

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

Business Support (313)

**Practical Assignment
Sample Marking Grids**

**First teaching from September 2022
Version 1.0**

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1. Assessment

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

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

Performance outcomes

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

Performance outcome	Typical knowledge and skills	Weighting
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. 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. 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 external stakeholder relationships	<p>Identifies the value of stakeholder relationships. Uses evaluative skills to determine approaches to engage with stakeholders. Develops communication that effectively supports stakeholder relationships through a range of different forms, styles and techniques, with</p>	20%

	<p>consideration of the stakeholder and their preferred method of communication.</p> <p>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.</p> <p>Uses the most appropriate solutions to maintain records and files through selection of those that will best meet the business need.</p> <p>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.

General marking approach

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

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

Process

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

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

Marking grids

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

Performance outcome – Support the running of the organisation

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Band 4 descriptor	Band 5 descriptor	Total marks per PO
Marks per band	1 – 3	4 – 6	7 – 9	10 – 12	13 – 15	15
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>As part of the <u>Prepare project documentation to assist with the launch of a new Café task</u>, students may:</p> <ul style="list-style-type: none"> • 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"> - Political factors – health and safety requirements, working environment standards - Economic factors – cost versus demand, any financial constraints - Social factors – customer demand, changes in customer lifestyles. - Technological factors – cost of equipment set-up/maintenance, changing technology - Environmental factors – sustainable methods of dealing with waste - Legal factors – compliance with regulatory bodies • Develop a project plan. Criteria expected could include: <ul style="list-style-type: none"> - Reflection of the key goals and targets for the project - The range of different tasks and activities that may be required to support the opening of a new café to meet key objectives - How resources will be managed, including how staff will be recruited and onboarded - The range of key documentation to be developed, and how and when this will be produced <p>As part of the <u>prepare documentation to inform the project team about external stakeholders</u>, students may:</p>					

- Produces a set of meeting materials that includes
 - 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
- Use 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

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 limited approach to planning is evidenced. There are brief considerations of what needs to be undertaken and how, with a limited level of detail provided. There is limited evidence of a structure or outline being used to frame the response.</p> <p>There is evidence of a limited use of research, analytical and project tools to support the development of ideas and recommendations. Ideas and recommendations presented show limited linkages to the brief.</p> <p>Supporting documentation is developed with a limited level of detail and there is limited adherence</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 moderate structure or outline is used to frame the response, with some brief linkages evidenced between the sequence of tasks.</p> <p>There is a moderate 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 some linkages to the brief, but with little evidence of how effective they will be.</p> <p>Supporting documentation is developed with a moderate level of</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 structure or outline is used to frame the response, with some clear linkages between the sequence of tasks.</p> <p>There is a good 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 good linkages to the brief and provide evidence of some effectiveness.</p> <p>Supporting documentation is developed with a good level of detail and meets house style. Information is presented in detail, with good links to</p>	<p>A very good approach to planning is evidenced. Consideration of what needs to be undertaken and how it will be demonstrated are provided with a very good level of detail. A very good structure or outline is used to frame the response, with clear linkages between the sequence of tasks.</p> <p>There is a very good 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 very good and effective linkages to the brief</p> <p>Supporting documentation is developed with a very good level of detail and consistently meets house style. Information has been presented with very good links to how the information has been</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. An excellent 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 excellent level of evidence to show that a comprehensive range of research, analytical and project tools have been effectively used to support the development of ideas and recommendations. Ideas and recommendations presented show excellent and fully effective linkages to the brief.</p> <p>Supporting documentation is developed with an excellent level of detail and utilises house style effectively. Information is presented with excellent links as to how the</p>	
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	<p>to house style. Information is presented in basic detail, with limited clarity on how information has been used to support a response to the brief.</p> <p>A limited range of techniques are considered to support others with business support activities, with limited consideration of which technique would be most effective to meet the brief.</p>	<p>detail and mostly meets house style. Information is presented with some links to show how information has been used to respond to the brief.</p> <p>A moderate range of techniques are considered to support others with business support activities, with moderate evidence of consideration of which technique would be most effective to meet the brief.</p>	<p>show how the information has been used to respond to the brief.</p> <p>A good range of techniques are considered to support others with business support activities, with good evidence of consideration for which technique would be most effective to meet the brief with some justification of why.</p>	<p>used to respond to the brief.</p> <p>A very good range of techniques are considered to support others with business support activities, with very good evidence of consideration for which would be the most effective to meet the brief and why.</p>	<p>information has been used to respond to the brief.</p> <p>An excellent range of techniques are considered to support others with business support activities, with excellent evidence of consideration for which technique would be the most effective to meet the brief with a comprehensive justification.</p>	
<p>Guidance for markers 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

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	Total marks per PO
Marks per band	1 – 3	4 – 6	7 – 9	9
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>As part of the <u>Prepare project documentation to assist with the launch of a new Café task</u>, students may:</p> <ul style="list-style-type: none"> • Create a project plan that supports the successful opening of a café, that has <ul style="list-style-type: none"> - Considered key tasks, goals, resources and targets, and planned them in a logical and sequential order - Used time management and prioritisation techniques through the implementation of the plan • Create a visual timeline of the project plan • 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. • 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. <p>As part of the <u>preparation of documentation for a new café manager task</u>, students may:</p> <ul style="list-style-type: none"> • Develop a travel itinerary and plan that has <ul style="list-style-type: none"> - Covered all of the locations outlined in the resource - Explored a range of travel options with evidence of accompanying quotations, and determined the most effective option based on cost and organisational procurement limits • 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"> - Proximity of travel destinations - Cheapest times and days to travel - Most effective use of overnight stays 			
	There is evidence of a limited range of supporting documentation produced with limited adherence to house	There is evidence of a good range of supporting documentation produced which mostly meet house style.	There is evidence of a comprehensive range of supporting documentation produced which meets house style. Documentation includes a	

	<p>style. Documentation includes limited details and evidence of identifying the most effective options available.</p> <p>Planning for tasks shows brief consideration of the activities to be taken, with limited thought evident of the approach to prioritisation or timings.</p> <p>Completion of tasks shows basic consideration of methods and reasons to prioritise, with limited evidence of prioritisation seen through plans.</p> <p>Evidence of applying time management theories to ensure timelines are met is limited at demonstrating understanding of how these may work in practice.</p>	<p>Documentation includes a good level of detail and evidence of identifying the most effective option.</p> <p>Planning for tasks is well considered, with good prioritisation of tasks and consideration of timings evident.</p> <p>Completion of tasks shows good 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>comprehensive level of detail and evidence of identifying the most effective option.</p> <p>Planning for tasks is considered comprehensively, prioritisation considers the most optimal task order and timings for completion to support effective delivery.</p> <p>Completion of tasks shows excellent 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>Guidance for markers 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

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>Prepare project documentation to assist with the launch of a new Café task</u>, students may:</p> <ul style="list-style-type: none"> • Create a proposal document that recommends way that the organisation can reduce waste. Expected criteria include: <ul style="list-style-type: none"> - 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) - 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 <p>As part of the <u>research and devising of a business case for a new policy task</u>, students may:</p> <ul style="list-style-type: none"> • Identify a proposal for a new whistleblowing policy. Expected criteria for the proposal reflect: <ul style="list-style-type: none"> - The reasons for the policy - Evidence of the rationale for the approach • Develop a business case/proposal that outlines the proposal of the new policy. Expected criteria include: <ul style="list-style-type: none"> - how it will be carried out - the recommendations for implementation • Develop a presentation to positively influence and negotiate. The approach adopted clearly: <ul style="list-style-type: none"> - Outlines the reason for the business case - Provides evidence and reasoning for why the approach is necessary - Shows consideration for the audience and builds on reasoning provided appropriately <p>As part of the <u>create a spreadsheet to analyse business data task</u>, students may:</p> <ul style="list-style-type: none"> • Extract information from data to draw conclusions on business data • 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 				

	<ul style="list-style-type: none"> 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 				
	<p>The student uses data and information to develop limited recommendations to support activities. There is limited supporting evidence to support the validity of the recommendations presented with limited evidence of any justification.</p> <p>The student presents recommendations in a limited way, with little supporting evidence presented to justify their approach.</p> <p>Supporting documentation to make recommendations is developed with a limited level of detail. Documentation shows limited adherence to house style and limited technical accuracy. Information is presented in basic detail, with limited 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 moderate level of detail. A moderate amount of supporting evidence is evident to support the validity of recommendations presented, with a moderate level of justification provided to outline the reason for recommendations.</p> <p>The student presents recommendations in a moderate way, with some attempt to use influence and negotiate a positive outcome.</p> <p>Supporting documentation to make recommendations is developed with a moderate level of detail. Documentation mostly meets house style and shows some technical accuracy. Information is presented with some links to the brief, and with moderate 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 good level of detail. A good amount of supporting evidence is evident to support the validity of recommendations presented, with a good level of justification for the effectiveness of recommendations.</p> <p>The student presents recommendations in a good 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 good level of detail. Documentation meets house style and shows good technical accuracy most of the time. Information is presented in detail, with clear links 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 excellent level of detail. An excellent amount of supporting evidence is evident to support the validity of recommendations presented, with an excellent level of justification provided that fully supports the recommendations, rationalising why other options have been discarded.</p> <p>The student presents recommendations in an excellent 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 excellent 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 limited .	the brief. Some brief justifications are evidenced.	supported by a good level of justification.		
	Guidance for markers 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

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>Prepare documentation to inform the project team about external stakeholders task</u>, students may:</p> <ul style="list-style-type: none"> • Develop stakeholder maps that <ul style="list-style-type: none"> - Identify external stakeholders to be engaged in the process, to include e.g. customers, suppliers, neighbouring residences/shops - outline the role of different external stakeholders - confirm the influence and expectations of different external stakeholders, • Develop a stakeholder engagement plan that <ul style="list-style-type: none"> - confirm the methods of communication to be used with different external stakeholders, and reasons why - the timelines for engaging with different external stakeholder groups - provide measures to confirm level of interaction with external stakeholder groups • 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"> - confirming the objection - 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). - Outlining how the objection will be responded to (e.g. investigated further, alternative options explored) and the process for responding. <p>As part of the <u>Research and devise a business case for a new policy task</u>, students may:</p> <ul style="list-style-type: none"> • Develop a presentation that uses communication methods that are effectively geared towards internal stakeholders that <ul style="list-style-type: none"> - Uses appropriate tone, language and structure - Positively influences based on the information presented • Present a business case presentation to internal stakeholders to influence the adoption of a new whistleblowing process 				

	<p>A limited attempt is made to identify stakeholders who will be required to support activities in response to the brief with a limited level of consideration of how they will be engaged.</p> <p>A limited 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 limited attempt is made to consider or respond to potential challenges, suggestions made provide limited evidence that they would prove effective at addressing concerns raised.</p> <p>Supporting documentation is developed with a limited level of detail and adherence to house style is limited. Information is presented with some detail on how stakeholder engagement will be responded to, with limited consideration of the brief.</p>	<p>A moderate attempt is made to identify a range of stakeholders, including those who will be required to support or who will be impacted by activities in response to the brief with a moderate level of detail that shows how they will be engaged.</p> <p>A moderate range of different communication methods are considered in response to stakeholder engagement. The methods selected attempt to provide an effective response to different stakeholder groups, but with some areas of engagement not fully considered or engaged with.</p> <p>A moderate attempt is made to consider or respond to potential challenges, suggestions made provide some evidence that concerns would be addressed with some effectiveness.</p> <p>Supporting documentation is developed with a moderate level of detail and meets house style some of the time. Information is presented with a moderate level of detail, with clear details on how stakeholders will be</p>	<p>A good attempt is made to identify a range of stakeholders who will be required to support or who will be impacted by activities in response to the brief. 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 engagement. The methods selected provide confidence that they will mostly support an effective level of engagement with different stakeholder groups, with a good level of evidence presented to support the approach.</p> <p>A good attempt is made to consider or respond to potential challenges, suggestions made provide a good level of evidence that concerns would be addressed with a good level of effectiveness.</p> <p>Supporting documentation is developed with a good level of detail and meets</p>	<p>An excellent 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 comprehensive level of detail provided on how they will be engaged with.</p> <p>A comprehensive range of communication methods are considered and reviewed in response to stakeholder engagement. The methods selected provide an optimal way to engage with different stakeholder groups, with strong evidence presented that fully justifies the methods selected.</p> <p>A comprehensive attempt is made to consider or respond to potential challenges, suggestions made are well-developed and provide confidence they would provide optimal effectiveness at responding to the issue.</p>	
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		responded to, with clear linkages to the brief, and some limited justifications evident of approach.	house style most of the time. Information is presented with a good level of detail, showing how stakeholders will be responded to, with strong linkages to the brief and some clear justifications evident to support the approach.	Supporting documentation is developed with a comprehensive level of detail and consistently meets house style throughout. Information is presented with a comprehensive level of detail on how stakeholder engagement will be responded to, with excellent and fully developed linkages to the brief and strong justifications evident to rationalise approach.	
	<p>Guidance for markers 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>As part of the <u>research and devise of a new business case task</u>, students may:</p> <ul style="list-style-type: none"> • Develop a flowchart that reflects the steps of a whistleblowing process; criteria expected could include, <ul style="list-style-type: none"> - Identification of issue - Confirmation the issue meets the requirement of the process - Escalation of the issue as appropriate - Investigation of the issue - Further escalation as appropriate, including to external authorities <p>As part of the <u>development of a spreadsheet to analyse business data task</u>, students may:</p> <ul style="list-style-type: none"> • 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%. • Develops a spreadsheet that can be readily extrapolated to provide information and recommendations for cost saving. • 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) • 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: <table border="1" data-bbox="506 1214 1648 1367"> <thead> <tr> <th data-bbox="506 1214 645 1257">Food product</th> <th data-bbox="645 1214 792 1257"></th> <th data-bbox="792 1214 1648 1257"></th> </tr> </thead> <tbody> <tr> <td data-bbox="506 1257 645 1300">Chips</td> <td data-bbox="645 1257 792 1300">119925</td> <td data-bbox="792 1257 1648 1300">Recommend as a core food product as Very high sales, low waste levels, very consistent sales across all locations</td> </tr> <tr> <td data-bbox="506 1300 645 1343">Sausage Roll</td> <td data-bbox="645 1300 792 1343">77405</td> <td data-bbox="792 1300 1648 1343">High sales, low waste consistent across locations</td> </tr> <tr> <td data-bbox="506 1343 645 1367">Burger</td> <td data-bbox="645 1343 792 1367">50275.5</td> <td data-bbox="792 1343 1648 1367">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
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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"> Analysis of reasons why some products may be discounted may also be seen (e.g. Pan Haggerty discounted due to high waste percentage) 				
	<p>Supporting documentation is completed and briefly covers key details. Documents may not always be fully accurate, with limited adherence to house style and a limited range of technical skills evident. There is limited evidence of links to the task brief.</p> <p>There is limited evidence of the development of processes to support the flow of information. Information flows depicted show only basic steps, with a minimal level of consideration of structure or order.</p> <p>Information and data is selected to support analyses, but with limited consideration given to how it has</p>	<p>Supporting documentation is completed in moderate detail. Documents meet house style some of the time, show some accuracy and show a moderate range of technical skills evident. There are moderate links to the task briefs.</p> <p>There is moderate evidence of the development of processes to support the flow of information. Information flows depicted show a moderate level of consideration of structure and order, with a limited amount of detail provided within each step.</p> <p>Information and data is selected to support analyses, with a moderate level of consideration to the arrangement, structure and order.</p>	<p>Supporting documentation is completed with a good level of detail. Documents meet house style most of the time and show a good level of accuracy, with a good range of technical skills evident. There are good links to the task briefs.</p> <p>There is good evidence of the development of processes to support the flow of information. Information flows depicted show a good 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 good level of consideration to the arrangement, structure and order, that</p>	<p>Supporting documentation is completed in comprehensive detail and meet house style. Documents meet house style consistently throughout and show an excellent level of accuracy, with a comprehensive range of technical skills evident. There are excellent links to the task briefs.</p> <p>There is an excellent 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 excellent consideration given to the</p>	

	<p>been arranged, structured and ordered.</p> <p>A limited level of analysis is evidenced, with basic conclusions drawn on the available data. There is limited evidence of providing links to the brief or of any justification.</p>	<p>A moderate level of analysis is evidenced, with some conclusions drawn on the available data that provide some links to the brief and attempt to justify.</p>	<p>provides a clear basis to support further analysis.</p> <p>A good level of analysis is evidenced, with conclusions drawn on the available data that provide good links to the brief, supported by justifications.</p>	<p>arrangement, structure and order, that provides a strong and effective basis to support further analysis.</p> <p>A comprehensive level of analysis is evidenced, with conclusions drawn on the available data that provide excellent links to the brief, supported by well-reasoned justifications.</p>	
	<p>Guidance for markers Evidence from Tasks 3 and 6 should be used to assess performance against this performance outcome.</p>				

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