

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

Business Improvement (311)

**Practical Assignment
Sample Marking Grids**

**First teaching from September 2022
Version 1.0**

Contents

1. Assessment.....	3
Performance outcomes.....	4
Grade descriptors	6
General marking approach.....	8
Marking grids.....	10
Performance outcome - Acquire and protect data to support the improvement process.	10
Performance outcome – Analyse data to identify opportunities for improvement.....	13
Performance outcome – Engage stakeholders in discussions on business processes and improvement.	16
Performance outcome – Identify, propose and plan solutions for improvement.....	19
Performance outcome – Monitor and report the implementation of business improvement practices.....	22

1. Assessment

The assessment for this component consists of a 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.

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 demonstrate 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.

General marking approach

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

Please note that candidate evidence should be marked based on what has been submitted. This means that if candidate evidence is not complete, marks will **only** be based on what has been submitted. Markers must consider **all** evidence as part of the marking process, including any tutor submitted observation forms and recordings.

Process

- Marker scans / reads the body of evidence related to the Performance Outcome (as indicated by the 'Guidance for markers' section) and the band descriptors
- **Initial assessment** – Marker first makes an assessment of the best fit to band taking into account the **Indicative Content** section which details typical evidence that may be produced for that task
- **Note:**
- Indicative content has been provided to help orient the marking, providing a sense of the intentions of the task and expected evidence. It is not exhaustive, and markers may credit other acceptable responses displayed as part of the marking process. Candidates **do not** need to cover all points referenced.
- Markers should holistically review the body of evidence presented for each PO. The review of evidence should allow a judgement to be based on the overall body of evidence as a single entity, reflecting that a very strong performance in one piece of evidence, might offset a less strong performance in another. The judgement should reflect the overall performance across all available evidence.
- **Confirm the band** - Marker reviews the candidate evidence against the initial band descriptor in more detail to confirm if the response is securely sitting within the band, i.e., all characteristics described by the band descriptor are seen or it strongly meets the level of performance described by the descriptor holistically
 - Marker will also check the descriptor for the level above
 - If evidence clearly shows some of the characteristics of the band above, the marker will select a suitable mark at the bottom of that band
 - If not showing characteristics of the higher band the marker will revert to the original band, selecting a mark at the higher end of that mark range
 - If the response is not securely in the band, but is partially showing the characteristics of the band
 - Marker will check the descriptor of the level below/above

- Maker will decide on a suitable mark either towards the bottom of the original band as some characteristics shown, or top of the band below if it better describes the quality of the characteristics being shown
- If there is no alignment with the descriptor, the marker will reassess the starting band, and begin again.
- **Confirm the mark within the band** – Where there are a range of marks per band, the marker will confirm a final mark based on the level of alignment with the descriptor, bearing in mind the marks available form an evenly distributed scale:
 - If the quality of response fully aligns with the performance described by the descriptor – the marker will assign a high mark within the band
 - If the quality of the response partially aligns with the performance described by the descriptor – the marker will assign a low to medium mark within the band depending on the range of marks available
 - The marker will consider the quality of a range of similar responses (e.g., annotated lead grade exemplification materials, responses reviewed during standardisation, and through experience) and choose a mark that would give an appropriate ranking amongst those responses in relation to the full range of marks available in each band.

Marking grids

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>Band 1 descriptor</p>	<p>Band 2 descriptor</p>	<p>Band 3 descriptor</p>	<p>Total marks per PO</p>
<p>Marks per band</p>	<p>1 – 3</p>	<p>4 – 6</p>	<p>7 - 9</p>	<p>9</p>
<p>Indicative content</p>	<p>As part of the information review and data analysis task students may:</p> <ul style="list-style-type: none"> • Use the range of background resources to identify, extract and interrogate the information provided in response to the task brief • Use a range of additional sources to capture additional data that builds on or supports the resources provided • Use a range of research, analytical and statistical tools and techniques to synthesise data sources to obtain information in response to the brief • 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"> • the sufficiency of information sourced • the accuracy of information sourced • the relevance of information sourced in relation to the task brief • the overall validity of the information sourced in relation to the task brief • Develop a data analysis plan. Expected criteria of the plan may include, <ul style="list-style-type: none"> - Use of data sourced to identify next steps required - Use of the outcomes of information reviews to consolidate plans - Identifies relevant steps, times and actions for data acquisition, collation, analysis and interpretation identified <p>As part of the feasibility review task, students may:</p> <ul style="list-style-type: none"> • 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) x100 = 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 and/or protect data. The methods to acquire and/or protect data show **limited** effectiveness in obtaining information in response to the task brief.

A **limited** attempt is made to interrogate resources to extract data to support the task brief. There is a **basic** attempt to identify required data.

A **good** level of evidence of the selection and use of a **good** range of research, analytical and statistical tools to acquire and/or protect data. The methods to acquire and/or protect data show a **good** level of effectiveness in obtaining information in response to the task brief, with **some** attempt made to synthesise information.

A **good** attempt is made to interrogate resources to extract data to support the task brief. A **good** attempt is made to identify required data, including any gaps or areas for further investigation.

An **excellent** level of evidence of the selection and use of an **excellent** range of research, analytical and statistical tools to acquire and/or protect data. The methods used to acquire and/or protect data shows an **excellent** level of effectiveness in obtaining information in response to the task brief. There is an **excellent** attempt to meaningfully synthesise the information acquired.

An **excellent** attempt is made to interrogate resources to extract data to support the task brief. An **excellent**

		Supporting documentation is developed with a limited level of detail. Information is presented in basic detail, with limited links that reflect how the information has been used to support a response to the brief. There is limited supporting evidence or justification provided.	Supporting documentation is developed with a good level of detail. Information has been presented with some links to how the information has been used to respond to the brief, supported by a good level of evidence and supporting justifications.	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. Supporting documentation is developed with an excellent 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.	
--	--	---	--	---	--

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

	<p>There is a basic attempt to analyse and review data using a limited range of research, analytical and statistical tools.</p> <p>The level of review of data and information in relation to the brief is limited. Rationales provided within the analysis are limited, showing little justification for the ideas presented.</p> <p>There is limited evidence of the use of statistical analysis. The use of data is used with some basic 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 limited level of detail. Information is presented in basic</p>	<p>There is a moderate attempt to analyse and review data using a range of research, analytical and statistical tools. The attempt shows some effectiveness at responding to the task brief.</p> <p>A moderate level of review of data and information is provided with some considerations presented in response to the task brief. Rationales provided show a moderate level of justification for the ideas presented, but without evidence of how other ideas or approaches have been considered.</p> <p>A moderate 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 calculations are mostly accurate.</p>	<p>There is a good attempt to analyse and review data using a range of research, analytical and statistical tools. The attempt shows a good level of effectiveness at responding to the task brief.</p> <p>A good level of review of data and information is provided with a good range of considerations presented in response to the task brief. Rationales provided show a good level of justification for the ideas presented, with some evidence presented on other ideas and approaches being considered.</p> <p>A good 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 good level of detail. Information is presented with links to show how</p>	<p>There is a very good attempt to analyse and review data using a range of research, analytical and statistical tools. The attempt shows a very good level of effectiveness at responding to the task brief, with conclusions drawn between the information analysed and the brief.</p> <p>A very good level of review of data and information is provided with a very good range of considerations presented in response to the task brief. Rationales provided show a very good level of justification for the ideas presented, with evidence presented on how other ideas and approaches have been considered and discounted.</p> <p>A very good use of statistical analysis is used to provide evidence that support conclusions drawn. Conclusions, interpretations and calculations show effectiveness in response to the brief,</p>	<p>A comprehensive 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 excellent response to the brief, with succinct conclusions drawn between the information analysed and the brief.</p> <p>An excellent review of data and information is provided with a comprehensive range of considerations presented that fully respond to the task brief. Rationales provide an excellent level of justifications in support for the ideas presented, with strong and compelling evidence of alternative ideas and approaches having been considered and</p>	
--	--	--	--	---	--	--

	<p>detail, with limited links to show how analysed information has been used to support a response to the brief.</p>	<p>Supporting documentation is developed with a moderate level of detail. Information is presented with some links to show how analysed information has been used to respond to the brief, supported by some brief justifications.</p>	<p>analysed information has been used to respond to the brief, supported by a good level of justification.</p>	<p>with justifications provided to support the approach.</p> <p>Supporting documentation is developed with a very good 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 very good level of supporting justifications and attempt to rationalise.</p>	<p>reasons for being discounted.</p> <p>There is a comprehensive use of statistical analysis, with evidence presented of how statistical data has been used to support ideas and to develop conclusions, with an excellent justification provided for the process undertaken. Interpretations are drawn with accuracy, and calculations show precision.</p> <p>Supporting documentation is developed with a comprehensive level of detail. Information has been presented with fully justified and rationalised links that provide an excellent response to how the information has been used to respond to the brief.</p>	
<p>Guidance for markers Evidence from Task 1, Task 3 and Task 5 should be used to assess performance against this performance outcome.</p>						

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>Typical knowledge, understanding and skills:</p> <p>As part of the stakeholder mapping, engagement and communication task, students may:</p> <ul style="list-style-type: none"> • Develop a stakeholder map. Expected criteria includes <ul style="list-style-type: none"> - 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) - determine the significance of different stakeholder relationships - identifies linkages between their level of influence and impact on the proposed change, and how these influences vary internally and externally • 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"> - An increase in demand for the products, so how this impacts all parts of the supply chain (suppliers of ingredients, delivery methods) - The demands and type of workload for the current team, and the requirement for different tasks/activities to be undertaken • Develop a stakeholder communication plan, that <ul style="list-style-type: none"> - Identifies approaches to meet and manage the expectations of stakeholders based on an understanding of their needs and perspectives - Identifies the communication tools and channels to inform stakeholders about change activity (e.g. team meetings, emails, telephone calls) • Develops a communication plan that is tailored for the purpose of communication and audience. Expected criteria includes: <ul style="list-style-type: none"> - Type of media, content of messages, timings 				

	<p>As part of the resistance management task, students may:</p> <ul style="list-style-type: none"> • Consider how best to respond to the stakeholder resistance presented. Expected criteria includes: <ul style="list-style-type: none"> – 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) – how a meaningful response could be found that balances showing consideration of the resistance and the need to drive a solution – 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 <p>As part of the business improvement proposal task, students may:</p> <ul style="list-style-type: none"> • 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 • 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 • Present their chosen change management model using communication methods that positively influence and negotiate, providing evidence and reasoning for why the model is the best one to use, showing consideration for audience 				
	<p>A limited attempt is made to identify a range of stakeholders who will be required to support improvements with a limited level of consideration of how they will be engaged.</p> <p>A limited attempt is made to show how stakeholders will be best supported through change, with limited understanding displayed of how approaches can be adopted to support stakeholders.</p> <p>A limited range of communication methods are considered in response to stakeholder engagement.</p>	<p>A moderate 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 moderate level of detail that shows how they will be engaged.</p> <p>A moderate attempt is made to show how stakeholders will be best supported through change, with moderate understanding displayed of how different approaches can be adopted to support stakeholders, with some</p>	<p>A good 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 good level of detail is provided on how different stakeholders will be engaged with.</p> <p>A good attempt is made to show how stakeholders will be best supported through change, with good understanding displayed of how different approaches can be adopted to support stakeholders, with demonstration of selection</p>	<p>An excellent 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 comprehensive level of detail provided on how they will be engaged with.</p> <p>An excellent attempt is made to show how stakeholders will be best supported through change, with excellent understanding displayed of how different approaches can be adopted to support stakeholders, with demonstration of selection of</p>	

	<p>The methods selected do not always support the intention of the engagement.</p> <p>Supporting documentation is developed with a limited level of detail. Information is presented with basic detail on how stakeholder engagement will be responded to, with limited consideration of the brief.</p>	<p>demonstration of selection of a valid approach for the scenario.</p> <p>A moderate 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 moderate level of detail. Information is presented with a moderate level of detail of how stakeholders will be responded to, with clear linkages to the brief, and some justifications evident of approach.</p>	<p>of approaches that will effectively support the scenario.</p> <p>A good range of communication methods 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 good level of detail. Information is presented with a good 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>approaches that will effectively support the scenario, supported by a strong justification.</p> <p>A comprehensive 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 comprehensive level of detail. Information is presented with a comprehensive level of detail on how stakeholder engagement will be responded to, with excellent and fully developed linkages to the brief and justifications evident to rationalise approach.</p>	
--	--	---	---	--	--

Guidance for markers

Evidence from Task 2, Task 4 and Task 5 should be used to assess performance against this performance outcome.

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>Typical knowledge, understanding and skills:</p> <p>As part of the stakeholder mapping, engagement and communication task, students may:</p> <ul style="list-style-type: none"> • 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"> – Methods/approaches for engaging with stakeholders – How plans are intended to address any impacts of proposed solution <p>As part of the resistance management task, students may:</p> <ul style="list-style-type: none"> • 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) • Verify any validity to the resistance posed • Rationalise the reasons for resistance versus the change to be implemented • 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). <p>As part of the business improvement proposal task, students may:</p> <ul style="list-style-type: none"> • Synthesise information from across the different activities to build-up a justification for a proposal for change • Make recommendations for change or improvements in the context of a defined brief • 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"> – the tasks to be undertaken – the sequencing of tasks 				

	<ul style="list-style-type: none"> – considerations for the implementation of different tasks • Use a range of data analysis tools and approaches to prepare and justify proposals <p>As part of the risk register task, students may:</p> <ul style="list-style-type: none"> • 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 • 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 				
	<p>A limited attempt is made to present a proposed change that provides a basic response to the task brief. The proposal provides basic detail on how the plan would be embedded in the organisation, with limited justification provided for ideas presented.</p> <p>The proposal presented makes limited use of data and information, with some basic synthesis of different information articulated through the ideas presented.</p> <p>There is limited consideration of risk as part of considering solutions and improvements, with basic proposals presented on ways to respond to identified risks, with limited detail. There is a limited attempt to identify any resolutions or mitigations.</p>	<p>A moderate attempt is made to provide a proposed change that responds with some effectiveness to the task brief. The proposal provides a moderate level of detail of how the plan would be embedded in the organisation, with clear justifications provided for ideas presented, appropriately backed-up with some supportive evidence.</p> <p>The proposal presented makes moderate use of a range of data and information, with a limited level of synthesis of information articulated through the ideas presented.</p> <p>There is moderate consideration of risk as part of considering solutions and improvements, with proposals presented in moderate detail on ways to respond to identified risk. There is an attempt to</p>	<p>A good attempt is made to provide a proposed change that responds with effectiveness to the task brief. The proposal provides a good level of detail of how the plan would be embedded in the organisation, with strong justification provided for ideas presented, backed-up with supportive evidence.</p> <p>The proposal presented makes good use of a wide range of data and information, with a good level of synthesis of information articulated through the ideas presented.</p> <p>There is good consideration of risk as part of considering solutions and improvements, with clear proposals presented on ways to respond to identified risk. There is an</p>	<p>A comprehensive proposal for change is presented that responds highly effectively to the task brief. The proposal provides a comprehensive level of detail that outlines the ways that the plan would be successfully embedded in the organisation, with excellent justifications provided for ideas presented, validly supported by a range of compelling evidence.</p> <p>The proposal presented makes comprehensive use of available data and information, with an excellent level of synthesis of information articulated through the ideas presented.</p> <p>There is an excellent 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</p>	

	<p>A limited attempt is made to support and engage with stakeholders and any opposing views that they have as part of the improvement process. A limited attempt is made to present a solution to any opposing views.</p> <p>Supporting documentation is developed with a limited level of detail. Information is presented with basic detail on how solutions for improvement will be responded to, with limited consideration of the brief.</p>	<p>identify resolutions or mitigations with minimal effectiveness.</p> <p>A moderate attempt is made to support and engage with stakeholders during the improvement process. Any opposing views to the suggested change are responded to with some consideration of the stakeholder point of view.</p> <p>Supporting documentation is developed with a moderate level of detail. Information is presented with a moderate level of detail on how solutions for improvement will be responded to, with clear linkages to the brief, and some justifications evident of approach.</p>	<p>attempt to identify resolutions or mitigations provided which evidences a good level of effectiveness.</p> <p>A good 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 good attempt to account for, present and respond to their concerns undertaken.</p> <p>Supporting documentation is developed with a good level of detail. Information is presented with a good level of detail on how solutions for improvement will be responded to with detailed linkages to the brief and justifications evident to support the approach.</p>	<p>and mitigations are clearly evidenced that show a high degree of effectiveness.</p> <p>An excellent 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 excellent 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 comprehensive level of detail. Information is presented with a comprehensive level of detail on how solutions for improvement will be responded to, with excellent and fully developed linkages to the brief and justifications evident to rationalise approach.</p>	
<p>Guidance for markers 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>Typical knowledge, understanding and skills:</p> <p>As part of the business improvement proposal task, students may:</p> <ul style="list-style-type: none"> • Identify processes for implementing, managing and monitoring change • Determine the methods and measures that would be used to monitor change, for example key performance indicators • Use a project delivery plan to outline how change will be specifically monitored. Expected criteria may include <ul style="list-style-type: none"> - Introduction of KPIs - Methods and measures used to monitor KPIs - Review meetings and approaches, including any governance structure requirements <p>As part of the risk register task, students may:</p> <ul style="list-style-type: none"> • Use risk assessment processes and tools to support the identification of risks, with consideration of the business and intentions of the proposed change • 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"> – The range of risks identified and quantified – Categorisation of risks, considering the level of potential impact to implementing the proposal – Consideration of suitable solutions to support management of risk as part of the change process – Mitigations of identified risk that are suitable, relevant, and appropriate in relation to the risk, and for the purposes of the change. 				
	There is a limited attempt at defining how change to business improvement practices will be monitored and measured following implementation. The considerations show limited	There is a moderate attempt at defining how change to business improvement practices will be monitored and measured following implementation. The considerations show	There is a good attempt presented of how change to business improvement practices will be monitored and measured following implementation. The considerations show good	There is a comprehensive proposal presented on how change to business improvement practices will be monitored and measured following implementation. The considerations show excellent	

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

The T Level is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2021. 'T-LEVELS' is a registered trademark of the Department for Education. 'T Level' is a registered trademark of the Institute for Apprenticeships and Technical Education. 'Institute for Apprenticeships & Technical Education' and logo are registered trademarks of the Institute for Apprenticeships and Technical Education.

We make every effort to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement, and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

The City & Guilds of London Institute. All rights reserved. City & Guilds is a trademark of the City & Guilds of London Institute, a charity established to promote education and training registered in England & Wales (312832) and Scotland (SC039576). City and Guilds Group Giltspur House, 5–6 Giltspur Street London EC1A 9DE.