level hourly rate.

The Team Leader is paid £1 per hour more than Operatives.

### **Variable Unit Costs (per 1 litre bottle)**

Raw materials: organic fruit/veg average 42p.

Labour costs: 25p

Plastic bottles: 37p each

Delivery - Cardboard cartons (holds 16 bottles): £1.47 each.

Delivery - Supermarket option: Pallet and clear plastic wrapping, 5000 units at 20p per unit.

### **Crop Yields**

Each crop used in smoothie production yields approximately 6804 Kilograms of fruit or vegetable per acre of land.

Supplies are ordered by the kilogram and based on expected and target sales levels.

Each smoothie requires 0.141748 Kilograms of fruit per unit.

Wholesale UK price for fruit averages at £2.92 per Kilogram

## Figure 8 – Product Range

### Smoothies:

**Eaton Messy:** strawberries, banana, apple, unsweetened almond milk, aquafaba. (Award winning)

**Carrot Cake:** carrot, apple, unsweetened almond milk, walnuts, chia seeds, cinnamon, nutmeg.

**Raspberry Ripple:** raspberry, rhubarb, apples, bananas, vanilla. (Award winning)

**Black Forest Cake Shake:** cherries, spinach, unsweetened almond milk, cocoa nibs, almond extract.

**Coconut Shy Chai:** carrot, unsweetened coconut milk, shredded coconut, chia seeds, vanilla extract, cinnamon.

## Figure 9 – Production Line Automation Considerations

### (a) Current processes - current capacity 50,000 units per day

#### Smoothie Production Line Process

Action	Process	Action	Process	Action	Process	Action	Process	Action	Process
Fruit sorting	By Hand	Fruit Washing	Automatic	Fruit-blender filling	By hand	Smoothie liquids feed	Automatic	Smoothie blending	Automatic
2 operatives		0 operatives		1 operative		0 operatives		0 operatives	

#### Smoothie Production: Packing Line

Action	Process	Action	Process	Action	Process
Bottle Filling	By hand	Bottle Capping	By hand	Case packing	By hand
1 operative		1 operative			

### (b) Costs - Upgrading and automating the existing production line to increase capacity to 100,000 units per day

#### Smoothie Production Line – Automation

Action	Cost to Buy	Action	Purchase price	Action	Cost to Buy	Action	Purchase price	Action	Purchase price
Fruit sorting	£2,400	Fruit Washing	Already in situ	Fruit-blender filling	£33,000	Smoothie liquids feed	Already in situ	Smoothie blending	Already in situ
1 operative loading/checking				1 operative loading/checking					

#### Smoothie Production: Packing Line - Machine Automation updating costs

Action	Cost to Buy	Action	Cost to Buy
Bottling & Capping Machine	£13,000	Case Packing System	£18,500
1 operative loading bottles, caps and labels		1 operative loading cases and labels	

### (c) Costs - Installing a new production line - Fully Automated

Details -

- Start to finish, fully automated smoothie production and packing.
- Maximum number of operatives x3.
- Maximum output 200,000 units daily.

Total Cost (fully installed): £64,500

## Task 1 – Information Review and Data Analysis

Candidates have been asked to support the CEOs of Vegasonix in determining how they can take advantage of the opportunity of servicing the supermarket contract.

The purpose of this task is for the candidate to review all the available background information in order to identify what other data may be needed to enable them to draw conclusions and offer options to joint CEOs Dan and Andrea Abel. This information will then be used to support the development of a data analysis plan in order to show the next steps needed to respond to the brief.

Candidates must:

- Use a range of research, analytical and statistical tools and techniques to review and analyse:
  - The opportunities for the business to grow.
  - Organisational information and the areas where additional research may be needed.Candidates should produce a short-written summary that outlines the key outcomes of their review and analysis.
- Using the outcome of their review and analysis, candidates must prepare a data analysis plan to help them complete this business improvement project.

Candidates may use the Internet, as well as the information provided in the assignment brief, for this task.

### Resources:

- Assignment Brief
- Internal information sources (Figure 1 – Figure 9)
- Internet

### Conditions of assessment:

- The maximum time allocated for this task is 4 hours
- Candidates must carry out the task on their own, under controlled conditions.

### What must be produced for marking that marks will be awarded for:

- Written summary of review and analysis
- Data Analysis Plan

### Additional evidence of candidate performance that must be captured for marking that will get marks awarded for:

- Any notes produced of research undertaken including citation of sources

## Task 2 – Stakeholder Mapping, Engagement and Communication

The purpose of this task is for the candidate analyse the potential impact on stakeholders if the organisation services the new supermarket contract.

Candidates must:

- Create a stakeholder map to include internal and external stakeholders.
- Write a summary of the potential impacts that may be experienced by different stakeholders if Vegasonix proceed with servicing the new supermarket contract.
- Create a stakeholder communication plan showing how they will consult stakeholders in response to any impacts, along with any potential improvements and changes that may arise from Vegasonix servicing the new supermarket contract.

### Resources:

- Assignment Brief
- Organisation Chart (Figure 4)
- Supplier Appraisal Checklist (Figure 5)
- Capacity (Figure 7)
- Product Range (Figure 8)

### Conditions of assessment:

- The maximum time allocated for this task is 4 hours
- Candidates must carry out the task on their own, under controlled conditions

### What must be produced for marking that marks will be awarded for:

- Stakeholder map
- Written summary of potential impacts to stakeholders
- Stakeholder communication plan

## Task 3 – Feasibility Review

The purpose of this task is for the candidate to analyse the production capacity of the organisation in order to consider whether the supermarket order is feasible for the business.

Candidates must:

- Using the unit sales levels for the current year, calculate the current daily average production levels and review the current staff capacity.
- Calculate the cost of upgrading and automating the existing production line.
- Compare the costs of installing a new production line in comparison with upgrading the existing production line to inform decision making.
- Write a factual statement to the CEOs summarising the results of the candidate's statistical analyses. Candidates are **not** being asked for options or recommendations at this stage.

### Resources:

- Assignment Brief
- Sales Performance and Forecast (Figure 6)
- Capacity (Figure 7)
- Production Line Automation Considerations (Figure 9)

### Conditions of assessment:

- The maximum time allocated for this task is 6 hours
- Candidates must carry out the task on their own, under controlled conditions

### What must be produced for marking that marks will be awarded for:

- Demonstration of calculations, costings and statistical analyses using appropriate tools.
- Statement summarising statistical analyses to CEOs Dan and Andrea Abel.

## Task 4 – Resistance Management

The purpose of this task is for the candidate to recognise what do to when presented with resistance to change during the research of an improvement project.

Candidates are informed that the views of the Directors on supplying the supermarket order generally align with the comments recorded in the Extraordinary Directors meeting minutes. However, HR Director Neil has disclosed that he really does not want the supermarket order to go ahead. He believes it creates too many changes, too quickly especially for his department. He tries to influence the candidate to specifically tailor their final report to agree with him.

Candidates must:

- Produce a written report to escalate Neil's disclosure of resistance to the CEOs.

This should include:

- an analysis of Neil's resistance to the supermarket order
- the potential impacts of Neil's resistance
- the proposed solutions to overcome Neil's objection.

### Resources:

- Assignment Brief
- Extraordinary Directors Meeting Minutes – Figure 3

### Conditions of assessment:

- The maximum time allocated for this task is 4 hours
- Candidates must carry out the task on their own, under controlled conditions

### What must be produced for marking that marks will be awarded for:

- Written report



## Task 5 – Business Improvement Proposal and Project Plan

The purpose of this task is for the candidate to prepare a comprehensive Business Improvement Proposal to enable CEOs Dan and Andrea to create a full implementation plan.

Candidates must:

- Produce a Business Improvement Proposal showing their research findings and recommend potential options for servicing the supermarket contract including:
  - Any suggested changes to the organisation structure and functional departments.
  - Capacity of the organisation and a quantified analysis of what it may need to do.
  - Justified recommendations on which of the potential options they should select.
  - How stakeholders will be supported.
  - How key performance indicators will be used to support the implementation of the proposal.
- Create an appropriate project delivery plan demonstrating how their recommended option could be delivered within the business. They must consider how the plan will be managed and monitored.
- Using appropriate presentation software, develop a presentation that compares the pros and cons of **two** different change management models that could be used to implement their proposal. Candidates should recommend which they think would be most appropriate for this project.
- Present their findings on the different change management models to the CEOs. The tutor will take on the role of one of the CEOs, and the candidate will present their findings to them. Candidates will have 15 minutes to deliver your presentation. This will be video recorded so that it can be submitted for marking.

### Resources:

- Assignment Brief
- Evidence of research and analyses from previous tasks
- Any evidence from Figures 1 - 9

### Conditions of assessment:

- The maximum time allocated for this task is 10 hours, including a maximum 15-minute presentation
- Candidates must carry out the task on their own, under controlled conditions
- You will be required to take on the role of one of the CEOs of Vegasonix.

### What must be produced for marking that marks will be awarded for:

- Business Improvement Proposal
- Project delivery plan
- Presentation deck with comparison of two different change management models
- Video recording of presentation



## Task 6 – Risk register

The purpose of this task is for the candidate to set out the potential risks and mitigations the CEOs will need to consider in order to implement, maintain and monitor the recommendations proposed in the Business Improvement Proposal.

Candidates must:

- Carry out a risk assessment exercise for the recommendations proposed in the Business Improvement Proposal.
- Create a risk register that
  - identifies and quantifies potential risks to all the recommendations in the Business Improvement Proposal
  - Sets out a range of solutions to mitigate against each risk identified in the risk register

### Resources:

- Assignment Brief
- Access to Business Improvement Proposal and Project Delivery Plan (Task 5)

### Conditions of assessment:

- The maximum time allocated for this task is 4 hours
- Candidates must carry out the task on their own, under controlled conditions

### What must be produced for marking that marks will be awarded for:

- Risk assessment documents
- Risk register that identifies and quantifies potential risks, and provides mitigations to each risk

## 4. Task Guidance

### General task guidance

The following guidance has been provided to tutors to support the administration of this assessment. Please read **ALL** information carefully before the assessment.

Ensure you have read the following guidance before you administer this assessment to candidates:

- T level technical qualifications – marking
- T level technical qualifications – teaching, learning and assessment
- Technical qualification guides on marking and moderation
- Mark grids (Section 6)
- Feedback guidance for assessors

### Time

The following timings show the **maximum** time allocated for each task. These timings **must not** be exceeded.

The set time allocated for the completion of the tasks and production of evidence for this assessment is 32 hours. Allocated timings for completion of specific tasks are outlined below:

- Task 1 – Information Review and Data Analysis (4 hours)
- Task 2 – Stakeholder Mapping, Engagement and Communication Planning (4 hours)
- Task 3 – Feasibility Review (6 hours)
- Task 4 – Resistance Management (4 hours)
- Task 5 – Business Improvement Proposal and Project Plan (10 hours)
- Task 6 – Risk Register (4 hours)

Candidates are allocated 30 minutes of formal reading time before they start Task 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 specification content.

To aid deliverability and manageability of assessment, assessment time for each task can be timetabled over consecutive days i.e., over more than one session.

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.

## Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

The candidate should have a range of the following to select and carry out each task:

- Word Processing and Presentation Software
- Spreadsheet with graphical analysis capability
- Scientific calculator

## Task specific guidance

The tasks in this assessment are expected to be carried out in a classroom-based setting, under supervised conditions as per each assessment task. Where additional set-up is required from the tutor, this is detailed below:

### Task 5 – Business Improvement Proposal

- The timing for this task is set at 10 hours.
- To aid deliverability and manageability of this assessment, assessment time for each task can be timetabled over consecutive days i.e., over more than one session.
- The presentation is a maximum of 15 minutes delivered by the candidate to their tutor. The tutor will take on the role of one of the CEOs.
- The presentation must be video recorded for external marking. Video recordings of the presentation must be in an appropriate format with audible sound levels, well-lit etc. It should be clear from supporting video evidence which candidate it is attributed to, e.g. by the candidate stating their name during the introduction or the video file name including the name and candidate number.
- Candidates' presentations should be scheduled and timed to 15 minutes.
- 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 evidence submission (be it physical i.e., report, or ephemeral i.e., presentation).

## Overview of task requirements

Conditions	Task					
	1	2	3	4	5	6
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.

## 5. Centre guidance

Guidance provided in this document supports the administration of this project.

The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- ***T level technical qualifications – marking***
- ***T level technical qualifications – teaching, learning and assessment***

This assessment is designed to require the candidate to make use of their knowledge, understanding and the practical skills they have built up over the course of their learning to tackle tasks/problems/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, tools, equipment, materials and approaches to take, to complete the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the assessment.

Candidates should be made aware during learning what the performance outcomes are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification, so they are in a position to complete the assignment successfully.

### Compliance with timings

Due to the nature of this assessment, the maximum time allowances provided must be adhered to. They refer directly to assessment time the centre needs to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment 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.

## 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).

## Video and photograph evidence in T Level Technical qualifications

The assessment materials for each assignment identify the minimum candidate and **tutor** evidence requirements to support marking. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and assessor notes alone) plays a significant part of the practical assessment, City & Guilds will prescribe the type/capture where the use of video is necessary for practical assessment components (e.g. specifying exactly which elements of the practical must be videoed, or photographed), and any technical specifications for these forms of evidence e.g. length of videos, maximum file sizes etc will also be supplied. Photographic and video evidence will be submitted along with the written candidate evidence and tutor evidence (PO forms) as described in the additional evidence section of the task

If this is the case then the video evidence must meet these 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*, tutors 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.
- The qualitative written evidence provided by tutors must:
  - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission.

Please note that where video evidence is unclear, or does not meet these minimum requirements, markers will disregard it.



## Minimum evidence requirements for marking

The sections in the assignment:

- ***What you must produce for marking***, and
- ***Additional evidence of your performance that must be captured for marking***

These list the minimum requirements of evidence to be submitted to City & Guilds for external marking.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking 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 platforms during assessment is the centre's responsibility.

*Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during external marking more efficient and will greatly simplify the uploading of the required evidence for external marking.*

Where the minimum requirements have not been submitted for external marking by the final submission deadline, or the quality of evidence is insufficient to make a judgement, the marking, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted.

**Where this is insufficient to provide a mark on marking, a mark of zero must be given.**

## Preparation of candidates

Candidates should be aware of which aspects of their performance 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. Although candidates will not have access to the marking grids during the assessment, candidates should be made aware of what they need to do to achieve a pass or distinction by referring to and being formatively assessed against grade descriptors as part of their formal learning programme.

During the learning programme, direct tutor instruction in how to approach 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. Refer to the ***T Level Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

## Guidance on assessment conditions

The assessment conditions that are in place for this assignment are to:

- ensure the rigour 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.

The conditions outlined below relate to this assignment. These 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 assignment 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 in the practical tasks. 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.

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 e.g., at marking, 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 assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade, see the 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

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified e.g. if file naming is an assessment point for the assignment). Guidance must only support access to the assignment brief 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 performance outcome 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***

- A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF for consideration as part of external marking.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs to be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. 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 **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 but can be provided to candidates either electronically or as paper based.

**All** specific prompts and details of the nature of any further guidance must be recorded on the relevant recording form and submitted for external marking.

## 6. Marking guidance

This occupational specialism is externally marked by City & Guilds. The marking grids provided here indicate how different levels of performance will be differentiated from across the different performance outcomes.

The format of the marking grids will remain the same for all occurrences of the assessment, with the number of total marks per Performance Outcome and the marking band descriptors remaining static. The marking band descriptors have been written in a way that reflects a general standard of performance. The indicative content section has been written so that it is specific to the tasks within the version of the assessment and will thus change over every assessment version.

### Guidance on marking

Please refer to the *T Level Technical qualifications – marking* centre guidance document for further information on gathering evidence suitable for external marking, and on using the marking grid and forms.

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
- Any rough notes bringing together relevant evidence from across tasks where tutor observation or involvement is required during the assessment period

## Marking grids

There is a marking grid for each performance outcome that must be assessed as part of this occupational specialism assessment.

### Performance outcome - Acquire and protect data to support the improvement process.

<p>Note: where there is insufficient evidence to award a mark, a zero mark may be given</p>	<p><b>Band 1 descriptor</b></p>	<p><b>Band 2 descriptor</b></p>	<p><b>Band 3 descriptor</b></p>	<p><b>Total marks per PO</b></p>
<p><b>Marks per band</b></p>	<p><b>1 – 3</b></p>	<p><b>4 – 6</b></p>	<p><b>7 - 9</b></p>	<p><b>9</b></p>
<p><b>Indicative content</b></p>	<p><b>As part of the information review and data analysis task students may:</b></p> <ul style="list-style-type: none"> <li>• Use the range of background resources to identify, extract and interrogate the information provided in response to the task brief</li> <li>• Use a range of additional sources to capture additional data that builds on or supports the resources provided</li> <li>• Use a range of research, analytical and statistical tools and techniques to synthesise data sources to obtain information in response to the brief</li> <li>• Use a range of techniques to validate data in response to information acquired in relation to the task brief. Expected criteria include consideration of:             <ul style="list-style-type: none"> <li>- the sufficiency of information sourced</li> <li>- the accuracy of information sourced</li> <li>- the relevance of information sourced in relation to the task brief</li> <li>- the overall validity of the information sourced in relation to the task brief</li> </ul> </li> <li>• Develop a data analysis plan. Expected criteria of the plan may include,             <ul style="list-style-type: none"> <li>- Use of data sourced to identify next steps required</li> <li>- Use of the outcomes of information reviews to consolidate plans</li> <li>- Identifies relevant steps, times and actions for data acquisition, collation, analysis and interpretation identified</li> </ul> </li> </ul>			

**As part of the feasibility review task, students may:**

- Interrogate the background information to review current staff capacity
- Interrogate the background information to review current production levels
- Calculations for staff capacity:

**Current Staff Capacity**

5 x 7 = 35 productive hours per day.

35 hours per day x 240 days = 8,400 productive hours per year.

- Calculations for production levels:

**Current production capacity**

(48 weeks x 5 days per week = 240 working days)

(240 days x 50,000 units = 12 million units per year.)

**Current Daily Average Production Level**

Sold 6,607,424 units in total for Year 4.

(6,607,424 units / 12 million) x 100 = 55% of capacity.

6,607,424 units / 50,000 = 132 days productivity

6,607,434 / 240 = 27,530 units produced on average each day

**Cost of upgrading and automating:**

(£2,400+ £33,000+£13,000+ £18,500) = £66,900.

**Comparing costs of installing new line:**

Upgrade existing £66,900- cost of new £64,500= £2400 savings

Some **basic** evidence of the selection and use of a **limited** range of research, analytical and statistical tools and techniques to acquire data. The methods to acquire data show **limited** effectiveness in obtaining information in response to the task brief.

A **good** level of evidence of the selection and use of a **good** range of research, analytical and statistical tools to acquire data. The methods to acquire data show a **good** level of effectiveness in obtaining information in response to the task brief,

An **excellent** level of evidence of the selection and use of an **excellent** range of research, analytical and statistical tools to acquire data. The methods used to acquire data shows an **excellent** level of effectiveness in obtaining information in response to

		<p>A <b>limited</b> attempt is made to interrogate resources to extract data to support the task brief. There is a <b>basic</b> attempt to identify required data.</p> <p>Supporting documentation is developed with a <b>limited</b> level of detail. Information is presented in <b>basic</b> detail, with <b>limited</b> links that reflect how the information has been used to support a response to the brief. There is <b>limited</b> supporting evidence or justification provided.</p>	<p>with <b>some</b> attempt made to synthesise information.</p> <p>A <b>good</b> attempt is made to interrogate resources to extract data to support the task brief. A <b>good</b> attempt is made to identify required data, including any gaps or areas for further investigation.</p> <p>Supporting documentation is developed with a <b>good</b> level of detail. Information has been presented with <b>some</b> links to how the information has been used to respond to the brief, supported by a good level of evidence and supporting justifications.</p>	<p>the task brief. There is an <b>excellent</b> attempt to meaningfully synthesise the information acquired.</p> <p>An <b>excellent</b> attempt is made to interrogate resources to extract data to support the task brief. An <b>excellent</b> attempt shows the identification of required data to respond to the task brief, effectively identifying any further information required and confirming how this will be obtained.</p> <p>Supporting documentation is developed with an <b>excellent</b> level of detail. Information is presented with fully developed links that fully justify and rationalise how the information has been used to respond to the brief.</p>	
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**Guidance for markers**

Evidence from Tasks 1 and 3 should be used to assess performance against this performance outcome



**Performance outcome – Analyse data to identify opportunities for improvement.**

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	Total marks per PO
<b>Marks per band</b>	<b>1 – 3</b>	<b>4 – 6</b>	<b>7 – 9</b>	<b>10 – 12</b>	<b>13 – 15</b>	<b>15</b>
<b>Indicative content</b>	<p><b>As part of the information review and data analysis task students may:</b></p> <ul style="list-style-type: none"> <li>• Review and analyse provided information and that from different sources, in order to develop ideas and draw conclusions. Expected criteria may include how to               <ul style="list-style-type: none"> <li>- Reflect on the opportunity of servicing the supermarket contract in light of existing capabilities</li> <li>- Identify the different benefits and potential risks of servicing the supermarket contract</li> </ul> </li> <li>• Use the data analysis plan to review different information within the context of the brief and the opportunity. Expected criteria may include:               <ul style="list-style-type: none"> <li>- Sequencing of information into a logical order to support the development of an improvement process</li> <li>- Linking tasks and actions in order to develop the process further</li> </ul> </li> </ul> <p><b>As part of the feasibility review task, students may:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate statistical techniques to analyse different opportunities for servicing the supermarket contract. E.g., use of productivity and performance data.</li> <li>• Use the results of statistical analysis to accurately compare and make conclusions about the data presented</li> <li>• Develop a written response in order to summarise results of statistical analyses</li> <li>• Use a range of processes and methods to prepare, analyse and present data</li> </ul> <p><b>As part of the business improvement proposal task, students may:</b></p> <ul style="list-style-type: none"> <li>• Use the outcomes of analysis to inform proposals and plans. Expected criteria within the proposal may include               <ul style="list-style-type: none"> <li>- An informed proposal that builds upon all research, review and analysis undertaken</li> <li>- Direct links displayed between options presented to fulfil the supermarket contract and the outcome of research and analysis</li> <li>- Justified recommendations for options to fulfil the supermarket contract, with reasoning presented that reflects and evidence research and analysis undertaken</li> </ul> </li> </ul>					

	<p>There is a <b>basic</b> attempt to analyse and review data using a <b>limited</b> range of research, analytical and statistical tools.</p> <p>The level of review of data and information in relation to the brief is <b>limited</b>. Rationales provided within the analysis are <b>limited</b>, showing little justification for the ideas presented.</p> <p>There is <b>limited</b> evidence of the use of statistical analysis. The use of data is used with some <b>basic</b> conclusions drawn on how statistical analysis supports ideas presented, but with inaccuracies in interpretation or calculation evident.</p> <p>Supporting documentation is developed with a <b>limited</b> level of</p>	<p>There is a <b>moderate</b> attempt to analyse and review data using a range of research, analytical and statistical tools. The attempt shows <b>some</b> effectiveness at responding to the task brief.</p> <p>A <b>moderate</b> level of review of data and information is provided with <b>some</b> considerations presented in response to the task brief. Rationales provided show a <b>moderate</b> level of justification for the ideas presented, but without evidence of how other ideas or approaches have been considered.</p> <p>A <b>moderate</b> use of statistical analysis is used to support conclusions drawn. Evidence is provided that shows how statistical analysis undertaken has been used to inform conclusions drawn. Interpretations and</p>	<p>There is a <b>good</b> attempt to analyse and review data using a range of research, analytical and statistical tools. The attempt shows a <b>good</b> level of effectiveness at responding to the task brief.</p> <p>A <b>good</b> level of review of data and information is provided with a <b>good</b> range of considerations presented in response to the task brief. Rationales provided show a <b>good</b> level of justification for the ideas presented, with some evidence presented on other ideas and approaches being considered.</p> <p>A <b>good</b> use of statistical analysis is used to provide evidence that support conclusions drawn. Conclusions, interpretations and calculations show accuracy and are effective in response to the brief.</p> <p>Supporting documentation is developed with a <b>good</b> level of detail.</p>	<p>There is a <b>very good</b> attempt to analyse and review data using a range of research, analytical and statistical tools. The attempt shows a <b>very good</b> level of effectiveness at responding to the task brief, with conclusions drawn between the information analysed and the brief.</p> <p>A <b>very good</b> level of review of data and information is provided with a <b>very good</b> range of considerations presented in response to the task brief. Rationales provided show a <b>very good</b> level of justification for the ideas presented, with evidence presented on how other ideas and approaches have been considered and discounted.</p> <p>A <b>very good</b> use of statistical analysis is used to provide evidence that support conclusions drawn. Conclusions,</p>	<p>A <b>comprehensive</b> level of evidence is presented that shows how a wide range of selection and use of a wide range of research, analytical and statistical tools to effectively analyse and review data. The selection of tools and techniques is used to fully maximise the effectiveness of information analysed to support an <b>excellent</b> response to the brief, with succinct conclusions drawn between the information analysed and the brief.</p> <p>An <b>excellent</b> review of data and information is provided with a comprehensive range of considerations presented that fully respond to the task brief. Rationales provide an <b>excellent</b> level of justifications in support for the ideas presented, with strong and compelling evidence of alternative ideas and approaches having been</p>	

	<p>detail. Information is presented in <b>basic</b> detail, with <b>limited</b> links to show how analysed information has been used to support a response to the brief.</p>	<p>calculations are <b>mostly</b> accurate.</p> <p>Supporting documentation is developed with a <b>moderate</b> level of detail. Information is presented with <b>some</b> links to show how analysed information has been used to respond to the brief, supported by <b>some</b> brief justifications.</p>	<p>Information is presented with links to show how analysed information has been used to respond to the brief, supported by a <b>good</b> level of justification.</p>	<p>interpretations and calculations show effectiveness in response to the brief, with justifications provided to support the approach.</p> <p>Supporting documentation is developed with a <b>very good</b> level of detail. Information has been presented with detailed links that show how analysed information has been used to respond to the brief, supported by a <b>very good</b> level of supporting justifications and attempt to rationalise.</p>	<p>considered and reasons for being discounted.</p> <p>There is a <b>comprehensive</b> use of statistical analysis, with evidence presented of how statistical data has been used to support ideas and to develop conclusions, with an <b>excellent</b> justification provided for the process undertaken. Interpretations are drawn with accuracy, and calculations show precision.</p> <p>Supporting documentation is developed with a <b>comprehensive</b> level of detail. Information has been presented with fully justified and rationalised links that provide an <b>excellent</b> response to how the information has been used to respond to the brief.</p>	
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**Guidance for markers**

Evidence from Task 1, Task 3 and Task 5 should be used to assess performance against this performance outcome.

## Performance outcome – Engage stakeholders in discussions on business processes and improvement.

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	Total marks per PO
Marks per band	1 - 3	4 - 6	7 – 9	10 - 12	12
Indicative content	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the stakeholder mapping, engagement and communication task, students may:</b></p> <ul style="list-style-type: none"> <li>• Develop a stakeholder map. Expected criteria includes               <ul style="list-style-type: none"> <li>- identifies the range of stakeholders who may be considered as part of the change process, to include both internal and external stakeholders (e.g., customers, suppliers, internal staff)</li> <li>- determine the significance of different stakeholder relationships</li> <li>- identifies linkages between their level of influence and impact on the proposed change, and how these influences vary internally and externally</li> </ul> </li> <li>• Consider the potential impacts of different stakeholders if servicing the new supermarket contract. Expected criteria may consider e.g.               <ul style="list-style-type: none"> <li>- An increase in demand for the products, so how this impacts all parts of the supply chain (suppliers of ingredients, delivery methods)</li> <li>- The demands and type of workload for the current team, and the requirement for different tasks/activities to be undertaken</li> </ul> </li> <li>• Develop a stakeholder communication plan, that               <ul style="list-style-type: none"> <li>- Identifies approaches to meet and manage the expectations of stakeholders based on an understanding of their needs and perspectives</li> <li>- Identifies the communication tools and channels to inform stakeholders about change activity (e.g. team meetings, emails, telephone calls)</li> </ul> </li> <li>• Develops a communication plan that is tailored for the purpose of communication and audience. Expected criteria includes:               <ul style="list-style-type: none"> <li>- Type of media, content of messages, timings</li> </ul> </li> </ul> <p><b>As part of the resistance management task, students may:</b></p> <ul style="list-style-type: none"> <li>• Consider how best to respond to the stakeholder resistance presented. Expected criteria includes</li> </ul>				

	<ul style="list-style-type: none"> <li>• reflection of and consideration of the issue, taking into consideration the stakeholder belief that that their perspective is justified (e.g. Neil's belief that the change will be bad for him)</li> <li>• how a meaningful response could be found that balances showing consideration of the resistance and the need to drive a solution</li> <li>• how a solution would be translated in a way that supports and influences the resistant stakeholder to reconsider their objection in a way that is more positive about the proposal</li> </ul> <p><b>As part of the business improvement proposal task, students may:</b></p> <ul style="list-style-type: none"> <li>• Set out the pros and cons of each change management model in order to determine which is the best model to use for this business improvement project, considering how each support different stakeholders</li> <li>• Develop presentation materials that consider the audience of the presentation being delivered in order to justify why the change management model selected is the best one to use in line with the context of the assignment brief</li> </ul>				
	<p>A <b>limited</b> attempt is made to identify a range of stakeholders who will be required to support improvements with a <b>limited</b> level of consideration of how they will be engaged.</p> <p>A <b>limited</b> attempt is made to show how stakeholders will be best supported through change, with <b>limited</b> understanding displayed of how approaches can be adopted to support stakeholders.</p> <p>A <b>limited</b> range of communication methods are considered in response to stakeholder engagement. The methods selected do not always support the intention of the engagement.</p>	<p>A <b>moderate</b> attempt is made to identify a range of stakeholders, including those who will be required to support or who will be impacted by proposed change or improvements, with a <b>moderate</b> level of detail that shows how they will be engaged.</p> <p>A <b>moderate</b> attempt is made to show how stakeholders will be best supported through change, with <b>moderate</b> understanding displayed of how different approaches can be adopted to support stakeholders, with some demonstration of selection of a valid approach for the scenario.</p>	<p>A <b>good</b> attempt is made to identify a range of stakeholders who will be required to support or who will be impacted by proposed change or improvements. A <b>good</b> level of detail is provided on how different stakeholders will be engaged with.</p> <p>A <b>good</b> attempt is made to show how stakeholders will be best supported through change, with <b>good</b> understanding displayed of how different approaches can be adopted to support stakeholders, with demonstration of selection of approaches that will effectively support the scenario.</p> <p>A <b>good</b> range of communication methods</p>	<p>An <b>excellent</b> attempt is made to identify a range of stakeholders who be required to support or will be impacted by proposed change or improvements are identified, with a <b>comprehensive</b> level of detail provided on how they will be engaged with.</p> <p>An <b>excellent</b> attempt is made to show how stakeholders will be best supported through change, with <b>excellent</b> understanding displayed of how different approaches can be adopted to support stakeholders, with demonstration of selection of approaches that will effectively support the scenario, supported by a strong justification.</p>	

	<p>Supporting documentation is developed with a <b>limited</b> level of detail. Information is presented with <b>basic</b> detail on how stakeholder engagement will be responded to, with <b>limited</b> consideration of the brief.</p>	<p>A <b>moderate</b> range of different communication methods are considered in response to stakeholder engagement. The methods selected attempt to provide an effective response to different stakeholder groups, but with some areas of engagement not fully considered or engaged with.</p> <p>Supporting documentation is developed with a <b>moderate</b> level of detail. Information is presented with a <b>moderate</b> level of detail of how stakeholders will be responded to, with clear linkages to the brief, and <b>some</b> justifications evident of approach.</p>	<p>are considered in response to stakeholder engagement. The methods selected provide confidence that they will mostly support an effective level of engagement, with some evidence presented to support the approach.</p> <p>Supporting documentation is developed with a <b>good</b> level of detail. Information is presented with a <b>good</b> level of detail, showing how stakeholders will be responded to, with detailed linkages to the brief and justifications evident to support the approach.</p>	<p>A <b>comprehensive</b> range of communication methods are considered and reviewed in response to stakeholder engagement. The methods selected provide an optimal way to engage with different stakeholder groups, with strong evidence presented that fully justifies the methods selected.</p> <p>Supporting documentation is developed with a <b>comprehensive</b> level of detail. Information is presented with a <b>comprehensive</b> level of detail on how stakeholder engagement will be responded to, with <b>excellent</b> and fully developed linkages to the brief and justifications evident to rationalise approach.</p>	
<p><b>Guidance for markers</b>  Evidence from Task 2, Task 4 and Task 5 should be used to assess performance against this performance outcome.</p>					

**Performance outcome – Identify, propose and plan solutions for improvement.**

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	Total marks per PO
Marks per band	1 - 3	4 - 6	7 – 9	10 - 12	12
Indicative content	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the stakeholder mapping, engagement and communication task, students may:</b></p> <ul style="list-style-type: none"> <li>• Develop plans for engaging with a range of different stakeholders, taking account of the proposed change to be implemented. Expected criteria may include,               <ul style="list-style-type: none"> <li>- Methods/approaches for engaging with stakeholders</li> <li>- How plans are intended to address any impacts of proposed solution</li> </ul> </li> </ul> <p><b>As part of the resistance management task, students may:</b></p> <ul style="list-style-type: none"> <li>• Identify the reasons for resistance, drawing non-judgemental fact-based reasons why resistance has been demonstrated (e.g. fear of change, concern about supporting change with others)</li> <li>• Verify any validity to the resistance posed</li> <li>• Rationalise the reasons for resistance versus the change to be implemented</li> <li>• Develop solutions to overcome the objection (e.g. ways of providing reassurance that change is manageable, outlining how perceived benefits will support the business in the long run).</li> </ul> <p><b>As part of the business improvement proposal task, students may:</b></p> <ul style="list-style-type: none"> <li>• Synthesise information from across the different activities to build-up a justification for a proposal for change</li> <li>• Make recommendations for change or improvements in the context of a defined brief</li> <li>• Use a project delivery plan to develop and outline proposals for how planned change will be introduced. Expected criteria may include:               <ul style="list-style-type: none"> <li>- the tasks to be undertaken</li> <li>- the sequencing of tasks</li> <li>- considerations for the implementation of different tasks</li> </ul> </li> <li>• Use a range of data analysis tools and approaches to prepare and justify proposals</li> </ul>				

	<p><b>As part of the risk register task, students may:</b></p> <ul style="list-style-type: none"> <li>Identify risks associated with the business improvement proposal e.g. risk of staff not buying-into the proposed change, unexpected time delays that mean the solution is not delivered on time</li> <li>Present options for how proposals and plans may be supported through solutions to and mitigation of identified risks, e.g. developing plans to include staff in the process from start-to-finish, supporting them to have a say in how the process will be undertaken</li> </ul>				
	<p>A <b>limited</b> attempt is made to present a proposed change that provides a <b>basic</b> response to the task brief. The proposal provides <b>basic</b> detail on how the plan would be embedded in the organisation, with <b>limited</b> justification provided for ideas presented.</p> <p>The proposal presented makes <b>limited</b> use of data and information, with some <b>basic</b> synthesis of different information articulated through the ideas presented.</p> <p>There is <b>limited</b> consideration of risk as part of considering solutions and improvements, with <b>basic</b> proposals presented on ways to respond to identified risks, with <b>limited</b> detail. There is a <b>limited</b> attempt to identify any resolutions or mitigations.</p> <p>A <b>limited</b> attempt is made to support and engage with stakeholders and any opposing views that they</p>	<p>A <b>moderate</b> attempt is made to provide a proposed change that responds with <b>some</b> effectiveness to the task brief. The proposal provides a <b>moderate</b> level of detail of how the plan would be embedded in the organisation, with <b>clear</b> justifications provided for ideas presented, appropriately backed-up with <b>some</b> supportive evidence.</p> <p>The proposal presented makes <b>moderate</b> use of a range of data and information, with a <b>limited</b> level of synthesis of information articulated through the ideas presented.</p> <p>There is <b>moderate</b> consideration of risk as part of considering solutions and improvements, with proposals presented in <b>moderate</b> detail on ways to respond to identified risk. There is an attempt to identify resolutions or mitigations with <b>minimal</b> effectiveness.</p>	<p>A <b>good</b> attempt is made to provide a proposed change that responds with effectiveness to the task brief. The proposal provides a <b>good</b> level of detail of how the plan would be embedded in the organisation, with <b>strong</b> justification provided for ideas presented, backed-up with supportive evidence.</p> <p>The proposal presented makes <b>good</b> use of a wide range of data and information, with a <b>good</b> level of synthesis of information articulated through the ideas presented.</p> <p>There is <b>good</b> consideration of risk as part of considering solutions and improvements, with clear proposals presented on ways to respond to identified risk. There is an attempt to identify resolutions or mitigations</p>	<p>A <b>comprehensive</b> proposal for change is presented that responds highly effectively to the task brief. The proposal provides a <b>comprehensive</b> level of detail that outlines the ways that the plan would be successfully embedded in the organisation, with <b>excellent</b> justifications provided for ideas presented, validly supported by a range of compelling evidence.</p> <p>The proposal presented makes <b>comprehensive</b> use of available data and information, with an <b>excellent</b> level of synthesis of information articulated through the ideas presented.</p> <p>There is an <b>excellent</b> consideration of risk as part of considering solutions and improvements, with a concise and succinct proposal presented on ways to respond to individual risks. Resolutions and mitigations are clearly evidenced that show a high degree of effectiveness.</p>	



	<p>have as part of the improvement process. A <b>limited</b> attempt is made to present a solution to any opposing views.</p> <p>Supporting documentation is developed with a <b>limited</b> level of detail. Information is presented with <b>basic</b> detail on how solutions for improvement will be responded to, with <b>limited</b> consideration of the brief.</p>	<p>A <b>moderate</b> attempt is made to support and engage with stakeholders during the improvement process. Any opposing views to the suggested change are responded to with <b>some</b> consideration of the stakeholder point of view.</p> <p>Supporting documentation is developed with a <b>moderate</b> level of detail. Information is presented with a <b>moderate</b> level of detail on how solutions for improvement will be responded to, with clear linkages to the brief, and <b>some</b> justifications evident of approach.</p>	<p>provided which evidences a <b>good</b> level of effectiveness.</p> <p>A <b>good</b> attempt is made to support and engage with stakeholders during the improvement process. Any opposing views to the suggested change are responded to with the stakeholder point of view clearly considered, and a <b>good</b> attempt to account for, present and respond to their concerns undertaken.</p> <p>Supporting documentation is developed with a <b>good</b> level of detail. Information is presented with a <b>good</b> level of detail on how solutions for improvement will be responded to with <b>detailed</b> linkages to the brief and justifications evident to support the approach.</p>	<p>An <b>excellent</b> attempt is made to support and engage with stakeholders during the improvement process. Any opposing views to the suggested change are responded to with the stakeholder point of view clearly considered, and an <b>excellent</b> attempt to account for, present and respond to their concerns undertaken that results in an effective resolution.</p> <p>Supporting documentation is developed with a <b>comprehensive</b> level of detail. Information is presented with a <b>comprehensive</b> level of detail on how solutions for improvement will be responded to, with <b>excellent</b> and fully developed linkages to the brief and justifications evident to rationalise approach.</p>	
<p><b>Guidance for markers</b> Evidence from Task 2, Task 4, Task 5, and Task 6 should be used to assess performance against this performance outcome.</p>					

**Performance outcome – Monitor and report the implementation of business improvement practices.**

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	Total marks per PO
Marks per band	1 - 3	4 - 6	7 – 9	10 - 12	12
Indicative content	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the business improvement proposal task, students may:</b></p> <ul style="list-style-type: none"> <li>• Identify processes for implementing, managing and monitoring change</li> <li>• Use a project delivery plan to outline how change will be specifically monitored. Expected criteria may include               <ul style="list-style-type: none"> <li>- Introduction of KPIs</li> <li>- Methods and measures to monitor KPIs</li> <li>- Review meetings and approaches, including any governance structure requirements</li> </ul> </li> <li>• Determine the methods and measures that would be used to monitor change, for example key performance indicators</li> </ul> <p><b>As part of the risk register task, students may:</b></p> <ul style="list-style-type: none"> <li>• Use risk assessment processes and tools to support the identification of risks, with consideration of the business and intentions of the proposed change</li> <li>• Develops a risk register in relation to risks presented by the improvement proposed. Expected criteria of the risk register may include               <ul style="list-style-type: none"> <li>- The range of risks identified and quantified</li> <li>- Categorisation of risks, considering the level of potential impact to implementing the proposal</li> <li>- Consideration of suitable solutions to support management of risk as part of the change process</li> <li>- Mitigations of identified risk that are suitable, relevant, and appropriate in relation to the risk, and for the purposes of the change.</li> </ul> </li> </ul>				
	There is a <b>limited</b> attempt at defining how change to business improvement	There is a <b>moderate</b> attempt at defining how change to business improvement	There is a <b>good</b> attempt presented of how change to business improvement	There is a <b>comprehensive</b> proposal presented on how change to business	

	<p>practices will be monitored and measured following implementation. The considerations show <b>limited</b> linkages to the improvements proposed.</p> <p>There is a <b>limited</b> to outline any risks that may arise as part of the implementation of business improvement practices. Risks identified may focus on a single area of challenge, rather than reviewing the impact of improvements proposed from the perspective of the wider context of the brief.</p> <p>Supporting documentation is developed with a <b>limited</b> level of detail. There is <b>limited</b> detail provided on how the implementation of business improvement practices will be embedded to successfully support change within the organisation. There is <b>limited</b> evidence of any justification for approach.</p>	<p>practices will be monitored and measured following implementation. The considerations show <b>moderate</b> linkages to improvements proposed and with <b>some</b> justification provided for what has been proposed.</p> <p>There is a <b>moderate</b> attempt to outline a range of risks that may arise as part of the implementation of business improvement practices. There is a <b>moderate</b> attempt to consider and relate risks to the context of the brief, with <b>some</b> indication provided on the extent of the risk. A <b>moderate</b> attempt to identify mitigations to risk is presented.</p> <p>Supporting documentation is developed with a <b>moderate</b> level of detail. There is a <b>moderate</b> level of detail provided on how the implementation of business improvement practices will be embedded to successfully support change within the organisation, with <b>some</b> detail evident to demonstrate why the approach will be successful. There is <b>some</b> attempt to provide justification for the approach, but without clear rationale.</p>	<p>practices will be monitored and measured following implementation. The considerations show <b>good</b> linkages to improvements proposed, supported by justifications for what has been proposed.</p> <p>There is a <b>good</b> attempt to detail a range of the risks that may arise as part of the implementation of business improvement practices. There is a <b>good</b> attempt to consider and relate risks to the context of the brief, with a <b>good</b> attempt made to indicate the extent of each risk. A <b>good</b> attempt is made to identify mitigations to risks, with some justification evident for their effectiveness.</p> <p>Supporting documentation is developed with a <b>good</b> level of detail. There is a <b>good</b> level of detail provided on how the implementation of business improvement practices will be embedded to successfully support within the organisation, with a <b>good</b> attempt made to demonstrate why the approach will be successful. A <b>good</b> level of justification presented that</p>	<p>improvement practices will be monitored and measured following implementation. The considerations show <b>excellent</b> alignment with improvements proposed, fully supported by compelling evidence and justification of the effectiveness of what has been proposed.</p> <p>There is a <b>comprehensive</b> review of risks that may arise as part of the implementation of business improvement practices. There is an <b>excellent</b> attempt to fully consider and relate risks to the context of the brief, with an <b>excellent</b> indication of the level of threat assigned to each of the risks identified. An <b>excellent</b> attempt is made to identify mitigations to risk, with strong justifications and evidence presented for how they will prove effective.</p> <p>Supporting documentation is developed with a <b>comprehensive</b> level of detail. There is a <b>comprehensive</b> level of detail provided on how the implementation of business improvement practices will be embedded to successfully support change within the organisation. An <b>excellent</b> level of evidence presented to demonstrate why the approach</p>	
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			<b>mostly</b> rationalises the approach.	will be successful, with fully justified rationales presented.	
<b>Guidance for markers</b> Evidence from Task 5 and Task 6 should be used to assess performance against this performance outcome.					

## Links to Maths, English and Digital Skills

The table below indicates where each of the General maths, English and digital competencies have been integrated into the assignment tasks.

Task	Skills
Information Review and Data Analysis	MC5, MC8, MC10 EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3, DC4
Stakeholder mapping, engagement and communication	EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3, DC5
Feasibility Review	MC2, MC4, MC6, MC8, MC9, MC10 EC1, EC2, EC3, EC4, EC5 DC1, DC3, DC4
Resistance Management	EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3
Business improvement Proposal	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3
Risk Register	MC6, MC10 EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3

### General English competencies

The general English competencies outline a framework of six general digital competencies, with no prioritisation or interpretation of order intended:

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.

## **General mathematical competencies**

The general mathematical competencies outline a framework of ten general mathematical competencies, with no prioritisation or interpretation of order intended:

MC1 – Measuring with precision.

MC2 – Estimating, calculating and error spotting.

MC3 – Working with proportion.

MC4 – Using rules and formulae.

MC5 – Processing data.

MC6 – Understanding data and risk.

MC7 – Interpreting and representing with mathematical diagrams.

MC8 – Communicating using mathematics.

MC9 – Costing a project.

MC10 – Optimising work processes.

## **General digital competencies**

The following outlines a framework of six general digital competencies, with no prioritisation or interpretation of order intended:

DC1 – Use digital technology and media effectively.

DC2 – Design, create and edit documents and digital media.

DC3 – Communicate and collaborate.

DC4 – Process and analyse numerical data.

DC5 – Be safe and responsible online.

DC6 – Controlling digital functions.

## 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).

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### 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.

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