



**T Level Technical Qualification in
Management and Administration
(8715-32)**

**Team Leadership and
Management Improvement (312)**

**Practical Assignment
Sample Marking Grids**

**First teaching from September 2022
Version 1.0**

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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
Lead, manage and develop individuals and teams to deliver outcomes	<p>Demonstrates the ability to develop self-awareness of own leadership style, applying knowledge of different leadership styles.</p> <p>Demonstrates the knowledge and skills to communicate strategy and team purpose, adapting style to suit audience and applying knowledge of the role of leaders in setting organisational direction.</p> <p>Demonstrates the ability to use appropriate coaching techniques in order to lead, manage and develop individuals and teams to collective outcomes.</p> <p>Demonstrates the ability to manage own time effectively, using knowledge of time management and planning tools/techniques which are used effectively where appropriate and display why effective time management is important.</p>	25%
Build relationships with colleagues, customers and stakeholders	<p>Demonstrates the ability to develop stakeholder maps and engagement plans to communicate key messages to colleagues, customers and stakeholders effectively and clearly.</p> <p>Demonstrates the ability to chair engagement meetings through clear meeting agendas and leading as a chair effectively.</p> <p>Applies knowledge of positive conflict resolution and managing challenging conversations in the workplace.</p>	20%
Deliver core operational tasks and plans	<p>Demonstrates the ability to develop plans to effectively cascade business strategy through the team applying knowledge of the most effective communication methods to do so.</p> <p>Demonstrates the ability to set goals and set up clear processes so that these goals can be monitored as well as use data management tools.</p> <p>Demonstrates the ability to produce clear and accurate written reports.</p> <p>Applies knowledge of how PESTLE and SWOT analysis tools can be used in developing organisational strategy</p>	20%

and in delivering core operational tasks and plans to success.

Manage and implement projects	<p>Demonstrates the ability to plan and monitor projects to delivery, taking corrective action where necessary.</p> <p>Demonstrates the ability to identify risks, as well as manage and mitigate against them using risk management tools.</p> <p>Use project management tools in order to manage and implement projects to success, using these tools to identify the resources needed to deliver.</p> <p>Analyses information on resources required in order to draft budgets for the successful management and implementation of projects.</p>	20%
Apply governance and compliance requirements	<p>Demonstrates the ability to analyse financial data in order to calculate profit and positive return on investment.</p> <p>Applies knowledge of monitoring budgets to ensure efficiencies and that costs do not overrun.</p> <p>Demonstrates the ability to identify and justify proposed solutions out of competing options when considering return on investment.</p> <p>Demonstrates drafting a budget for the project brief, ensuring that knowledge of governance and compliance for businesses are applied and carefully considered.</p>	15%

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 the adequate technical skills and techniques for providing team leadership, such as leading, managing and developing teams and individuals, building relationships with key stakeholders and customers and managing and implementing projects.

Demonstrate an acceptable ability to identify and interpret information from appropriate sources and makes use of appropriate information to make decisions to support team leadership activities.

Demonstrate an acceptable understanding of leadership styles. They will show adequate understanding and skills at using tools and techniques to demonstrate coaching skills.

Demonstrate an acceptable use of project plans and data management tools in order to manage projects. An attempt is made to demonstrate breadth and depth of knowledge and understanding of project management approaches.

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. Demonstrate 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, demonstrating expertise in team leadership, effectively leading, managing and developing teams and individuals, building relationships with key stakeholders and customers and managing and implementing projects.

Competently and independently demonstrate high levels of skill when identifying the data and information needed to support team leadership activities. Interprets information effectively in order to make informed decisions that support tasks with a high level of effectiveness.

Demonstrate an exemplary use of project plans and data management tools in order to manage projects with a high degree of effectiveness, demonstrating extensive breadth and depth of knowledge and understanding of project management approaches.

Demonstrate relevant and comprehensive knowledge and understanding of leadership styles and when to adapt to individual needs and tasks. They will show understanding in the techniques and use of tools demonstrating a comprehensive awareness of coaching skills, including the importance of emotional intelligence.

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
 - Marker 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 grid

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

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.

Performance outcome - Lead, manage and develop individuals and teams to deliver outcomes

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>Typical knowledge, understanding and skills:</p> <p>As part of the <u>stakeholder management task</u>, students may:</p> <ul style="list-style-type: none"> • Produce a plan of how they will manage their own time through the delivery of the project. The plan should make reference to specific time management tools and techniques. The candidate may refer to a range of tools/techniques, that may include 4 Ds of Delegation, Covey’s Matrix, to-do lists, digital calendar/diary planner, effective delegation skills, digital collaboration tools. Different tools/techniques are clearly referenced and reflect the brief, e.g. will use digital calendar/diary planner to add reminders about stakeholder interactions, plan meetings with stakeholders and maintain key elements of the stakeholder engagement plan effectively. <p>As part of the <u>leading and supporting the team task</u>, students may</p> <ul style="list-style-type: none"> • Communicate by drafting an email to the team that considers tone, language and format • Develop an agenda that clarifies the purpose of the meeting and key timings • Chair a meeting that uses a range of communication techniques. Expected criteria may include: <ul style="list-style-type: none"> - Presenting information clearly and coherently - Using questioning and listening techniques to ensure that information is understood - Provide opportunity for questions and clarifications as necessary 					

	<ul style="list-style-type: none"> • Reflect on own leadership style with consideration for how own behaviour impacts on team members <p>As part of the <u>coaching and developing a team member task</u>, students may</p> <ul style="list-style-type: none"> • Produce a coaching plan that shows consideration of a methodology to respond to the brief, taking account of an effective leadership style • Undertake coaching that addresses the brief. Expected criteria may include: <ul style="list-style-type: none"> - An opening statement on the coaching process and model/technique selected - The use of questioning and listening techniques used with direction to engage effectively and support the team member - The discussion of and development of SMART objectives that address issues raised with aligned timescales • Develop a personal development plan that aligns with objectives discussed <p>As part of the <u>Managing a challenging conversation</u> task, students may</p> <ul style="list-style-type: none"> • Consider the different leadership styles that could be used to respond to the issue, selecting that which they feel will be the most effective to respond to the negative behaviour and also considers anti-discrimination practice and equality opportunities in their approach • Support the development of an action plan that includes the setting and agreement of clear objectives around the expected outcome of the conversation, that are SMART and reflect: <ul style="list-style-type: none"> - The requirements for change - How they will be achieved to meet collective team and personal objectives - How they will be measured and monitored 					
	<p>A limited attempt is made to plan and manage own time in order to deliver outcomes. Limited consideration is given to the use of time management approaches when planning.</p> <p>Limited consideration is given to support teams through the setting of team objectives and measurement of those objectives. There is limited attempt to reflect</p>	<p>A moderate attempt is made to plan and manage own time in order to deliver outcomes. A moderate attempt is made to plan with consideration of specific time management approaches.</p> <p>A moderate attempt is made to support teams through the setting of team objectives, with some reference to how they will be supported</p>	<p>A good attempt is made to plan and manage own time in order to deliver outcomes. A good attempt is made to plan with consideration of specific time management approaches that attempt to suit the situation.</p> <p>A good attempt is made to support teams through the</p>	<p>A very good attempt is made to plan and manage own time in order to deliver outcomes. There is a very good attempt at considering specific time management approaches to support the situation.</p> <p>A very good attempt is made to support teams through the setting of team and individual objectives, with SMART</p>	<p>An excellent attempt is made to plan and manage own time in order to deliver outcomes. An excellent attempt is made at considering specific time management approaches, fully aligned to the situation.</p> <p>An excellent attempt is made to support teams through the setting of team and individual objectives, with</p>	

	<p>SMART techniques in their approach.</p> <p>A basic attempt is made to develop coaching plans and support the development of individuals through coaching, with limited attempts demonstrated to support the individual. The attempt used shows limited effectiveness at meeting the intended outcome.</p> <p>A limited use of communication methods is identified when presenting information to team members. Limited consideration is given to audience, purpose, tone or format. The outcome shows limited evidence of supporting engagement.</p> <p>A limited attempt is made to reflect on own abilities when supporting the management of individuals and teams. There are limited suggestions of any links between own performance and management of others.</p> <p>Supporting documentation is developed with a limited</p>	<p>and measured using SMART techniques.</p> <p>A moderate attempt is made to develop coaching plans and support the development of individuals through coaching, with a moderate attempt demonstrated to support the individual through some stages of the delivery. The attempt used shows some success at using an effective method to meet some elements of the intended outcome.</p> <p>A moderate attempt to use a range of communication methods is identified when presenting information to team members. There are moderate attempts to match communication with the audience and purpose, and with consideration given to tone and format, and shows some success at supporting engagement.</p> <p>A moderate attempt is made to reflect on own abilities when supporting the</p>	<p>setting of team objectives, with clear references made to how they will be measured using SMART techniques.</p> <p>A good attempt is made to develop coaching plans and support the development of individuals through coaching. The attempt is good at supporting the individual through most stages of the delivery. The attempt shows a good level of success at using an effective method to meet most elements of the intended outcome.</p> <p>A good attempt to use a range of communication methods is demonstrated when presenting information to team members. There are good attempts to match communication with the audience and purpose, along with use of tone and format that is mostly effective at supporting engagement.</p>	<p>techniques used to clarify how objectives link to wider priorities.</p> <p>A very good attempt is made to develop coaching plans and support the development of individuals through coaching. The attempt is very good at supporting the individual throughout the delivery. The attempt shows a very good level of success at using an effective method to meet the intended outcome.</p> <p>A very good attempt to use a range of communication methods is demonstrated when presenting information to team members. The communication is targeted to the audience and purpose and shows a high degree of effectiveness in delivering key messages. The use of tone and format is considered and</p>	<p>SMART techniques used to fully-integrate team and organisational priorities.</p> <p>An excellent attempt is made to develop coaching plans and support the development of individuals through coaching. The attempt selected is excellent at showing optimal effectiveness throughout the delivery. The approach supports an excellent level of evidence that the success of the outcome is optimal for what was intended to be achieved.</p> <p>An excellent attempt to use a range of communication methods is demonstrated when presenting to stakeholders. The communication is succinctly matched with the audience and purpose and is fully effective in delivering key messages. The use of tone and format is considered and</p>	
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	<p>level of detail of how individuals and teams will be lead, managed and developed, in the context of the brief.</p>	<p>management of individuals and teams. Some links are made between own performance and management of others.</p> <p>Supporting documentation is developed with a moderate level of detail of how individuals and teams will be lead, managed and developed in the context of the brief.</p>	<p>A good attempt is made to reflect on own abilities when supporting the management of individuals and teams. There is a good attempt to make links between own performance and management of others.</p> <p>Supporting documentation is developed with a good level of detail of how individuals and teams will be lead, managed and developed in the context of the brief.</p>	<p>selected to support effective engagement from the audience.</p> <p>A very good attempt is made to reflect on own abilities when supporting the management of individuals and teams. There is a very good attempt to link the impacts of own performance and how it supports the management of others.</p> <p>Supporting documentation is developed with a very good level of detail of how individuals and teams will be lead, managed and developed in the context of the brief.</p>	<p>selected to successfully allow optimal engagement from the audience.</p> <p>An excellent attempt is made to reflect on own abilities when supporting the management of individuals and teams. There is an excellent attempt to fully develop links between own performance and the impacts of management of others.</p> <p>Supporting documentation is developed with an excellent level of detail of how individuals and teams will be lead, managed and developed in the context of the brief.</p>	
<p>Guidance for markers Evidence from Tasks 3, 4, 5 and 6 should be used to assess performance against this performance outcome.</p>						

Performance outcome – Build relationships with colleagues, customers and stakeholders

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 <u>project strategic planning task</u>, students may:</p> <ul style="list-style-type: none"> • Develop presentation slides that actively engage with internal stakeholders, through consideration of: <ul style="list-style-type: none"> - Showing their involvement, i.e. how they will be involved in the journey - Tone and messaging - A focus on achieving commitment and buy-in to the project <p>As part of the <u>stakeholder management task</u>, students may:</p> <ul style="list-style-type: none"> • Develop stakeholder maps that <ul style="list-style-type: none"> - Identify all key individuals to be engaged in the process, to include e.g. different stakeholders, colleagues, team members, customers, suppliers, - outline the role of different individuals involved in the process - confirm the influence and expectations of the different individuals to be involved in the process • Develop stakeholder engagement plans that <ul style="list-style-type: none"> - confirm the methods of communication to be used with different individuals, and reasons why - the timelines for engaging with different individuals and groups involved in the project - provide measures to confirm level of interaction with different individuals and groups <p>As part of the <u>Leading and support the team task</u>, students may:</p> <ul style="list-style-type: none"> • Develop relationships with team members through <ul style="list-style-type: none"> - Identifying methods to hold the team meeting and how to deliver messaging to the team that promotes a positive message - Select appropriate methods at adopting a leadership style that will best be used to support and communicate the different members of the team • Reflection on how own use of emotional intelligence has impacted the leadership style adopted, and how this can be further considered and developed as part of supporting further leadership of the team undertaking change 				

	<p>As part of the <u>Managing a challenging conversation task</u>, students may:</p> <ul style="list-style-type: none"> • Consider and provide a response that may include, <ul style="list-style-type: none"> - reflection on the behaviour that has been demonstrated and why this is not conducive to a productive work environment (e.g. impact on other team members and overall morale, the risk of performance management) - How to respond to Sara’s negative behaviour (e.g., discussion of the issue, ways to progress the issues, how she can be supported) • Development of an action plan that details how SMART objectives are set to support a response to the behaviour, with a clear attempt to describe why these are important to be put in place 				
	<p>A limited attempt is made to identify some stakeholders, colleagues and customers who will be required to support tasks with a limited level of detail that shows how they will be engaged with.</p> <p>A limited range of communication methods are considered in response to stakeholder, colleague or customer engagement. The methods selected do not always support the intention of the engagement.</p> <p>A limited use of communication methods is identified when presenting to or supporting stakeholders, colleagues and/or customers. Limited consideration is given to</p>	<p>A moderate attempt is made to identify a range of stakeholders, colleagues and customers who will be required to support or who will be impacted by tasks with a moderate level of detail that shows how they will be engaged with.</p> <p>A moderate range of different communication methods are considered in response to stakeholder, colleague or customer engagement. The methods selected attempt to provide a response to support some level of engagement, with evidence presented that some areas are supported through this approach.</p> <p>A moderate attempt to use a range of communication methods is identified when</p>	<p>A good attempt is made to identify a range of stakeholders, colleagues and customers who will be required to support or who will be impacted by tasks. A good level of detail is provided on how different stakeholders will be engaged with.</p> <p>A good range of communication methods are considered in response to stakeholder, colleague or customer engagement. The methods selected provide confidence that they will mostly support an effective level of engagement, with evidence presented to support the approach.</p> <p>A good attempt to use a range of communication methods is demonstrated when presenting to or supporting stakeholders, colleagues and/or</p>	<p>An excellent attempt is made to identify a range of stakeholders, colleagues and customers who will be required to support or will be impacted by tasks are identified, with an excellent level of detail provided on how they will be engaged with.</p> <p>An excellent range of communication methods are considered and reviewed in response to stakeholder, colleague or customer engagement. The methods selected provide an optimal way to engage with different stakeholder groups, with strong evidence presented that fully justifies the supports the approaches selected.</p> <p>An excellent attempt to use a range of communication methods is demonstrated when</p>	

	<p>audience, purpose, tone or format. The approach shows limited engagement from the audience.</p> <p>Supporting documentation is developed with a limited level of detail. Information is presented with limited detail on how stakeholders, colleagues and customers will be engaged with, with limited consideration of the brief or any supporting justifications.</p>	<p>presenting to or supporting stakeholders, colleagues and/or customers. There are moderate attempts to match communication with the audience and purpose, and with some consideration given to tone, format and delivery mechanism that allows some engagement from the audience.</p> <p>Supporting documentation is developed with a moderate level of detail. Information is presented with a moderate level of detail, with clear details on how stakeholders, colleagues and customers will be engaged with, with clear linkages to the brief, and some attempt provided to produce justifications for the approach.</p>	<p>customers. There are good attempts to match communication with the audience and purpose, that is mostly effective, along with considered use of tone, format and delivery mechanism that shows an effective level of engagement from the audience.</p> <p>Supporting documentation is developed with a good level of detail. Information is presented with a good level of detail, showing how stakeholders, colleagues and customers will be engaged with, with well-developed linkages to the brief and some clear justifications evident to support the approach.</p>	<p>presenting to or supporting stakeholders, colleagues and/or customers. The communication is succinctly matched with the audience and purpose and is fully effective in delivering key messages. The use of tone, format and delivery mechanism is considered and allows optimal engagement from the audience.</p> <p>Supporting documentation is developed with an excellent level of detail. Information is presented with an excellent level of detail on how stakeholders, colleagues and customers will be engaged with, with excellent and fully developed linkages to the brief and strong justifications evident to rationalise the approach.</p>	
<p>Guidance for markers Evidence from Tasks 2, 3, 4 and 6 should be used to assess performance against this performance outcome.</p>					

Performance outcome – Deliver core operational tasks and plans

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 and skills may include</p> <p>As part of the <u>research and financial analysis task</u>, students may:</p> <ul style="list-style-type: none"> • Analyse the range of factors that need to be considered in order to respond to the brief • Analyse the range of costs that will be involved for different options, and how this impacts the task • Responds to the brief with a structured approach to the task • Use SWOT analysis to consider the potential risks and challenges from internally within the organisation that may pose a barrier to different options, e.g. staff buy-in, existing customer base, historic footprint. • Use decision making tools to assess different competing options. Tools may include market research, cost-benefit analysis, SWOT analysis or feasibility studies. A comparison of two or more options focuses on criteria that may include: <ul style="list-style-type: none"> - overall cost and best value for money/return on investment - feasibility based on current set-up - perceived advantages and benefits, outweighed against any anticipated challenges or disadvantages • Create written reports. Expected criteria include: <ul style="list-style-type: none"> - Review of the external environment e.g. increase in online competitors - Review of challenges, e.g. reduction in high street footfall, increase in online demand, cost and limitation of a physical environment vs an online environment <p>As part of the <u>project strategic planning task</u>, students may:</p> <ul style="list-style-type: none"> • Consider the approach to engage internal stakeholders with the strategy, with consideration of: <ul style="list-style-type: none"> - how internal stakeholders will be involved - the activities that they will be required to undertake - how they will be part of the journey 				

	<p>As part of the <u>stakeholder management task</u>, students may:</p> <ul style="list-style-type: none"> • Produce a stakeholder engagement plan that uses the result of analysis to translate objectives into a coherent plan that <ul style="list-style-type: none"> - Outlines how stakeholders will be engaged with through the project <p>As part of the <u>Managing a challenging conversation task</u>, students may:</p> <ul style="list-style-type: none"> • Produce an action plan that aligns SMART objectives with key actions to support Sara through change. Expected criteria may include: <ul style="list-style-type: none"> - Outline of the SMART objectives - How the objectives relate to actions that will support through change 				
	<p>Some basic evidence of the use of a limited number of research, analytical and statistical tools and techniques to analyse data. The tools and techniques selected show limited effectiveness in analysing information in response to the brief.</p> <p>The level of review of data and information in relation to the brief is limited. A limited range of considerations are presented in response to the brief. Rationales provided within the analysis are limited, showing little justification for the outcomes.</p> <p>Limited consideration is given to how information can be cascaded to others or translated into objectives, with a limited amount of evidence to</p>	<p>A moderate level of evidence of the use of a range of research, analytical and statistical tools to analyse data. The tools and techniques selected show a moderate level of effectiveness in analysing information in response to the brief.</p> <p>A moderate level of review of data and information is provided with a moderate range of considerations presented in response to the brief, in some detail. Rationales provided show a moderate level of justification for the outcomes of the analysis.</p> <p>A moderate level of consideration is given to how information is cascaded to others, or translated into objectives, with a moderate level of evidence to provide justification for the way selected.</p>	<p>A good level of evidence of the selection and use of a wide range of research, analytical and statistical tools to analyse data. The tools and techniques selected show a good level of effectiveness in analysing information in response to the brief.</p> <p>A good level of review of data and information is provided with a good range of considerations presented in detail in response to the brief. Rationales provided show a good level of justification for the outcomes of the analysis.</p> <p>A good level of consideration is given to how information is cascaded to others, or translated into objectives, with a good level of evidence to provide justification for the way selected.</p>	<p>Evidence of the selection and use of an excellent range of research, analytical and statistical tools to analyse data. The selection of tools and techniques is used to fully maximise the effectiveness of analysing information to support response to the brief.</p> <p>An excellent review of data and information is provided with a comprehensive range of considerations presented in comprehensive detail in response to the brief. Rationales provide an excellent level of justifications in support for the outcomes of the analysis.</p> <p>An excellent level of consideration is given to how information is cascaded to others or translated into objectives, and includes an excellent level of detail, with an excellent level of consideration to provide</p>	

	<p>provide justification for the way selected.</p> <p>Supporting documentation is developed with a limited level of detail. Information is presented in basic detail, with limited clarity or links to show how the information has been used to support a response to the brief. There is a limited suggestion of any justification.</p>	<p>Supporting documentation is developed with a moderate level of detail. Information is presented with some links to show how the data has been used to respond to the brief. Some justifications are evident.</p>	<p>Supporting documentation is developed with a good level of detail. Information is presented with clear links to show how the data has been used to respond to the brief, supported by a good level of justification.</p>	<p>justification for the way selected.</p> <p>Supporting documentation is developed with an excellent level of detail. Information is presented with fully justified and rationalised links of how the data has been used to respond to the brief.</p>	
	<p>Guidance for markers Evidence from Tasks 1, 2 and 3 should be used to assess performance against this performance outcome.</p>				

Performance outcome – Manage and implement projects

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>As part of the <u>research and financial analysis task</u>, students may:</p> <ul style="list-style-type: none"> • Investigate the requirements of the project through undertaking background research that considers the project brief and determines the best option to meet the brief. • Uses SWOT analysis to explore the factors that need to be considered in order to move the business online <p>As part of the <u>project strategic planning task</u>, students may:</p> <ul style="list-style-type: none"> • Develop a strategic project plan that focuses on the <ul style="list-style-type: none"> - Key objectives in relation to moving the business online. Objectives considered are SMART. - Tasks that will need to be undertaken in order to move the business online (e.g., website development, advertising the move) - Timescales (e.g., that are realistic, reflect the demands of making a significant move) - Resources (e.g., physical resources, infrastructure, people) - Costs for the project (e.g., employment of people with different skills – such as platform development, investment in IT) • Use a GANTT chart to plan and monitor progress, with activities reflected alongside expected timeframes • Produce a risks and issues log that focuses on different areas of potential concern when considering the implementation and initial delivery of the project. Expected criteria may include: <ul style="list-style-type: none"> - Project delivery risks – e.g., meeting timescales, managing stakeholder expectations, meeting key targets - Internal business risks – e.g., staff buy-in, anticipated behaviour of existing customer base - Social risks – e.g., changes in customer behaviour over time • Risks and issues logs include consideration of risk in terms of impact and priority; use of RAG ratings or other indicators of level of risk and the use of potential mitigations. 				
	A proposed best option for responding to the brief is	A proposed best option for responding to the brief is	A proposed best option for responding to the brief is	A proposed best option for responding to the brief is	

	<p>presented in limited detail. A limited level of evidence is used to support the option presented.</p> <p>A limited approach to planning is evidenced. There are brief considerations of what needs to be undertaken and how, with a basic level of detail provided, and little evidence of the use of a structure of outline to support the response.</p> <p>There is a limited attempt to detail any risks that may arise as part of delivering or managing a project. The risks identified may focus on a single area of challenge, rather than reviewing the impact from the perspective of the entire organisation. There is limited evidence of any mitigations having been identified in response to risks.</p> <p>Supporting documentation is developed with a limited level of detail. There is limited detail provided on how projects will be managed and implemented within the organisation. There is a limited suggestion of any justification.</p>	<p>presented in moderate detail. A moderate level of evidence is used to support the option presented.</p> <p>A moderate approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be is demonstrated, with a moderate level of detail provided. A structure or outline is used to frame the response in moderate detail with some linkages evident between the sequence of tasks.</p> <p>There is a moderate attempt to detail a range of risks that may arise as part of delivering or managing a project. Risks are considered with some consideration of the context of the entire organisation, with some indication of the extent of the risk provided. 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 projects will be managed and implemented within the organisation, with some attempt made to demonstrate why the</p>	<p>presented in good detail. A good level of evidence is used to support the option presented.</p> <p>A good approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be demonstrated are provided with a good level of detail. A good and detailed structure or outline is used to frame the response, with clear linkages between the sequence of tasks.</p> <p>There is a good attempt to detail a wide range of risks that may arise part of delivering or managing a project. Risks are well-considered with consideration of the context of the entire organisation, with an indication of the extent of the risk provided. 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 projects will be managed and implemented within the organisation, with</p>	<p>provided in excellent detail. An excellent level of evidence is used to support the option presented.</p> <p>An excellent approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be demonstrated are provided with an excellent level of detail. A very good, excellently detailed structure or outline is used to frame the response, with highly developed linkages used to support the sequencing of tasks.</p> <p>There is a comprehensive attempt to detail risks that may arise part of delivering or managing a project. Risks take account of the context of the entire organisation, with a clear 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>	
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		<p>approach will be successful. Some justifications are evident.</p>	<p>a good attempt made to demonstrate why the approach will be successful, supported by a good level of justification.</p>	<p>Supporting documentation is developed with a comprehensive level of detail. There is a comprehensive level of detail provided on how projects will be managed and implemented 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 Tasks 1 and 2 should be used to assess performance against this performance outcome.</p>					

Performance outcome – Apply governance and compliance requirements

<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 assessment theme</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>Typical knowledge, understanding and skills:</p> <p>As part of the <u>research and financial analysis task</u>, students may:</p> <ul style="list-style-type: none"> Analyse overall costs of different options, factoring in staffing and set-up costs. Candidates are expected to produce a summary for each of the different options as per the tables below, <table border="1" data-bbox="524 703 1724 1230"> <thead> <tr> <th data-bbox="524 703 925 743">Option 1</th> <th colspan="3" data-bbox="925 703 1724 743">Distributor Year 1</th> </tr> <tr> <td data-bbox="524 743 925 778"></td> <td data-bbox="925 743 1171 778">10% <50,000</td> <td data-bbox="1171 743 1435 778">8% >50,000</td> <td data-bbox="1435 743 1724 778">Total £</td> </tr> </thead> <tbody> <tr> <td data-bbox="524 778 925 871">Costs @ based on projected sales of £100,000</td> <td data-bbox="925 778 1171 871">5000</td> <td data-bbox="1171 778 1435 871">4000</td> <td data-bbox="1435 778 1724 871">9000</td> </tr> <tr> <td data-bbox="524 871 925 999">Costs of Staff 1 P/t Sales Assistant</td> <td data-bbox="925 871 1171 999">Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk</td> <td data-bbox="1171 871 1435 999">Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk</td> <td data-bbox="1435 871 1724 999">8901.36</td> </tr> <tr> <td data-bbox="524 999 925 1034">Cost of Postage</td> <td data-bbox="925 999 1171 1034">Inc</td> <td data-bbox="1171 999 1435 1034">Inc</td> <td data-bbox="1435 999 1724 1034">Inc</td> </tr> <tr> <td data-bbox="524 1034 925 1166">Projected number of sales</td> <td data-bbox="925 1034 1171 1166">Sales/Avg. transaction cost 100000/40</td> <td data-bbox="1171 1034 1435 1166">-</td> <td data-bbox="1435 1034 1724 1166">2500</td> </tr> <tr> <td data-bbox="524 1166 925 1230">Total Cost</td> <td data-bbox="925 1166 1171 1230"></td> <td data-bbox="1171 1166 1435 1230"></td> <td data-bbox="1435 1166 1724 1230">17901.36</td> </tr> </tbody> </table>				Option 1	Distributor Year 1				10% <50,000	8% >50,000	Total £	Costs @ based on projected sales of £100,000	5000	4000	9000	Costs of Staff 1 P/t Sales Assistant	Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk	Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk	8901.36	Cost of Postage	Inc	Inc	Inc	Projected number of sales	Sales/Avg. transaction cost 100000/40	-	2500	Total Cost			17901.36
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Projected number of sales	Sales/Avg. transaction cost 100000/40	-	2500																													
Total Cost			17901.36																													

Option 2	Self-Managed Website Year 1			
	Webpage	Equipment	Postage per item	Total £
Costs @ set up	5000	5000		10000
Costs of Staff 1 F/t Shift Leader	Rosheen – 12.08ph x 37= 446.96 pw x 52wk			23241.92
Cost of Postage per item	-	-	6.00 x 2500	15000
Total Cost				48241.92

Option 3	Hosted Website				
	Cost of Set up Webpage	Cost per month	Cost of Equipment	Cost of packing & posting per item	Total £
Costs @ set up	20000	2000 x 12	5000	-	49000
Cost of Staff 1 x P/T Sales Assistant	Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk	-	-	-	8901.36
Cost of packing & posting Postage	-	-	-	6.00 x 2500 projected sales items	15000
Total Cost					72901.36

- Develops procedures for controlling and monitoring costs and budget for the project, including any expected governance requirements

	<ul style="list-style-type: none"> Evidences a rationale for the reasons why the best of different competing options is considered, that uses evidence from research and analysis against alternative options. <p>As part of the project strategic planning task, students may:</p> <ul style="list-style-type: none"> Produce a risk and issues log that reflects risks and issues associated with the long-term changes that the online move brings to the organisation. Expected criteria may include, <ul style="list-style-type: none"> Any key financial risks that may be associated with the project to move the business online, e.g. long-term investments to systems, training of staff Any key legislative risks that may be associated with the project e.g. requirements of online data protection for customer information and how this will be managed, requirements of external auditors Any other internal or external risks that may be associated with the long-term change to the business structure e.g., lack of a physical business base, potential ongoing challenges with remotely managing an online workforce Risks and issues logs include consideration of risk in terms of impact and priority; use of RAG ratings or other indicators of level of risk and the use of potential mitigations. 			
	<p>There is evidence of limited considerations of which of different competing options provides the best return on investment. Limited justifications are provided that do not fully support why the option is the best in line with the project brief.</p> <p>Limited evidence of drafting a budget with limited consideration given to monitoring and control of expenditure through the project in line with the brief and the budget.</p> <p>Limited consideration is given to risks that may be associated with the long-term delivery of the brief. Risks are outlined in limited detail. There is limited evidence of any mitigations</p>	<p>There is good evidence of an approach that shows how different competing options have been thoughtfully considered. Justifications are presented with a good level of evidence provided to show why the option is considered to be the best return of investment and option in line with the project brief.</p> <p>Good evidence of drafting a budget with good consideration given to monitoring and control of expenditure through the project in line with the brief and the budget.</p> <p>Good consideration of risks that may be associated with the brief. Risks are clearly outlined with a good level of detail. A good attempt is made to identify mitigations to risks, with some justification evident for their effectiveness.</p>	<p>There is comprehensive evidence of an approach that reflects how different competing options have been fully reflected and considered. Fully developed justifications provide a strong rationale, evidenced by succinct and informed reasoning that identifies why the option provides the best return on investment and value for money in line with the project brief.</p> <p>Comprehensive evidence of drafting a budget with excellent consideration given to monitoring and control of expenditure through the project in line with the brief and the budget.</p> <p>Comprehensive consideration of risks that may be associated with undertaking the brief are</p>	

	<p>having been identified in response to risks.</p> <p>Supporting documentation is completed in basic detail, and with a limited range of technical skills evident. Documentation mostly meets house style, but with limited technical accuracy.</p>	<p>Supporting documentation is completed in detail, and with a good range of technical skills evident. All documentation is linked directly to the brief. Documentation meet house style and is mostly technically accurate.</p>	<p>presented. Risks are fully outlined in an excellent level of detail. 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 completed in comprehensive detail, with a comprehensive range of technical skills evident. There are strong linkages to the brief. Documentation fully meets house style and shows a high degree of technical accuracy.</p>	
	<p>Guidance for markers</p> <p>Evidence from Tasks 1 and 2 should be used to assess performance against this performance outcome.</p>			

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