

**T Level Technical Qualification in  
Management and Administration  
(8715-33)**

**Business Support (313)**

**Practical Assignment  
Sample Centre Guidance Pack**

**First teaching from September 2022  
Version 1.0**

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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
Support the running of the organisation	<p>Interprets and analyses information from a brief to select appropriate methods to respond that account for the use of different tools, techniques, and documentation.</p> <p>Uses a range of project planning tools and approaches to support the application of a range of tasks and activities, with consideration for the selection of tools most relevant to the task.</p> <p>Actively undertakes activities with consideration of organisational resources. Makes decisions that reflect the effective and efficient use of resources, both from an organisational and environmental perspective.</p>	25%
Organise and prioritise workloads and processes	<p>Plans to meet the outcome of a brief through consideration of time management approaches, tools, and techniques. Sound reasoning and informed judgement are used to select methods that support effective work practices.</p> <p>Undertakes a range of activities with consideration of priorities, that account for different prioritisation models and decisions.</p> <p>Demonstrates evidence and reasoning for prioritisation decisions in-line with organisational and team goals.</p>	15%
Recommend and deliver improvements to business practices	<p>Considers available options and evaluates the strength of different approaches to support solution-based recommendations to improve business practices. Uses informed approaches to carry out improvements and deliver quality outcomes.</p> <p>Uses a range of approaches to make recommendations for improvements.</p> <p>Recommendations are provided with clear and succinct rationales that help to negotiate buy-in for proposals.</p> <p>Identifies and develops best practice with others to support the development of effective organisational working.</p>	20%
Build and maintain positive internal and	<p>Identifies the value of stakeholder relationships.</p> <p>Uses evaluative skills to determine approaches to engage with stakeholders. Develops</p>	20%

external stakeholder relationships	<p>communication that effectively supports stakeholder relationships through a range of different forms, styles and techniques, with consideration of the stakeholder and their preferred method of communication. Supports the development of internal stakeholder relationships to ensure that tasks and activities are completed effectively.</p>	
Manage the business information flow	<p>Displays knowledge and practical skills to identify information from a brief to design processes for ensuring that information flows to support the meeting and reporting cycle. Demonstrates the skills and behaviours to produce accurate documents. Uses the most appropriate solutions to maintain records and files through selection of those that will best meet the business need. Demonstrates updating and recording information, producing data analyses where required using appropriate software.</p>	20%

## Grade descriptors

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

Demonstrate an acceptable performance that meets the requirements of the brief, demonstrates adequate technical skills and techniques for providing business support, such as time management, document creation, drafting documentation and maintaining accurate and acceptable quality records.

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

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

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

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

Select appropriate clear verbal and written communication methods.

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

Demonstrate an exemplary performance that fully meets the requirement of the brief, demonstrating expertise in technical skills and techniques for planning, preparing, document creation and time management to industry standards showing a high level of accuracy for a business support role.

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

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

Be solution focussed, confidently delivering suggestions on methods to improve and the use of tools and techniques appropriate to effective planning and time management, coaching and solving problems. They will be able to accurately research and provide effective suggestions independently.

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 Business Support Administrator in 'IncludeAll', a large not-for-profit with headquarters in London. The charity runs a chain of social enterprise cafés in locations across the UK. The cafés provide training and support opportunities for people with disabilities and health related conditions. 'IncludeAll' works by showcasing the organisational values of inclusivity, diversity, inspiration and positivity.

The organisation is planning to open a new café in Manchester to support the organisation to grow its reach in Northwest England. The CEO is keen to use the opening of the Manchester café as an opportunity to develop best practice in resourcing and sustainability across the chain.

A project team has been launched to manage the opening of the new café. In your role as a Business Support Administrator, you have been brought into the project team to provide business administration support that will include producing the relevant documentation and supporting the launch of the new café. All company documentation you produce should follow the organisation's house style and you will be required to work within the organisation's procurement limits.

As part of the opening of the new store, the organisation is keen to learn about how it can support cost efficiencies across its group. Each café in the chain has its own bespoke menu applicable to the local area where it is based but sales volumes may vary. This bespoke variation incurs a higher overall cost to the organisation because they are unable to take advantage of bulk buying. The organisation's CEO wishes to streamline and centralise the café's food offering across all areas to provide cost efficiencies before launching the new café.

As a social enterprise, 'IncludeAll' always aims to be environmentally friendly. The CEO has asked all Café Managers to review the current waste levels with a view to improve the organisation's environmental footprint. The CEO would like the new Manchester café to be a flagship for the organisation in terms of environmental friendliness and sustainability. The new store will be fitted with eco-friendly windows and solar panels to support energy efficiency.

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 – Prepare documentation to assist with the launch of a new café - 8 hours
- Task 2 – Prepare documentation to inform the project team about external stakeholders - 6 hours
- Task 3 – Research and devise a business case for a new policy - 6 hours
- Task 4 – Prepare documentation for a new Café Manager - 3 hours
- Task 5 – Techniques and tools to coach the new Café Manager - 3 hours
- Task 6 – Create a spreadsheet to analyse business data - 6 hours

**Figure 1. Café Site Locations**

Café Location	Address	Café Manager
Newquay	15 Great Victoria Street, Newquay, EX12 5AH	Ava Katou
Birmingham	50 Steel House Lane Birmingham, B4 6BJ	Hilmar Paredes
Cardiff	300 Newport Rd, Cardiff, CF23 9AE	Michelle Karpati
Glasgow	5 Bothwell Street, Glasgow, G2 6AU	Lawrence Wiley
Edinburgh	122 Princes Street, Edinburgh, EH2 4AD	Sheri Vaduva
Liverpool	12 Ranelagh Street, Liverpool, L1 1JW	Mabel Tan
Oxford	30 Caledonian Road, Oxford, OX1 9DT	Stefan Ternigan
Coventry	12 Hoxton Lane, Coventry, CV1 6NU	Reg Hayley
London (Head Office)	400 Kilburn High Road, Kilburn, London NW6 7QB	Dakota Uggeri
Newcastle Upon Tyne	16 Dean Street, Newcastle upon Tyne NE1 1PG	Jaiden Arrington

**Figure 2. Company Organisation Chart**

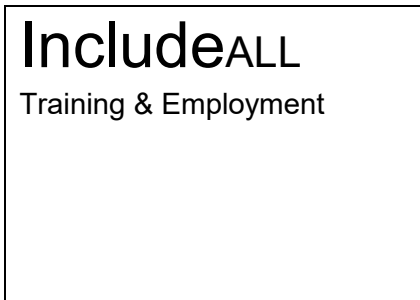




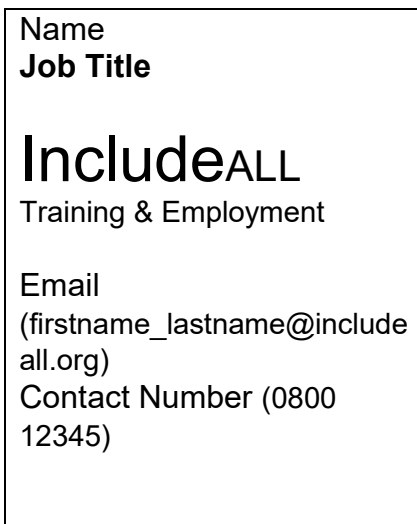
### Figure 3. House Style

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 4. Procurement Limits

All procurement in the organisations should use the following limits and approvals:

<b>Cost of item being procured</b>	<b>Number of quotes to be evidenced</b>	<b>Approval Required</b>
£29 or less	0	None
£30-£100	2	Line Manager
£101- £500	3	Line Manager
£501 - £4999	3	Senior Manager
£5000 or above	4	Senior Manager

**Figure 5a. Café Food Products**

<b>Café Location</b>	<b>Products</b>
Newquay	Cornish Pasty, Lasagne, Chips, Curry
Birmingham	Groaty Pudding, Lasagne, Curry, Chips
Cardiff	Glamorgan Sausage, Lasagne, Chips
Glasgow	Polony Roll, Sausage Roll, Lasagne, Chips
Edinburgh	Hog Roast Roll, Sausage Roll, Lasagne, Chips
Liverpool	Toad in the hole, Lasagne, Chips, Curry
London	English Breakfast, Pasta, Burger
Newcastle Upon Tyne	Pan Haggerty, Chips, Sausage Roll, Pasta
Oxford	Scone, Sausage Roll, Pasta
Coventry	Cheese fries, Sausage Roll, Burger

### Figure 5b. Café Food Stock and Annual Sales

The following table provides details for the last year of the total food units of each product sold by 'IncludeAll' at their different café sites. The amount of stock wasted for each food product at each site is also shown.

		Local Specialism Unit		Lasagne Unit		Chips Unit		Curry Unit		Pasta Unit		Sausage Roll Unit		Burger Unit	
Café Location	Local Specialism	Sales	Stock Waste	Sales	Stock Waste	Sales	Stock Waste	Sales	Stock Waste	Sales	Stock Waste	Sales	Stock Waste	Sales	Stock Waste
Newquay	Cornish Pasty	3120	300	4650	86	6998	91	5400	1100						
Birmingham	Groaty Pudding	1872	200	6240	102	8400	88	9418	50						
Cardiff	Glamorgan Sausage	4690	30	1872	95	5752	90								
Glasgow	Polony Roll	3120	190	2808	18	6200	60					7006	25		
Edinburgh	Hog Roast Roll	5436	430	4670	68	6500	48					7018	36		
Liverpool	Toad in the hole	4680	125	3744	38	8424	92	6712	1250						
London	English Breakfast	9360	76							7416	120			12480	95
Newcastle Upon Tyne	Pan Haggerty	1560	400			6200	35			3408	56	5812	67		
Oxford	Scone	5438	320							3965	70	4678	82		
Coventry	Cheese fries	8799	885									6753	95	7763	45

- The organisation plan to re-order stock for the next year, using these sales figures with an increased margin of 1.25%.
- Every product in the Café is charged to customers at £2.50 per unit.

### 3. Tasks

#### Task 1 – Prepare project documentation to assist with the launch of a new café

The purpose of this task is for the candidate to research the opportunity and develop a project plan to support the successful launch of the Café, that accounts for the organisation's aims and objectives and considers waste reduction.

Candidates may use the Internet for Task 1.

- a) Candidates should carry out a PESTLE analysis to identify any areas for consideration and potential risks with opening the new Café. Candidates should consider the not-for-profit nature of the organisation.
- b) Create a project plan that includes:
  - Goals, resources and targets for the project
  - The tasks to be undertaken to ensure a successful opening of the new Café
  - Evidence on the prioritisation and time management theories that could be used to ensure tasks are completed on time
- c) Using appropriate software, the candidate will create a visual timeline of their project plan.
- d) Candidates are required to create an outline proposal document recommending ways in which the organisation could reduce their waste and comply with relevant laws.

Candidates should report on the potential impact that waste reduction may have on stakeholder buy-in and how stakeholder buy-in could be achieved using change management theories.

#### Resources:

- Assignment Brief
- House Style (Figure 3)

#### 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:

- PESTLE analysis
- Project plan
- Visual timeline of project plan
- Outline waste proposal document

## Task 2 – Prepare documentation to inform the project team about external stakeholders

Candidates are required to support the project team to understand how external stakeholders will be engaged with, and their expectations managed, as part of the new café launch in Manchester.

Candidates may use the Internet for Task 2.

Candidates must:

- a) Create a stakeholder map that lists the potential external stakeholders that may be engaged with and what their expectations are likely to be.
- b) Develop a stakeholder engagement plan for the launch of the new café with the use of your stakeholder map.
- c) Develop a set of meeting materials that informs the project team of how the stakeholder engagement plan will be used to support and develop stakeholder engagement throughout the project.

The meeting materials should include:

- A meeting agenda
  - A template for minutes, and guidance on what will be captured
  - An introductory email to the first project meeting that will introduce the team to the project and the management of stakeholders
- d) At the first project meeting, the Finance Manager raised objections to the cost of fitting out the new Café because the cost of the eco-friendly windows and roof solar panels are three times more expensive than regular windows. They have said that they do not want to release the money to cover the cost.

Candidates are required to write a report to the project manager explaining how they would consider responding to this objection.

### Resources:

- Project Plan from Task 1
- Assignment Brief
- Internet
- House Style (Figure 3)

### 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
- Meeting materials (Meeting agenda, Minutes template, Introductory email)
- Report in response to objection

### Task 3 – Research and devise a business case for a new policy

The purpose of this task is for the candidate to research and devise a new whistleblowing policy to be implemented in the organisation. Candidates are required to develop a business case for their proposal.

Candidates may use the Internet for this task.

Candidates must

- a) Carry out a SWOT analysis to evidence why this new policy is needed for IncludeAll.
- b) Research whistleblowing and escalation policies/procedures that are used by similar organisations.
- c) Draft a proposed whistleblowing policy for IncludeAll. This should include a flow chart that documents the process.
- d) Develop a business case of their proposal for the CEO, capturing the key points in the form of a presentation which will be delivered to the CEO. Candidates are required to provide justifications for any recommendations you make.
- e) Deliver the presentation to their CEO in order to gain approval for their recommendations. The presentation should last for approximately 15 minutes.

#### Resources:

- Assignment Brief
- Company Organisation Chart (Figure 2)
- House Style (Figure 3)

#### Conditions of assessment:

- The maximum time allocated for this task is 6 hours, including a maximum 15-minute presentation
- Candidates must carry out the task on their own, under controlled conditions
- You will be required to take on the role of the CEO of IncludeAll

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

- SWOT analysis
- Draft whistleblowing policy, including flow chart of the process
- Presentation slides that outline the business case for the proposal
- Recording of presentation

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

- Any notes produced of research undertaken including citation of sources

## Task 4 – Prepare documentation for a new Café Manager

The new Café manager will initially be based in the London head office for the first 6 weeks of their employment and will be required to visit all café sites during this time, including the Manchester café where they will work.

Candidates have been asked to support the new Café manager of the Manchester site to be introduced to the organisation. It is advised that the new manager will:

- start their employment on the first Monday in September
- be required to visit all café sites within their first six weeks of employment
- be travelling to and from Central London to the other café sites
- be required to spend two full weekdays at each café site
- be able to travel at all times in the week, as well as on Sundays.

The new manager will **not** need accommodation for the days that they are based in the London office.

Candidates may use the Internet for this task.

Candidates must:

- (a) Research and create a travel itinerary for the new Café manager to visit all café sites within the first six weeks of their employment. The itinerary must make the most efficient use of time and money.

The travel itinerary must include:

- Travel costs with evidence of quotations that follow the organisation procurement limits
- Accommodation costs with evidence of quotations that follow the organisation procurement limits

- (b) Write an approval request for sign-off of the travel itinerary to your manager, outlining the reasons why this provides the most efficient itinerary for the new café manager. You should outline any authorisation required as part of the request.

### Resources:

- Assignment Brief
- Café Site Locations (Figure 1)
- House Style (Figure 3)
- Procurement Limits (Figure 4)

### Conditions of assessment:

- The maximum time allocated for this task is 3 hours
- Candidates must carry out the task on their own, under controlled conditions

### What must be produced for marking:

- Travel Itinerary with costs
- Evidence of quotations in line with the organisation procurement limits
- Sign-off approval request



## Task 5 – Techniques and tools to coach the new Café Manager

The purpose of this task is for the candidate to develop documentation that explains and justifies the techniques and tools they will use to ensure an effective coaching relationship with the new Café Manager. The new Café Manager has worked in the position before, but not had experience of running a social enterprise Café within the not-for-profit sector.

- a) Candidates are required to prepare an information pack for the new Café Manager to explain the different types of coaching techniques and which one they are going to use during their coaching sessions.
- b) Candidates are required to prepare their own coaching plan to detail the communication skills and feedback techniques they will use.
- c) Candidates are required to produce a list of questions to be used for their first coaching session.

### Resources:

- Assignment Brief
- House Style (Figure 3)

### Conditions of assessment:

- The maximum time allocated for this task is 3 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:

- Information pack
- Coaching plan
- List of questions

## Task 6 – Create a spreadsheet to analyse business data

Candidates have been asked to create a working spreadsheet of the café's food provision. The candidate will use the spreadsheet to analyse and make recommendations for cost savings.

Candidates must:

- a) Create a data inventory document for the organisation. This needs to present a summary of the total meals consumed in one year alongside projected meal totals for the coming year, that includes a 1.25% increase on the previous year's totals. The candidate should choose a valid format to hold the data.
- b) Use the information contained in the data inventory and information from the previous year's sales to create a spreadsheet to allow data analysis to take place.
- c) Make a recommendation for the business to offer five core food products at every café to support cost savings. Candidates will need to,
  - Analyse the data contained within their spreadsheet to identify a recommendation
  - Write a report that explains their recommendation

### Resources:

- Assignment Brief
- Café Food Products (Figure 5a)
- Café Food Annual Sales (Figure 5b)

### 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:

- Data Inventory document
- Spreadsheet
- Report on recommended five core food products

## 4. 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

### General task guidance

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

### 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 – 3 hours
- Task 5 – 3 hours
- Task 6 – 6 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.

It is the centre's responsibility to arrange how time is managed to fit with timetables and meet the times allocated for each task during the assessment window. Assessment windows are specified in the key date schedule.

The tasks must be issued in order, one at a time to candidates by centres in the scheduled assessment times. Candidates are able to refer to the brief and scenario during all of the scheduled assessment time. Candidates are not permitted to return to rework any tasks after the assessment time for the task has ended and the next task has begun.

Centres should aim to schedule each task within a single assessment session. However, to aid deliverability and manageability of assessment, sessions can be split where there is a requirement – for example where timetabling of an appropriate location for six hours is not possible, e.g. where centre's access to computer resources is limited, or where candidates are not available for six consecutive hours (e.g. due to work placement commitments). Where this is necessary, sessions should, where possible be timetabled over consecutive days and in as few sessions as possible. All assessment evidence must be stored securely and access to assessment materials and their work only given to candidates during the formal assessment times. All candidates are required to complete a declaration of authenticity along with their evidence submission, and the arrangements must support the tutor /assessor in being confident in confirming authenticity.

## 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 the following to select and carry out each task:

- a range of Word Processing and Presentation Software
- a 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

- The timing for this task is set at 8 hours.
- 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.

### Task 3

- The timing for this task is set at 6 hours, which includes a maximum 15-minute presentation given by the candidate. The tutor will take on the role of one of the CEOs.
- The presentation must be video recorded for external marking. Video recordings of the presentation must be in an appropriate format with audible sound levels, well-lit etc. It should be clear from supporting video evidence which candidate it is attributed to, e.g. by the candidate stating their name during the introduction or the video file name including the name and candidate number.

- Candidates' presentations should be scheduled and timed to 15 minutes.
- It should be clear to candidates how much time of their presentation time has been used up, for example through the use of a timer, or clarification at the start of the session that their session will end in 15 minutes time (e.g., indicating to candidates on a mutually visible clock and confirming the time the session will end).
- It is acceptable for Tutors to remind the candidate presenting when 5 minutes of the allocated time remains.
- If the candidate's presentation has reached the 15 minutes allocated time and they have not yet finished, it is acceptable to allow for a small amount of tolerance which should be **(+ 10%) only**. Tutors should make the candidate aware as soon as the 15 minutes allocated time has finished, and that they are allowed an extra 10% to finalise their last points.
- It is important that centres consider the impact of cohort size on the scheduling of the presentation task. Larger cohorts may need to be split into two groups in order to accommodate presentations taking place shortly after the preparation session.
- To aid deliverability and manageability of assessment, presentation preparation/delivery sessions can be timetabled over consecutive days. This means that preparation of the presentation and delivery of the presentation may happen on different days. All candidates are required to complete a declaration of authenticity along with their evidence submission (be it physical i.e., report, or ephemeral i.e., presentation).

## Overview of task requirements

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

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

## 5. Centre guidance

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

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

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

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

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

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

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

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

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

### **Compliance with timings**

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

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

### **Assessment windows and timetabling**

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

## Internet access

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

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

## Video and photograph evidence in T Level Technical qualifications

The assessment materials for each assignment identify the minimum candidate and tutor evidence requirements to support marking. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and 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 & guidance must be:

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

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

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

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

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

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

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

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

## 6. Marking guidance

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

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

### Guidance on marking

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

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

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

## Marking grids

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

### Performance outcome – Support the running of the organisation

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Band 4 descriptor</b>	<b>Band 5 descriptor</b>	<b>Total marks per PO</b>
<b>Marks per band</b>	<b>1 – 3</b>	<b>4 – 6</b>	<b>7 – 9</b>	<b>10 – 12</b>	<b>13 – 15</b>	<b>15</b>
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the <u>Prepare project documentation to assist with the launch of a new Café task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Undertake PESTLE analysis, with consideration of different factors and risks as well as the not-for-profit nature of the organisation, e.g.               <ul style="list-style-type: none"> <li>- Political factors – health and safety requirements, working environment standards</li> <li>- Economic factors – cost versus demand, any financial constraints</li> <li>- Social factors – customer demand, changes in customer lifestyles.</li> <li>- Technological factors – cost of equipment set-up/maintenance, changing technology</li> <li>- Environmental factors – sustainable methods of dealing with waste</li> <li>- Legal factors – compliance with regulatory bodies</li> </ul> </li> <li>• Develop a project plan. Criteria expected could include:               <ul style="list-style-type: none"> <li>- Reflection of the key goals and targets for the project</li> <li>- The range of different tasks and activities that may be required to support the opening of a new café to meet key objectives</li> <li>- How resources will be managed, including how staff will be recruited and onboarded</li> <li>- The range of key documentation to be developed, and how and when this will be produced</li> </ul> </li> </ul> <p><b>As part of the <u>prepare documentation to inform the project team about external stakeholders</u>, students may:</b></p> <ul style="list-style-type: none"> <li>- Produces a set of meeting materials that includes</li> </ul>					

- an introductory email to the project team inviting them to the first meeting with the project manager explaining the purpose of the meeting
- a template for creating minutes and actions that has considered the key attributes for the document (e.g., what needs to be captured, how to record actions, designed for clarity)
- a meeting agenda outlining the purpose of the meeting
- Write a report that outlines ideas for the ways the internal stakeholder's objection can be responded to, such as
  - outlining the reason for the requirement with justification to meet environmental responsibilities and reflect the organisation's objectives in relation to sustainability and waste reduction
  - advising of different approaches that may be considered
  - justifying the benefits of the approach to convince that that it is worth the cost

**As part of the research and devising of a new business case, students may:**

- Select and use a range of tools and techniques in order to interrogate and respond to the task brief, in order to make informed recommendations for a change in process, that may include:
  - Use of research to understand approaches used by other organisations, in order to make recommendations of an approach that would support change
  - Use of SWOT analysis techniques to consider the range of factors that influence the need for development of a new Whistleblowing policy, responses may focus on:
    - the requirement to meet external legislation
    - the approaches to support clarity of any organisational breaches within the business
    - to support staff and other stakeholders to feel comfortable at flagging concerns
    - the challenges of ensuring buy-in for such a process
  - Use of action planning to consider how the proposed process would be implemented, including definition of the goal, the tasks/steps to be carried out and how the process would be undertaken, which may be demonstrated through the use of a flow chart

**As part of the development of techniques and tools to coach, students may:**

- Consider the range of coaching techniques that may be used to respond to the task brief, with consideration of the manager being new to the role and the effectiveness of different techniques that would support coaching.
- Produce a coaching plan that identifies appropriate communication skills and feedback techniques, with consideration of their effectiveness in relation to the manager being new to the role.
- Identify appropriate questions that would support the development of an initial coaching session with the new manager. Questions may focus on points that include:
  - relationship development
  - approaches to how they would best be supported through coaching
  - what they would like to achieve through coaching, and how they would like to achieve this
  - what their initial insights are

	- the progress steps that they anticipate					
	<p>A <b>limited</b> approach to planning is evidenced. There are brief considerations of what needs to be undertaken and how, with a <b>limited</b> level of detail provided. There is <b>limited</b> evidence of a structure or outline being used to frame the response.</p> <p>There is evidence of a <b>limited</b> use of research, analytical and project tools to support the development of ideas and recommendations. Ideas and recommendations presented show <b>limited</b> linkages to the brief.</p> <p>Supporting documentation is developed with a</p>	<p>A <b>moderate</b> approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be is demonstrated, with a <b>moderate</b> level of detail provided. A <b>moderate</b> structure or outline is used to frame the response, with <b>some</b> brief linkages evidenced between the sequence of tasks.</p> <p>There is a <b>moderate</b> level of evidence that shows the use of a range of research, analytical and project tools to support the development of ideas and recommendations. Ideas and recommendations presented show <b>some</b> linkages to the brief, but with little evidence of how effective they will be.</p>	<p>A <b>good</b> approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be demonstrated are provided with a <b>good</b> level of detail. A <b>good</b> structure or outline is used to frame the response, with some clear linkages between the sequence of tasks.</p> <p>There is a <b>good</b> level of evidence that shows the use of a range of research, analytical and project tools to support the development of ideas and recommendations, with ideas and recommendations presented that offer <b>good</b> linkages to the brief and provide evidence of <b>some</b> effectiveness.</p> <p>Supporting documentation is developed with a <b>good</b> level of detail and meets house style.</p>	<p>A <b>very good</b> approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be demonstrated are provided with a <b>very good</b> level of detail. A <b>very good</b> structure or outline is used to frame the response, with clear linkages between the sequence of tasks.</p> <p>There is a <b>very good</b> level of evidence to show that a wide range of research, analytical and project tools have been used to support the development of ideas and recommendations. Ideas and recommendations presented show <b>very good</b> and effective linkages to the brief</p> <p>Supporting documentation is developed with a <b>very good</b> level of detail and consistently meets house style. Information has been presented with <b>very good</b> links to how</p>	<p>An <b>excellent</b> approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be demonstrated are provided with an <b>excellent</b> level of detail. An <b>excellent</b> structure or outline is used to frame the response, with highly developed linkages used to support the sequencing of tasks.</p> <p>There is an <b>excellent</b> level of evidence to show that a <b>comprehensive</b> range of research, analytical and project tools have been effectively used to support the development of ideas and recommendations. Ideas and recommendations presented show <b>excellent</b> and fully effective linkages to the brief.</p> <p>Supporting documentation is developed with an <b>excellent</b> level of detail and utilises house style</p>	

	<p><b>limited</b> level of detail and there is <b>limited</b> adherence to house style. Information is presented in <b>basic</b> detail, with <b>limited</b> clarity on how information has been used to support a response to the brief.</p> <p>A <b>limited</b> range of techniques are considered to support others with business support activities, with <b>limited</b> consideration of which technique would be most effective to meet the brief.</p>	<p>Supporting documentation is developed with a <b>moderate</b> level of detail and <b>mostly</b> meets house style. Information is presented with <b>some</b> links to show how information has been used to respond to the brief.</p> <p>A <b>moderate</b> range of techniques are considered to support others with business support activities, with <b>moderate</b> evidence of consideration of which technique would be most effective to meet the brief.</p>	<p>Information is presented in detail, with <b>good</b> links to show how the information has been used to respond to the brief.</p> <p>A <b>good</b> range of techniques are considered to support others with business support activities, with <b>good</b> evidence of consideration for which technique would be most effective to meet the brief with some justification of why.</p>	<p>the information has been used to respond to the brief.</p> <p>A <b>very good</b> range of techniques are considered to support others with business support activities, with <b>very good</b> evidence of consideration for which would be the most effective to meet the brief and why.</p>	<p>effectively. Information is presented with <b>excellent</b> links as to how the information has been used to respond to the brief.</p> <p>An <b>excellent</b> range of techniques are considered to support others with business support activities, with <b>excellent</b> evidence of consideration for which technique would be the most effective to meet the brief with a <b>comprehensive</b> justification.</p>	
<p><b>Guidance for markers</b> Evidence from Tasks 1, 2, 3, and 5 should be used to assess performance against this performance outcome.</p>						



## Performance outcome – Organise and prioritise workloads and processes

<p>Note: where there is insufficient evidence to award a mark, a zero mark may be given</p>	<p><b>Band 1 descriptor</b></p>	<p><b>Band 2 descriptor</b></p>	<p><b>Band 3 descriptor</b></p>	<p><b>Total marks per PO</b></p>
<p><b>Marks per band</b></p>	<p><b>1 – 3</b></p>	<p><b>4 – 6</b></p>	<p><b>7 – 9</b></p>	<p><b>9</b></p>
<p><b>Indicative content</b></p>	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the <u>Prepare project documentation to assist with the launch of a new Café task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Create a project plan that supports the successful opening of a café, that has             <ul style="list-style-type: none"> <li>- Considered key tasks, goals, resources and targets, and planned them in a logical and sequential order</li> <li>- Used time management and prioritisation techniques through the implementation of the plan</li> </ul> </li> <li>• Create a visual timeline of the project plan</li> <li>• Determine the effectiveness of different time management tools and techniques that may be used to support the effective deployment of a project plan – for example, Get Things Done, The Pomodoro Technique, the use of to do lists.</li> <li>• Identify how different prioritisation techniques will be deployed to support the activities within the project plan – for example, the use of Urgent vs Important grids, Eisenhower Matrix.</li> </ul> <p><b>As part of the <u>preparation of documentation for a new café manager task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Develop a travel itinerary and plan that has             <ul style="list-style-type: none"> <li>- Covered all of the locations outlined in the resource</li> <li>- Explored a range of travel options with evidence of accompanying quotations, and determined the most effective option based on cost and organisational procurement limits</li> </ul> </li> <li>• Produce an approval request that outlines the reasoning for the itinerary presenting the most effective option. Expected criteria may include:             <ul style="list-style-type: none"> <li>- Proximity of travel destinations</li> <li>- Cheapest times and days to travel</li> <li>- Most effective use of overnight stays</li> </ul> </li> </ul>			
	<p>There is evidence of a <b>limited</b> range of supporting documentation produced with</p>	<p>There is evidence of a <b>good</b> range of supporting documentation produced which</p>	<p>There is evidence of a <b>comprehensive</b> range of supporting documentation produced which meets</p>	

	<p><b>limited</b> adherence to house style. Documentation includes limited details and evidence of identifying the most effective options available.</p> <p>Planning for tasks shows <b>brief</b> consideration of the activities to be taken, with limited thought evident of the approach to prioritisation or timings.</p> <p>Completion of tasks shows <b>basic</b> consideration of methods and reasons to prioritise, with some <b>limited</b> evidence of prioritisation seen through plans.</p> <p>Evidence of applying time management theories to ensure timelines are met is not robust to demonstrate full understanding of how these may work in practice.</p>	<p><b>mostly</b> meet house style. Documentation includes a <b>good</b> level of detail and evidence of identifying the most effective option.</p> <p>Planning for tasks is well considered, with <b>good</b> prioritisation of tasks and consideration of timings evident.</p> <p>Completion of tasks shows <b>good</b> consideration of methods and reasons to prioritise, with evidence of prioritisation seen through plans, and with some supporting justifications.</p> <p>Evidence of applying time management theories to ensure timelines are met is clearly presented and demonstrates some understanding of how these may work in practice.</p>	<p>house style. Documentation includes a <b>comprehensive</b> level of detail and evidence of identifying the most effective option.</p> <p>Planning for tasks is considered <b>comprehensively</b>, prioritisation considers the most optimal task order and timings for completion to support effective delivery.</p> <p>Completion of tasks shows <b>excellent</b> consideration of methods and reasons to prioritise, with a comprehensive level of evidence of prioritisation seen through plans, supported by clear rationales and justification.</p> <p>Detailed evidence of applying time management theories to ensure timelines are met is clearly presented and comprehensively demonstrates understanding of how these may work in practice.</p>	
<p><b>Guidance for markers</b> Evidence from Tasks 1 and 4 should be used to assess performance against this performance outcome.</p>				

## Performance outcome – Recommend and deliver improvements to business practices

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Band 4 descriptor</b>	<b>Total marks per PO</b>
<b>Marks per band</b>	<b>1 -3</b>	<b>4 – 6</b>	<b>7 – 9</b>	<b>10 – 12</b>	<b>12</b>
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the <u>Prepare project documentation to assist with the launch of a new Café task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Create a proposal document that recommends way that the organisation can reduce waste. Expected criteria include: <ul style="list-style-type: none"> <li>- The types of waste that could be reduced through considered approaches (e.g., physical waste such as resources, food commodities, or other types of ‘waste’, such as time inefficiencies)</li> <li>- Consideration of how to dispose of waste in order to meet key legislation (e.g., environmental requirements, confidentiality requirements), with consideration of the least wasteful option</li> </ul> </li> </ul> <p><b>As part of the <u>research and devising of a business case for a new policy task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Identify a proposal for a new whistleblowing policy. Expected criteria for the proposal reflect <ul style="list-style-type: none"> <li>- The reasons for the policy</li> <li>- Evidence of the rationale for the approach</li> </ul> </li> <li>• Develop a business case/proposal that outlines the proposal of the new policy. Expected criteria include <ul style="list-style-type: none"> <li>- how it will be carried out</li> <li>- the recommendations for implementation</li> </ul> </li> <li>• Develop a presentation to positively influence and negotiate. The approach adopted clearly: <ul style="list-style-type: none"> <li>- Outlines the reason for the business case</li> <li>- Provides evidence and reasoning for why the approach is necessary</li> <li>- Shows consideration for the audience and builds on reasoning provided appropriately</li> </ul> </li> </ul> <p><b>As part of the <u>create a spreadsheet to analyse business data task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Extract information from data to draw conclusions on business data</li> <li>• Draw upon data analysis undertaken to make recommendations for cost-savings, consideration accounts for the popularity of products and consolidation of available financial and stock information which is used to support recommendations</li> </ul>				

	<ul style="list-style-type: none"> <li>Recommendations for five core food products are made that reflect how this would support an improvement to the organisation, in terms of focusing resources and controlling costs</li> </ul>				
	<p>The student uses data and information to develop <b>limited</b> recommendations to support activities. There is <b>limited</b> supporting evidence to support the validity of the recommendations presented with <b>limited</b> evidence of any justification.</p> <p>The student presents recommendations in a <b>limited</b> way, with little supporting evidence presented to justify their approach.</p> <p>Supporting documentation to make recommendations is developed with a <b>limited</b> level of detail. Documentation shows <b>limited</b> adherence to house style and <b>limited</b> technical accuracy. Information is presented in <b>basic</b> detail, with <b>limited</b> clarity on how an approach has been formed in response to the brief. Evidence of</p>	<p>The student uses data and information to develop recommendations to support activities in a <b>moderate</b> level of detail. A <b>moderate</b> amount of supporting evidence is evident to support the validity of recommendations presented, with a <b>moderate</b> level of justification provided to outline the reason for recommendations.</p> <p>The student presents recommendations in a <b>moderate</b> way, with some attempt to use influence and negotiate a positive outcome.</p> <p>Supporting documentation to make recommendations is developed with a <b>moderate</b> level of detail. Documentation <b>mostly</b> meets house style and shows <b>some</b> technical accuracy. Information is presented with <b>some</b> links to the brief, and with <b>moderate</b> clarity shown on an approach that has been developed to respond to</p>	<p>The student uses data and information to develop recommendations to support activities in a <b>good</b> level of detail. A <b>good</b> amount of supporting evidence is evident to support the validity of recommendations presented, with a <b>good</b> level of justification for the effectiveness of recommendations.</p> <p>The student presents recommendations in a <b>good</b> way, with clear attempts made to positively influence and negotiate a successful outcome, with some success evident.</p> <p>Supporting documentation to make recommendations is developed with a <b>good</b> level of detail. Documentation meets house style and shows <b>good</b> technical accuracy most of the time. Information is presented in detail, with <b>clear links</b> to show how an approach that has been clearly developed to respond to the brief,</p>	<p>The student uses data and information to develop recommendations to support activities in an <b>excellent</b> level of detail. An <b>excellent</b> amount of supporting evidence is evident to support the validity of recommendations presented, with an <b>excellent</b> level of justification provided that fully supports the recommendations, rationalising why other options have been discarded.</p> <p>The student presents recommendations in an <b>excellent</b> way, with their use of influence and negotiation used effectively to gain the intended outcome.</p> <p>Supporting documentation to make recommendations is developed with an <b>excellent</b> level of detail. Documentation meets house style and shows a high level of technical accuracy throughout. Information is presented fully coherently with fully justified and rationalised links to how an approach has been adopted to respond to the brief.</p>	

	any justifications is <b>limited</b> .	the brief. <b>Some</b> brief justifications are evidenced.	supported by a <b>good</b> level of justification.		
	<b>Guidance for markers</b> Evidence from Task 1, 3 and 6 should be used to assess performance against this performance outcome.				

## Performance outcome – Build and maintain positive internal and external stakeholder relationships

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Band 4 descriptor</b>	<b>Total marks per PO</b>
<b>Marks per band</b>	<b>1 – 3</b>	<b>4 – 6</b>	<b>7 – 9</b>	<b>10 – 12</b>	<b>12</b>
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the <u>Prepare documentation to inform the project team about external stakeholders task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Develop stakeholder maps that               <ul style="list-style-type: none"> <li>- Identify external stakeholders to be engaged in the process, to include e.g. customers, suppliers, neighbouring residences/shops</li> <li>- outline the role of different external stakeholders</li> <li>- confirm the influence and expectations of different external stakeholders,</li> </ul> </li> <li>• Develop a stakeholder engagement plan that               <ul style="list-style-type: none"> <li>- confirm the methods of communication to be used with different external stakeholders, and reasons why</li> <li>- the timelines for engaging with different external stakeholder groups</li> <li>- provide measures to confirm level of interaction with external stakeholder groups</li> </ul> </li> <li>• Develops a report that responds to objections raised by an internal stakeholder considering a process to respond that includes,               <ul style="list-style-type: none"> <li>- confirming the objection</li> <li>- outlining methods to respond to the objection – that may include, verifying the reasons why the approach has been taken (e.g. sustainability/environmental reasons, legal requirements), suggesting review of the expenditure (e.g. checking different suppliers for lower costs, alternative eco-friendly approaches).</li> <li>- Outlining how the objection will be responded to (e.g. investigated further, alternative options explored) and the process for responding.</li> </ul> </li> </ul> <p><b>As part of the <u>Research and devise a business case for a new policy task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>• Develop a presentation that uses communication methods that are effectively geared towards internal stakeholders that               <ul style="list-style-type: none"> <li>- Uses appropriate tone, language and structure</li> <li>- Positively influences based on the information presented</li> </ul> </li> <li>• Present a business case presentation to internal stakeholders to influence the adoption of a new whistleblowing process</li> </ul>				

	<p>A <b>limited</b> attempt is made to identify stakeholders who will be required to support activities in response to the brief with a <b>limited</b> level of consideration of how they will be engaged.</p> <p>A <b>limited</b> range of communication methods are considered in response to stakeholder engagement. The methods selected do not always support the intention of the engagement or consider different stakeholder groups.</p> <p>A <b>limited</b> attempt is made to consider or respond to potential challenges, suggestions made provide <b>limited</b> evidence that they would prove effective at addressing concerns raised.</p> <p>Supporting documentation is developed with a <b>limited</b> level of detail and adherence to house style is <b>limited</b>. Information is presented with <b>some</b> detail on how stakeholder engagement will be responded to, with limited consideration of the brief.</p>	<p>A <b>moderate</b> attempt is made to identify a range of stakeholders, including those who will be required to support or who will be impacted by activities in response to the brief with a <b>moderate</b> level of detail that shows how they will be engaged.</p> <p>A <b>moderate</b> range of different communication methods are considered in response to stakeholder engagement. The methods selected <b>attempt</b> to provide an effective response to different stakeholder groups, but with <b>some</b> areas of engagement not fully considered or engaged with.</p> <p>A <b>moderate</b> attempt is made to consider or respond to potential challenges, suggestions made provide <b>some</b> evidence that concerns would be addressed with <b>some</b> effectiveness.</p> <p>Supporting documentation is developed with a <b>moderate</b> level of detail and meets house style <b>some</b> of the time. Information is presented with</p>	<p>A <b>good</b> attempt is made to identify a range of stakeholders who will be required to support or who will be impacted by activities in response to the brief. A <b>good</b> level of detail is provided on how different stakeholders will be engaged with.</p> <p>A <b>good</b> range of communication methods are considered in response to stakeholder engagement. The methods selected provide confidence that they will <b>mostly</b> support an effective level of engagement with different stakeholder groups, with a <b>good</b> level of evidence presented to support the approach.</p> <p>A <b>good</b> attempt is made to consider or respond to potential challenges, suggestions made provide a <b>good</b> level of evidence that concerns would be addressed with a <b>good</b> level of effectiveness.</p> <p>Supporting documentation is developed with a <b>good</b></p>	<p>An <b>excellent</b> attempt is made to identify a range of stakeholders who will be required to support or will be impacted by activities in response to the brief are identified, with a <b>comprehensive</b> level of detail provided on how they will be engaged with.</p> <p>A <b>comprehensive</b> range of communication methods are considered and reviewed in response to stakeholder engagement. The methods selected provide an <b>optimal</b> way to engage with different stakeholder groups, with strong evidence presented that fully justifies the methods selected.</p> <p>A <b>comprehensive</b> attempt is made to consider or respond to potential challenges, suggestions made are well-developed and provide confidence they would provide <b>optimal</b></p>	

		<p>a <b>moderate</b> level of detail, with clear details on how stakeholders will be responded to, with clear linkages to the brief, and some <b>limited</b> justifications evident of approach.</p>	<p>level of detail and meets house style <b>most</b> of the time. Information is presented with a <b>good</b> level of detail, showing how stakeholders will be responded to, with <b>strong</b> linkages to the brief and some <b>clear</b> justifications evident to support the approach.</p>	<p>effectiveness at responding to the issue.</p> <p>Supporting documentation is developed with a <b>comprehensive</b> level of detail and consistently meets house style throughout. Information is presented with a <b>comprehensive</b> level of detail on how stakeholder engagement will be responded to, with <b>excellent</b> and fully developed linkages to the brief and strong justifications evident to rationalise approach.</p>	
<p><b>Guidance for markers</b> Evidence from Tasks 2 and 3 should be used to assess performance against this performance outcome.</p>					



## Performance outcome – Manage the business information flow

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Band 4 descriptor	Total marks per PO												
Marks per band	1 – 3	4 – 6	7 – 9	10 – 12	12												
Indicative content	<p><b>As part of the <u>research and devise of a new business case task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>Develop a flowchart that reflects the steps of a whistleblowing process; criteria expected could include,               <ul style="list-style-type: none"> <li>Identification of issue</li> <li>Confirmation the issue meets the requirement of the process</li> <li>Escalation of the issue as appropriate</li> <li>Investigation of the issue</li> <li>Further escalation as appropriate, including to external authorities</li> </ul> </li> </ul> <p><b>As part of the <u>development of a spreadsheet to analyse business data task</u>, students may:</b></p> <ul style="list-style-type: none"> <li>Updates data within a developed inventory document, e.g. type of stock, stock level, locations of stock, total meals consumed and projected meals for the coming year with an increased margin of 1.25%.</li> <li>Develops a spreadsheet that can be readily extrapolated to provide information and recommendations for cost saving.</li> <li>Uses data analysis that is expected to include some basic calculations to support review of e.g., overall sales versus stock wastage – so calculations expected to be seen would reflect e.g., overall sales of lasagne across sites (23984 units x 2.5 retail price = £59960 – stock wastage, 407 units x 2.5 = £1017.50, so overall £58,942.50 profit for the organisation for this food item)</li> <li>Analysis that supports recommendations will take into account number of sales, level of stock wastage and sales across sites, reasoning would be based on these points and calculations to reflect a response akin to:</li> </ul> <table border="1" data-bbox="504 1241 1646 1394"> <thead> <tr> <th>Food product</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Chips</td> <td>119925</td> <td>Recommend as a core food product as Very high sales, low waste levels, very consistent sales across all locations</td> </tr> <tr> <td>Sausage Roll</td> <td>77405</td> <td>High sales, low waste consistent across locations</td> </tr> <tr> <td>Burger</td> <td>50275.5</td> <td>High sales, low waste across small number of locations</td> </tr> </tbody> </table>					Food product			Chips	119925	Recommend as a core food product as Very high sales, low waste levels, very consistent sales across all locations	Sausage Roll	77405	High sales, low waste consistent across locations	Burger	50275.5	High sales, low waste across small number of locations
Food product																	
Chips	119925	Recommend as a core food product as Very high sales, low waste levels, very consistent sales across all locations															
Sausage Roll	77405	High sales, low waste consistent across locations															
Burger	50275.5	High sales, low waste across small number of locations															

	Curry	47825	High sales		
	Pasta	36972.5	High sales		
	<ul style="list-style-type: none"> <li>Analysis of reasons why some products may be discounted may also be seen (e.g. Pan Haggerty discounted due to high waste percentage)</li> </ul>				
	<p>Supporting documentation is completed and briefly covers key details. Documents may not always be fully accurate, with <b>limited</b> adherence to house style and a <b>limited</b> range of technical skills evident. There is <b>limited</b> evidence of links to the task brief.</p> <p>There is <b>limited</b> evidence of the development of processes to support the flow of information. Information flows depicted show only <b>basic</b> steps, with a <b>minimal</b> level of consideration of structure or order.</p> <p>Information and data is selected to support analyses, but with <b>limited</b> consideration given to how it has been arranged,</p>	<p>Supporting documentation is completed in <b>moderate</b> detail. Documents meet house style <b>some</b> of the time, show <b>some</b> accuracy and show a <b>moderate</b> range of technical skills evident. There are <b>moderate</b> links to the task briefs.</p> <p>There is <b>moderate</b> evidence of the development of processes to support the flow of information. Information flows depicted show a <b>moderate</b> level of consideration of structure and order, with a <b>limited</b> amount of detail provided within each step.</p> <p>Information and data is selected to support analyses, with a <b>moderate</b> level of consideration to the arrangement, structure and order.</p> <p>A <b>moderate</b> level of analysis is evidenced, with</p>	<p>Supporting documentation is completed with a <b>good</b> level of detail. Documents meet house style most of the time and show a <b>good</b> level of accuracy, with a <b>good</b> range of technical skills evident. There are <b>good</b> links to the task briefs.</p> <p>There is <b>good</b> evidence of the development of processes to support the flow of information. Information flows depicted show a <b>good</b> level of consideration of structure and order, with clear links and a developed level of detail provided within each step.</p> <p>Information and data is selected to support analyses, with a <b>good</b> level of consideration to the arrangement, structure and order, that</p>	<p>Supporting documentation is completed in <b>comprehensive</b> detail and meet house style. Documents meet house style consistently throughout and show an <b>excellent</b> level of accuracy, with a <b>comprehensive</b> range of technical skills evident. There are <b>excellent</b> links to the task briefs.</p> <p>There is an <b>excellent</b> amount of evidence of the development of processes to support the flow of information. Information depicted show a highly developed structure, with well-developed links between different steps that fully-detail the intended process.</p> <p>Information and data is selected to support analyses, with <b>excellent</b> consideration given to the arrangement, structure and order, that provides a</p>	

	<p>structured and ordered.</p> <p>A <b>limited</b> level of analysis is evidenced, with <b>basic</b> conclusions drawn on the available data. There is <b>limited</b> evidence of providing links to the brief or of any justification.</p>	<p><b>some</b> conclusions drawn on the available data that provide <b>some</b> links to the brief and attempt to justify.</p>	<p>provides a clear basis to support further analysis.</p> <p>A <b>good</b> level of analysis is evidenced, with conclusions drawn on the available data that provide <b>good</b> links to the brief, supported by justifications.</p>	<p>strong and effective basis to support further analysis.</p> <p>A <b>comprehensive</b> level of analysis is evidenced, with conclusions drawn on the available data that provide <b>excellent</b> links to the brief, supported by well-reasoned justifications.</p>	
	<p><b>Guidance for markers</b> Evidence from Tasks 3 and 6 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
Prepare documentation for a new Café Manager	EC1, EC2, EC3, EC4, EC5 MC2, MC4, MC5, MC8, MC9, MC10 DC1, DC2, DC3, DC4
Prepare project documentation to assist with the launch of a new Café	EC1, EC2, EC3, EC4, EC5 DC1, DC2, DC3, DC5
Prepare documentation to inform the project team about external stakeholders	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3, DC5
Research and devise a business case for a new policy	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3, DC5
Techniques and tools to coach the new Café Manager	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3
Create a spreadsheet to analyse business data	EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC2, DC3, DC4 MC2, MC4, MC5, MC6, MC8, MC9, MC10

## 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

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

### 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.*

<b>Candidate signature</b>	<b>Date</b>

### 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.*

<b>Tutor signature</b>	<b>Date</b>

**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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