

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

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

**Practical Assignment
Sample Centre Guidance Pack**

**First teaching from September 2022
Version 1.1**

Status	Change detail	Section
Version 1.1 (July 23)	Task 5 – duration updated (consistency error)	Task specific guidance (Section 4)

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1. Assessment

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

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

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

Performance outcomes

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

Performance outcome	Typical knowledge and skills	Weighting
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 and in delivering core operational tasks and plans to success.</p>	20%

<p>Manage and implement projects</p>	<p>Demonstrates the ability to plan and monitor projects to delivery, taking corrective action where necessary. 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>	<p>20%</p>
<p>Apply governance and compliance requirements</p>	<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>	<p>15%</p>

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.

2. Assignment brief

You work as a Team Leader Trainee in 'Best Shoes', a small family-run business selling shoes which has one high street store in the UK. The store has been open for many years, and sales have generally been steady.

The organisation has 6 staff including yourself.

The other staff members are:

- Store Manager (37 hours per week)
- 1 Full-time shift team leader (37 hours per week)
- 2 Part-time sales assistants (18 hours per week)
- 1 Saturday sales assistant (8 hours)

The owner of the business has recently retired and handed over the running of the business to the store manager who is keen to introduce changes to modernise. The owner still takes an active interest in the business and needs to be convinced of the need for change.

In recent months, footfall in the store has significantly decreased which is having a direct impact on sales and financial turnover which has seen a downturn of 20%. This trend is expected to continue. As part of your role as Team Leader Trainee, the Store Manager has asked you to support in managing a project to move the business online to be implemented within the next 12 months. The project will look to increase sales and grow the business, with a projected sales target of £100,000 for the next financial year. This may be met with some resistance from the staff as this will change their working practices, including a change in shift pattern to include Sundays. Your role as Team Leader Trainee within the project will be to support your team through this change.

You will need to research costs, resources, timescales and agree a project plan for moving the business online. The Store Manager has proposed some options for transitioning the business online. You will need to consider the best way to manage this organisational change and support the team to be successful.

You will be expected to assist with producing the relevant documentation and support the move online. All company documentation you produce should follow the house style.

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

Task 1 – Research and financial analysis – 8 hours

Task 2 – Project Strategic Planning - 6 hours

Task 3 – Stakeholder Management - 6 hours

Task 4 – Leading and supporting the Team - 4 hours

Task 5 – Coaching and developing a team member - 4 hours

Task 6 – Managing a challenging conversation - 4 hours

Figure 1 – Company Organisation Chart

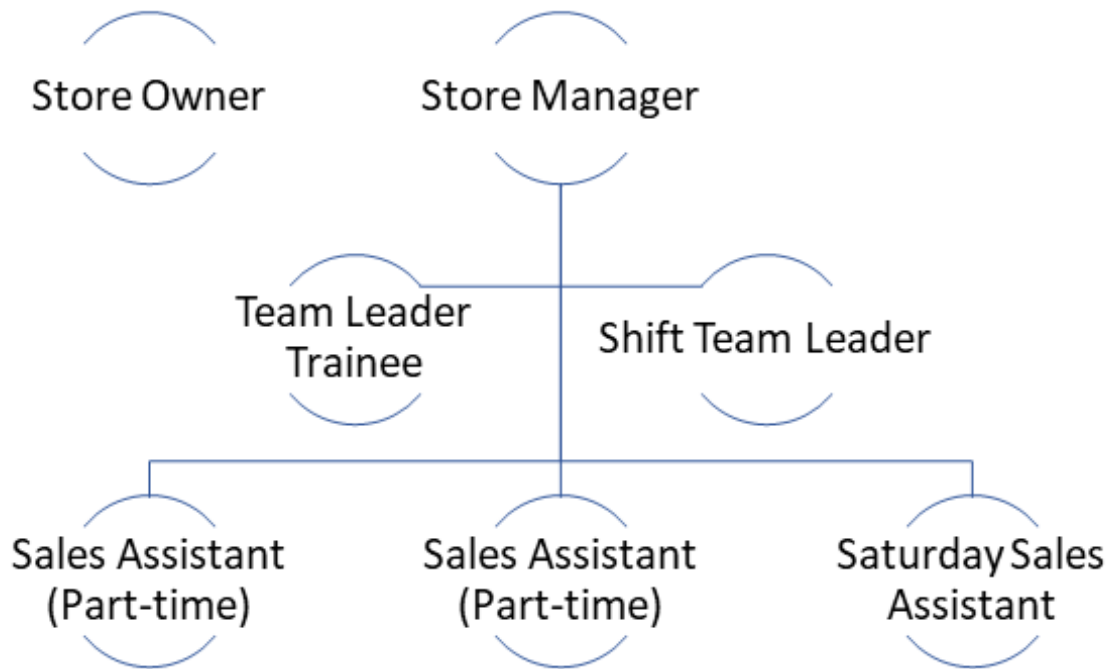
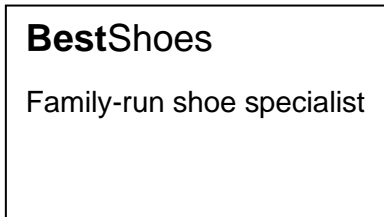


Figure 2 – House Style

All company communication including letters, emails and memos should use the following fonts: Body: Arial size 12, Title: Bold, Arial size 18, Sub Title: Bold, Arial size 15

The company logo below should be included on all document on the top left-hand corner of the document.



Email signatures should be consistent and use the below format:

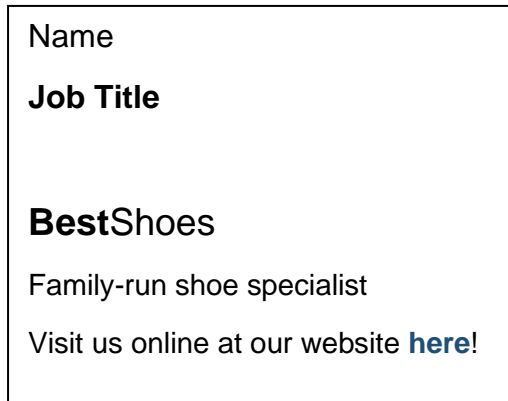


Figure 3 – Staff Data

Staff Name	Role	Hourly Wage	Number of weekly hours worked
Greta Melo	Store Manager	£16.52	37
Rosheen Dalton	Shift Team Leader	£12.08	37
Eduardo Aue	Sales Assistant	£9.51	18
Sara Jeames	Sales Assistant	£9.51	18
Alexia Easton	Saturday Sales Assistant	£9.51	8
	Team Leader Trainee	£10.82	37

Staff Profiles

Greta Melo – Store Manager

Areas of Interest and Experience	Areas for Development
Ensuring the store can remain profitable as move into the future with a secure position online	Cascading high-level management thinking to other colleagues in lower positions to bring them onsite

Rosheen Dalton – Shift Team Leader

Areas of Interest and Experience	Areas for Development
Running a business	Encouraging and maintaining team morale through difficulty or change

Eduardo Aue - Sales Assistant

Areas of Interest and Experience	Areas for Development
Customer experience and passionate about shoes	Sticking to business policy and procedure when dealing with customers

Sara Jeames - Sales Assistant

Areas of Interest and Experience	Areas for Development
Customer experience and small-business brand loyalty	Remaining on-track with personal and team goals or objectives

Alexia Easton - Saturday Sales Assistant

Areas of Interest and Experience	Areas for Development
Store layout and branding	Needs to improve knowledge of business product lines to tailor the experience they provide customers

Figure 4 – Options for moving the business online

Set-up costs based on projected online sales of £100,000

Option 1	Footwear Distributor		
Footwear Distributor	Cost for first £50,000 sales	Cost for greater than £50,000 sales	Postage Cost
	10%	8%	Included
Staffing requirements for this option	1x Part-time Sales Assistant		
Average sales price per pair of shoes	£40		

Option 2	Self-managed Website		
Self-Managed Website	Cost of set-up of webpage	Cost of equipment	Cost of packaging and posting per item
	£5000	£5000	£6
Staffing requirements for this option	1x Full-time Shift Team Leader		
Average sales price per pair of shoes	£40		

Option 3	Hosted Website			
Hosted Website	Cost of set-up of webpage	Cost per month	Cost of equipment	Cost of packaging and posting per item
	£20,000	£2000	£5000	£6
Staffing requirements for this option	1x Part-time Sales Assistant			
Average sales price per pair of shoes	£40			

3. Tasks

Task 1 – Research and Financial Analysis

The purpose of this task is for the candidate to research how to move the footwear business online. Candidates may use the Internet for this task.

Candidates must:

- Undertake a SWOT analysis of the factors that need to be considered in relation to moving the business online.
- Write a summary report of their findings on moving the business online that reflects both external and internal considerations.
- Review the financial information in response to moving the business online. Candidates should draft,
 - a summary of the costs for each of the different options provided in Figure 4 with consideration of
 - Staffing costs
 - Set-up costs
 - An overview of how these costs would be controlled and monitored through budgeting activities, including any governance arrangements.
- Determine the best option out of those proposed by the Store manager for moving the business online based on their research. To do this, candidates should:
 - Use a decision-making tool to identify the best option
 - Write a response that explains why this is the best option in order to gain buy-in from the Store Manager and Store Owner.

Resources:

- Assignment Brief
- Figure 1 – Organisation Chart
- Figure 3 – Staff Data
- Figure 4 – Options for moving the business online

Conditions of assessment:

- The maximum time allocated for this task is 8 hours
- Candidates must carry out the task on their own, under controlled conditions

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

- SWOT Analysis

- Written summary report
- Forecasting budget
- Written response that identifies the best option for the project and the business, including identification of the decision-making tool used

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

- Any notes produced of research undertaken including citation of sources

Task 2 – Project Strategic Planning

The purpose of this task is for candidates to produce a project strategy for the best option identified in Task 1 to move the business online. The task requires candidates to consider overall objectives, tasks, timescales, resources and costs for the project.

Candidates must:

- Prepare a strategic project plan for the project, that includes overall objectives, tasks, timescales, resources and costs for the project.
- Produce a GANTT chart that details what is required at each stage of the project, including how progress will be monitored.
- Produce a risks and issues log for the project, that includes the degree of risk and any potential mitigations that could be considered. The log should include the risks and issues associated with,
 - The initial delivery of the project, including how it will be implemented
 - The long-term changes that this project will bring to the organisation, including any financial or legislative risks
- Prepare a set of presentation slides that seeks to engage internal stakeholders with the project and advise how they will be involved. The slides should include details of the strategic project plan, including how they will monitor progress and keep to timescales and mitigate against risks. Candidates will not be required to deliver the presentation.

Resources

- Assignment Brief
- Figure 3 – Staff Data

Conditions of assessment:

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

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

- Strategic project plan
- GANTT chart
- Risks and Issues log
- Presentation slides

Task 3 – Stakeholder management

The purpose of this task is for candidates to conduct an analysis of all stakeholders involved in the project of moving the business online.

Candidates must:

- Produce a stakeholder map that details all stakeholders identified to be involved in the project.
- Produce a stakeholder engagement plan. Candidates should detail the best methods for communicating and engaging with key stakeholders throughout the project, and how they will manage this. Candidates should provide justifications for your reasoning.
- With reference to appropriate time-management tools or techniques, produce a plan for how they will manage their own time effectively throughout the managing of the project.

Resources:

- Assignment Brief
- Figure 1 – Company Organisation Chart
- Figure 3 – Staff Data

Conditions of assessment:

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

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

- Stakeholder map
- Stakeholder engagement plan
- Time-management plan

Task 4 – Leading and Supporting the Team

The purpose of this task is for candidates to lead and support the team through the project of moving the business online. Candidates are required to support the team through the change, including detailing their roles and responsibilities and including considering how the change will be managed.

Candidates must:

- Write an agenda for an initial team meeting to discuss moving the business online.
- Write an email to their team attaching the agenda and detailing the reason for holding the meeting that will encourage participation from the team in the new project.
- Chair the team meeting to discuss the move online with the team, ensuring that concise meeting minutes with clear actions are captured. The meeting minutes will be shared with the Store Manager and Store Owner for monitoring progress of the project and team morale.
- Produce a reflection on the most appropriate leadership style that they should use to continue to engage with and support the team members in order to encourage ownership of the project. As part of their reflection, candidates should consider how their use of leadership style, emotional intelligence and own behaviour during the meeting impacted on others navigating change, including what went well and what could have been done differently.

Resources

- Assignment Brief
- Figure 1 – Company Organisation Chart
- Figure 2 – House Style
- Figure 3 – Staff Data

Conditions of assessment:

- The maximum time allocated for this task is 4 hours.
- Candidates will have 1.5 hours to complete the agenda and email elements of this task.
- The chair a meeting part of the task will last for 30 minutes.
- The remaining time (2 hours) will be spent on the reflection element.
- Candidates must carry out the task on their own, under controlled conditions

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

- Team Meeting agenda
- Email to team
- Recording of chairing a meeting
- Meeting minutes with clear actions
- Reflection on leadership style to use with the team on the project

Task 5 – Coaching and developing a team member

The purpose of this task is for candidates to coach a member of the team, Eduardo Aue. Eduardo is not confident in his ability to transfer working online. Their aim is to support him during the project and the change in his job role which will involve him dealing with customer enquiries and complaints online.

Candidates must:

- Produce a coaching plan to detail an appropriate coaching technique and model to support Eduardo.
- Run an initial coaching session with Eduardo, using the coaching model and technique detailed in the coaching plan. During the coaching session candidates are required to:
 - Agree and set SMART objectives with Eduardo in order for him to feel confident in his job role after the change moving the business online.
 - Develop a personal development plan with Eduardo, including the SMART objectives agreed in the coaching session and timescales.

Resources

- Assignment Brief
- Figure 3 – Staff Data

Conditions of assessment:

- The maximum time allocated for this task is 4 hours, including a maximum 30-minute coaching session
- Candidates must carry out the task on their own, under controlled conditions

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

- Coaching plan
- Recording of initial coaching session
- SMART objectives and Personal development plan for Eduardo

Task 6 – Managing a challenging conversation

The purpose of this task is for candidates to support their team through the change of moving the business online.

During a team meeting, Sara Jeames raises some strong negative opinions on the decision to move the business online, and she attempts to influence other members of the team with these negative opinions. She cannot understand why the business needs to move online and blame poor management for the low footfall in stores. Her behaviour and communication become a cause for concern due to it becoming aggressive.

As their Team Leader Trainee, candidates are required to respond constructively to Sara's behaviour and set a clear outline of objectives and goals so that they remain on track. Candidates should consider Sara's impact on other members of their team to ensure collective team objectives in relation to supporting the online move and continuing to deliver excellent customer care are still on track to be achieved.

Candidates must:

- Write a summary of Sara's negative behaviour during the meeting that reflects:
 - why this behaviour is not conducive to a productive work environment
 - how you would respond to Sara following her negative behaviour during the team meeting
- Develop an action plan that shows the steps they will take to support Sara through the change. Candidates should consider:
 - The most effective leadership style that the candidate would use to achieve a positive outcome
 - How you will demonstrate anti-discriminatory practice and equal opportunities
 - How SMART objectives will be used to support Sara meet both personal and collective team objectives, and why these are important

Resources

- Assignment Brief
- Figure 3 – Staff Data

Conditions of assessment:

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

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

- Written summary of response to negative behaviour
- Action Plan that includes the leadership style to be used, how anti-discriminatory practice and equal opportunities will be demonstrated and the SMART objectives that will be used to support Sara

4. Task Guidance

General task guidance

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

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

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

Time

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

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

- Task 1 – 8 hours
- Task 2 – 6 hours
- Task 3 – 6 hours
- Task 4 – 4 hours
- Task 5 – 4 hours
- Task 6 – 4 hours

Candidates are allocated 30 minutes of formal reading time before they start Task 1.

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

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

When working under supervised conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated once the break begins. All materials must be kept securely during the break.

Resources

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

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

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

Task specific guidance

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

Task 1 – Research and Financial Analysis

- The timing for this task is set at 8 hours.
- To aid deliverability and manageability of this assessment, assessment time for each task can be timetabled over consecutive days i.e., over more than one session.

Task 4 - Leading and Supporting the Team

- The first 1.5 hours of this task should be spent by all candidates completing the email and agenda sub-tasks.
- Following completion of this element, centres should provide candidates with 30-minute slots to conduct the meeting chairing element of the task.
- Candidates will be able to chair and deliver their team meeting during the allocated 30 minutes. In order to make this a realistic assessment, other individuals should be used within the meeting to act as meeting participants.
- The minimum number of audience members to take part in the team meeting should be **three**, including a tutor. The other two members can comprise of centre staff or other students. However, students that have not yet completed their own assessment **cannot** take part in the team meeting as an audience member. Multiple sessions may be run at the same time, if sufficient assessment resources, including individuals to act as audience members, are available.
- Tutors will take on the role of asking questions and contributing to the meeting.
- The other two audience members should observe the team meeting without providing any contribution.
- During the meeting, the tutor's questions to the candidate should use the following overarching structure of key question areas and should be based around the candidate's research, findings, and project planning from the first three tasks. The exact question asked should be based on the individual candidate presentation and reflect the level of depth that the candidate may have already demonstrated. For instance, the example questions listed here reflect three different levels of depth that the candidate may have gone into – and so the tutor should ask a question that reflects the depth demonstrated.

Key question area	Questions e.g.,
Timescales	What are the timescales for moving the business online?
	You have briefly outlined the timescales for moving the business online, are there any other considerations that you would consider with regards to timescales?
	You have outlined the timescales for moving the business online in detail, what considerations did you take when determining these?
Risks	What risks to the business are there by doing this?
	You have outlined a number of key risks, are there any other areas of risk that you may have considered?
	You have outlined in detail the risks associated with moving the business online, what process did you take to determining these risks?
Process	How is the business going to be moved online?
	You have outlined briefly how the business is going to be moved online, are there any other considerations that you would consider taking?
	You have outlined in detail the process that you feel would be appropriate for moving the business online, why do you feel this is the best option for doing this?

- Questions posed by the tutor should not exceed or defer from the structure of the questions listed above.
- The meeting should last for 30 minutes, including time for the candidate being assessed to work through their written agenda, as well as for the tutor to ask the above questions in the role of a meeting participant.
- At the end of each session, candidates should be reminded not to divulge any element of the assessment to other candidates yet to take the assessment.
- The meeting may be delivered face to face or digitally using appropriate remote meeting software technology.
- The chair a meeting task must be video recorded for external marking. Video recordings of the discussion must be in an appropriate format with audible sound levels, well-lit etc. It should be clear from supporting video evidence which candidate it is attributed to, e.g. by the candidate stating their name during the introduction or the video file name including the name and candidate number.
- The tutor is asked to include any notes that support the video recording within the candidate record form, this may include outlining any elements of the assessment that may not be fully evident from the recording itself (e.g. who were the attendees of the meeting). A record of questions asked must be included in the candidate record form.
- Following completion of the meeting chairing task, candidates will have a further two hours to complete the final reflection element of the task. To support scheduling for larger cohorts, this may be on the next available assessment day. It would be expected that all candidates are scheduled to complete this element of the assessment at the same time.

Task 5 - Coaching and developing a team member

- The timing for this task is set at 4 hours, which includes a maximum 30-minute coaching session between the tutor and the candidate which will include questions.
- During this coaching session, the tutor's questions to the candidate should follow the structure of the task:
 - How will the coaching technique used in this session make me feel more confident in my job role?
 - How will these SMART objectives help me in the transition of the business online?
 - How can I develop my skills and confidence when dealing with customer enquiries and customer complaints online?
- Questions posed by the tutor should not exceed or defer from the structure of the three example questions listed above.
- The following brief must be provided to the tutor who is adopting the role of Eduardo:

<ul style="list-style-type: none">◆ In this task, you are required to take on the role of Eduardo. You must play this part consistently i.e., not differing actions or behaviours when in character between different candidates undergoing the assessment.◆ You should enter the coaching session as Eduardo as if this was the first coaching session you had taken part in.◆ To ensure standardisation, the same tutor should take part in the role play in the role as Eduardo for all students undertaking this assessment. In exceptional circumstances where a different tutor may be required to step in and adopt the role of Eduardo, internal standardisation should take place to ensure that the role is played consistently, and all candidates have the same experience.◆ The below points are designed to assist you in taking on the role of Eduardo:<ul style="list-style-type: none">◆ Eduardo always requires time to think through and reflect on what has been said, and often clarifies points raised or information given.◆ He often questions why things are done in a certain way, or the reason behind decisions made in the business.◆ He is very passionate about customer service and is always striving to improve on his performance but struggles with the idea of not dealing with customers face to face.◆ The task will require SMART Objectives to be set. Eduardo would ask for clarification on these objectives, but ultimately should agree with what is presented.
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- The coaching session must be video recorded for external marking. Video recordings of the discussion must be in an appropriate format with audible sound levels, well-lit etc. It should be clear from supporting video evidence which candidate it is attributed to, e.g. by the candidate stating their name during the introduction or the video file name including the name and candidate number.
- A record of questions asked must be included in the candidate record form.

Overview of task requirements

Conditions	Task					
	1	2	3	4	5	6
Candidates will have access to a computer with word processing software	✓	✓	✓	✓	✓	✓
Candidates will have access to the Internet	✓					
Candidates will have access to the project brief document	✓	✓	✓	✓	✓	✓
All work must be completed independently	✓	✓	✓	✓	✓	✓
During any breaks, all materials must be kept securely	✓	✓	✓	✓	✓	✓
Copies of candidate work will be saved securely for return to the candidate for use in future tasks*	✓	✓	✓	✓	✓	
Only permitted materials allowed into the supervised session	✓	✓	✓	✓	✓	✓
No assessment materials to leave the room at any point of the assessment	✓	✓	✓	✓	✓	✓

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

5. Centre guidance

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

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

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

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

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

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

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

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

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

Compliance with timings

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

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Assessment windows and timetabling

Details of assessment windows and approach to timetabling is detailed within the associated TQ specification document.

Internet access

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

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

Video and photograph evidence in T Level Technical qualifications

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

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by markers:

- As per the guidance in section 2.3.2 of *The Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment.
- The qualitative written evidence provided by tutors must:
 - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission.

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

Minimum evidence requirements for marking

The sections in the assignment:

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

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

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

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

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

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

Preparation of candidates

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Although candidates will not have access to the marking grids during the assessment, candidates should be made aware of what they need to do to achieve a pass or distinction by referring to and being formatively assessed against grade descriptors as part of their formal learning programme.

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

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids. Refer to the ***T Level Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

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

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

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

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

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

Security and authentication of candidate work

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

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

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

Accessibility and fairness

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

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

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

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

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified e.g. if file naming is an assessment point for the assignment). Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification and guidance must be:

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

Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. However, this does not

apply if the tutor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

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

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

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

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

- A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF for consideration as part of external marking.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs to be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge that will be credited during marking.
- The tutor **must not** produce any templates, pro-formas, work logs etc. unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted but can be provided to candidates either electronically or as paper based.

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

6. Marking guidance

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

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

Guidance on marking

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

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Any rough notes bringing together relevant evidence from across tasks where tutor observation or involvement is required during the assessment period

Marking 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

<p>Note: where there is insufficient evidence to award a mark, a zero mark may be given</p>	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 • 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 task</u>, 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</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</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</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</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</p>	

	<p>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 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>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 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</p>	<p>consideration of specific time management approaches that attempt to suit the situation.</p> <p>A good attempt is made to support teams through the 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</p>	<p>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 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</p>	<p>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 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</p>	
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	<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 level of detail of how individuals and teams will be lead, managed and developed, in the context of the brief.</p>	<p>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 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>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>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>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 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,</p>	<p>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 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>	
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				managed and developed in the context of the brief.		
	Guidance for markers Evidence from Tasks 3, 4, 5 and 6 should be used to assess performance against this performance outcome.					

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: - 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 - 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 - 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 - 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 				

	<ul style="list-style-type: none"> - 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</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 some level of engagement, with evidence presented that some areas are supported through this approach.</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</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>presenting to or supporting stakeholders, colleagues and/or customers. Limited consideration is given to 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>A moderate attempt to use a range of communication methods is identified when 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>methods is demonstrated when presenting to or supporting stakeholders, colleagues and/or 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>An excellent attempt to use a range of communication methods is demonstrated when 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 				

	<ul style="list-style-type: none"> - 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>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</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</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</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 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>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>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>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>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>information is cascaded to others or translated into objectives, and includes an excellent level of detail, with an excellent level of consideration to provide 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, 3 and 6 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. 				

	<p>A proposed best option for responding to the brief is 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</p>	<p>A proposed best option for responding to the brief is 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</p>	<p>A proposed best option for responding to the brief is 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</p>	<p>A proposed best option for responding to the brief is 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</p>	
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	<p>managed and implemented within the organisation. There is a limited suggestion of any justification.</p>	<p>be managed and implemented within the organisation, with some attempt made to demonstrate why the approach will be successful. Some justifications are evident.</p>	<p>level of detail provided on how projects will be managed and implemented within the organisation, with a good attempt made to demonstrate why the approach will be successful, supported by a good level of justification.</p>	<p>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 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>	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per assessment theme																												
Marks per band	<p style="text-align: center;">1 – 3</p>	<p style="text-align: center;">4 – 6</p>	<p style="text-align: center;">7 – 9</p>	<p style="text-align: center;">9</p>																												
Indicative content	<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="524 758 1724 1193"> <thead> <tr> <th data-bbox="524 758 927 786">Option 1</th> <th colspan="3" data-bbox="927 758 1724 786">Distributor Year 1</th> </tr> <tr> <td data-bbox="524 786 927 887">Costs @ based on projected sales of £100,000</td> <td data-bbox="927 786 1171 887">10% <50,000 5000</td> <td data-bbox="1171 786 1435 887">8% >50,000 4000</td> <td data-bbox="1435 786 1724 887">Total £ 9000</td> </tr> <tr> <td data-bbox="524 887 927 987">Costs of Staff 1 P/t Sales Assistant</td> <td data-bbox="927 887 1171 987">Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk</td> <td data-bbox="1171 887 1435 987">Eduardo or Sara 171.18pw 9.51 x 18hrs x 52wk</td> <td data-bbox="1435 887 1724 987">8901.36</td> </tr> <tr> <td data-bbox="524 987 927 1016">Cost of Postage</td> <td data-bbox="927 987 1171 1016">Inc</td> <td data-bbox="1171 987 1435 1016">Inc</td> <td data-bbox="1435 987 1724 1016">Inc</td> </tr> <tr> <td data-bbox="524 1016 927 1144">Projected number of sales</td> <td data-bbox="927 1016 1171 1144">Sales/Avg. transaction cost 100000/40</td> <td data-bbox="1171 1016 1435 1144">-</td> <td data-bbox="1435 1016 1724 1144">2500</td> </tr> <tr> <td data-bbox="524 1144 927 1193">Total Cost</td> <td data-bbox="927 1144 1171 1193"></td> <td data-bbox="1171 1144 1435 1193"></td> <td data-bbox="1435 1144 1724 1193">17901.36</td> </tr> </thead></table> <table border="1" data-bbox="524 1362 1724 1390"> <tr> <td data-bbox="524 1362 689 1390">Option 2</td> <td colspan="3" data-bbox="689 1362 1724 1390">Self-Managed Website Year 1</td> </tr> </table>				Option 1	Distributor Year 1			Costs @ based on projected sales of £100,000	10% <50,000 5000	8% >50,000 4000	Total £ 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	Option 2	Self-Managed Website Year 1		
Option 1	Distributor Year 1																															
Costs @ based on projected sales of £100,000	10% <50,000 5000	8% >50,000 4000	Total £ 9000																													
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Cost of Postage	Inc	Inc	Inc																													
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
- 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.

As part of the **project strategic planning task**, students may:

	<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 having been identified in response to risks.</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 presented. Risks are fully outlined in an excellent level of</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.	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>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 Evidence from Tasks 1 and 2 should be used to assess performance against this performance outcome.</p>			

Links to Maths, English and Digital Skills

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

Task	Skills
Research and Financial Analysis	EC1, EC2, EC3, EC4, EC5 MC2, MC4, MC5, MC6, MC8, MC9, MC10 DC1, DC2, DC3, DC4, DC5
Project strategic planning	EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3, DC4, DC5
Stakeholder management	EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3, DC4, DC5
Leading and Supporting the Team	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3, DC4, DC5
Coaching a team member	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3, DC4, DC5
Managing a challenging conversation	EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3, DC4, DC5

General English competencies

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

EC1 – Convey technical information to different audiences.

EC2 – Present information and ideas.

EC3 – Create texts for different purposes and audiences.

EC4 – Summarise information/ideas.

EC5 – Synthesise information.

EC6 – Take part in/lead discussions.

General mathematical competencies

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

MC1 – Measuring with precision.

MC2 – Estimating, calculating and error spotting.

MC3 – Working with proportion.

MC4 – Using rules and formulae.

MC5 – Processing data.

MC6 – Understanding data and risk.

MC7 – Interpreting and representing with mathematical diagrams.

MC8 – Communicating using mathematics.

MC9 – Costing a project.

MC10 – Optimising work processes.

General digital competencies

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

DC1 – Use digital technology and media effectively.

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

DC3 – Communicate and collaborate.

DC4 – Process and analyse numerical data.

DC5 – Be safe and responsible online.

DC6 – Controlling digital functions.

Declaration of authenticity

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Additional Support

Has the candidate received any additional support in the production of this work?

No **Yes** (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

--

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature	Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature	Date

Note: Where the candidate and/or tutor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre, and this will delay the **marking** process. If any question of authenticity arises, the tutor may be contacted for justification of authentication

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