

T Level Technical Qualification in Animal Care and Management

Animal Management and Behaviour Occupational Specialism Research Project (Level 3)

Research Project SAMPLE Centre Guidance

May 2024 v1.0

Contents

Introduction	3
Performance outcomes	5
Task schedule summary	6
Compliance with timings	7
Resources	7
Assessment windows and timetabling	7
Overview of document audience	7
Internet access	8
Task-specific requirements and considerations	9
General centre guidance	12
Observation evidence	12
Video evidence	12
Task guidance	12
Preparation of candidates	13
Guidance on assessment conditions	13
Security and authentication of candidate work	13
Accessibility and fairness	14
Guidance and feedback	14
Overview of task requirements	16
Appendix 1	17
Declaration of authenticity	17

Version and Date	Change detail	Section
v1.0 May 2024	Approved version	

Introduction

This assessment is for the Animal Management and Behaviour Occupational Specialism component of the Animal Care and Management Technical Qualification. This pack consists of the guidance needed for centres to run the research project.

The research project assessment is a project made up of a number of tasks, based on research of conservation projects for the Sumatran tiger. The assessment is designed to allow candidates to show how they can undergo research before writing it out in a report and presenting it to a specified audience.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to independently use the learning they have covered so far. Experience of drawing information together from across the performance outcome will help prepare candidates so that they are familiar with the expectations of the research project.

Candidates should **not** be entered for the assessment until they have covered all the knowledge and skills covered in the performance outcome, so that they are in a position to complete the research project assessment successfully.

Performance outcomes

The weighting for this assessment will remain the same for every version of the research project. 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. The research project marks contribute 25% towards the overall occupational specialism grade and the following performance outcome is covered within this assessment:

Performance outcome	Typical knowledge and skills
PO4: Provide information researched on an animal to promote animal welfare and conservation	Develop the knowledge and skills to plan, research and present research on promoting animal welfare and conservation. Develop the knowledge needed for planning research and assessing sources for validity and reliability during research. Apply skills relevant to carrying out research and presenting it to targeted audiences.

Task schedule summary

The tasks within the research project are designed to be scheduled and taken in order, due to the dependency of evidence being generated in one task being used by candidates in the next. For example, the evidence produced in Task 1 is required for completion of Task 2; therefore Task 1 must be completed before Task 2 can be attempted.

The tasks are issued separately to candidates, but they are able to retain the brief throughout the duration of the assessment time. Candidates are **not** permitted to return to tasks after they have been completed within the assessment time.

Reading time has been factored into the individual task timings.

All 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 core content.

Performance outcome (PO)	Tasks	Marks per task	Task weightings	Marks per PO
PO4 Provide information researched on an animal to promote animal welfare and conservation.	1 Planning and researching	12	33%*	36
	2 Research Report	15	42%*	
	3 Presentation	9	25%*	
Totals		36	100%	36

*task weightings rounded to the nearest whole number.

Should the candidate make an error that is further compounded through the inter-dependent nature of the tasks and carry through that error, the marker would penalise the candidate only once.

Compliance with timings

The timings provided within the research project **must** be adhered to. They refer to assessment time, **not** any additional setting up time the centre needs to carry out to create an appropriate assessment environment. It is the centre's responsibility to plan sufficient assessment sessions, under appropriate conditions, within the research project assessment window, to allow candidates reasonable time to complete the assessment tasks.

The time allocated for the completion of the tasks and production of evidence for this assessment is 15 hours and 10 minutes. Timings for completion of specific tasks are outlined below.

- Task 1 – 9 hours
- Task 2 – 4 hours
- Task 3 – 2 hours 10 minutes

There may be sub tasks within each of the above tasks. Tutors should ensure that the duration for each sub task is adhered to.

There may be additional resources that are required for a task/sub task. These will be provided by the tutor and listed within the task instructions within the candidate pack and task specific guidance. These resources must only be administered to the candidate as per the task specific guidance.

Resources

Candidates must have access to the resources as outlined in the task specific guidance to carry out the tasks. Where candidates need access to evidence that has been submitted as part of a previous task, this will be provided as a copy of the original evidence and will be given at the start of the relevant task.

Assessment windows and timetabling

Details of assessment windows and approach to timetabling is detailed within the associated Technical Qualification (TQ) specification document. At the opening of the scheduled assessment window, centres will be able to securely access the assessment materials from the City & Guilds website. It is at this point that the project brief and candidate guidance can be released to candidates at the start of their first controlled assessment session.

Overview of document audience

Document	Approved audience	
	Centre staff	Candidate
Candidate pack	✓	✓
Tasks Task 1 – Planning and researching Task 2 – Research Report Task 3 – Presentation	✓	✓
Centre guidance	✓	✗
Indicative content	✗	✗

Document	Approved audience	
	Centre staff	Candidate
Grade descriptors	✓	✓
Appendix 1 – Declaration of authenticity	✓	✓

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 should be 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 they may be asked to provide a screenshot of their browser history following tasks for tutors to check.

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). In cases where this is not possible, as above, browser history must be checked following the task and a screenshot taken.

Task-specific requirements and considerations

General guidance

- The project brief should be released to candidates at the start of the first scheduled assessment task.
- The individual tasks and supporting materials 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 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 (see note on timings above), candidates must be reminded that no assessment information can be shared/discussed with other candidates.

File naming conventions for evidence

- All electronic files submitted must be given a clear file name to support the marking process that allows the candidate work to be identified.
- Evidence must have a file name that clearly indicates the content of the document, including City & Guilds enrolment number/candidate name/qualification number/task/type of evidence.
- We strongly recommend the following file name convention style:
 - XYZ1234_Firstname_Surname_8717-408_Task_1a_Research_Proposal
 - XYZ1234_Firstname_Surname_8717-408_Task_1b_Research_action_plan
- Centres must include the candidate's name and enrolment number in the filename as above. This helps the marker reconcile the evidence.

Task 1

- The project brief will be provided to candidates with Task 1.
- Files should be saved securely for submission e.g. in a secure location or on a memory stick to be handed in.

Task 1a

- The research proposal should typically be 1000 words. The research proposal should be completed digitally, in Arial font, size 12, standard line spacing and borders, and should be page numbered.

Task 1b

- The research action plan template is provided
 - page numbered
 - up to two sides of A4.

Task 1c

- Candidates should have access to the internet for Task 1c in order to carry out their research. See above section on internet access.
- Research notes up to four sides of A4 which can include screenshots/pictures/diagrams. Screenshots should be clear and legible.
- Research notes are not permitted to be any longer than four sides of A4.
- Tutors are responsible for ensuring the candidate's research notes do not exceed the limit of four sides of A4. Additional pages of research notes will not be considered in the marking process.
- Candidates should produce a list of references.

Task 2

- The project brief will be provided to candidates with Task 2.
- A copy of the candidate's responses from Task 1a, Task 1b and Task 1c will be provided to candidates with Task 2 for reference only (candidates will **not** be able to make any changes).
- The research report will typically be 2000 words.
- Candidates should **not** have internet access for this task or other resources. See section above on internet access.

Task 3

Task 3a

- The project brief will be provided to candidates with Task 3a.
- A copy of their responses from Task 1a, 1b, 1c and Task 2 will be provided to candidates with Task 3a for reference only (candidates will **not** be able to make any changes).
- Candidates must use digital software to create their presentation. Candidates can choose the format/programme they want to use for their presentation (e.g. PowerPoint, Keynote etc).
- Candidates should **not** have internet access for this task or other resources. See section above on internet access.

Task 3b

- The presentation must be delivered using digital software.
- The presentation should be a maximum of 10 minutes.
- At 9 minutes the candidate should be given a 1 minute warning and at 10 minutes the presentation should be stopped.
- The tutor should remain quiet and not ask any clarification questions for the duration of the presentation.
- 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 submission evidence (be it physical i.e. report, or ephemeral i.e. presentation).

- Video recordings of presentations must be in an appropriate format with audible sound levels, well-lit etc as per the advice detailed in the observation evidence section below.

General centre guidance

Observation evidence

The following sections in each task detail the typical evidence to be submitted for external marking:

- ***What you must submit on completion of this task***
- ***Additional evidence of your performance that must be captured for marking.***

Guidance documents on the marking process are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering etc and must be referred to when planning and carrying out assessment.

While technological methods that support the capturing or creating of evidence can be helpful, the final evidence must be converted to a suitable format 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.

Where the minimum requirements have **not been submitted as a result of the candidate not completing the evidence requirements of the tasks** or the **quality of candidate evidence is insufficient** to make a judgement, any judgment will be based on the evidence that **has** been submitted. **Where this is insufficient to provide a mark, a mark of zero may be given.**

Video evidence

The assessment materials for each research project identify the minimum candidate and tutor evidence requirements to support marking. Ephemeral evidence (e.g. areas of candidate performance that would be hard to capture with photographs and/or tutor notes alone) plays a significant part of the Research Project.

For tasks within the project where there is a requirement to submit video evidence, the evidence must meet the following 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 (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- Section 6.5 of the Centre Manual also contains general information about the requirements for video evidence submission.

Where video evidence is unclear, or does not meet these minimum requirements, markers will disregard it.

Task guidance

Candidates should be advised that typical word counts/page lengths have been given within the task guidance in order to act as a guide to support the completion of the tasks. These are provided as a guide only, and there will be no penalisation of marking based on if the word count/page lengths are above or below the indicative guidance provided.

The number of pages indicated for research notes is a mandatory requirement. Assessors should add page numbers to the candidate's research notes and the assessor should only submit the indicated number of pages. Additional research pages of notes will not be accepted.

Preparation of candidates

Candidates should be made aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, establishing next steps for improvements and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical 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 must not have access to the full (or sample) marking grids during the assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this Research Project are to:

- ensure the rigour and consistency 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.

These conditions 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 Research Project 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. Any aspect that may be undertaken in unsupervised conditions is specified. 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

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure candidates and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

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, where permitted, 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.

Candidates can use evaluation within later tasks to outline how and why their thought process may have changed as they further undertook the project.

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 and a mark of zero will be given. If any question of authenticity arises, 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 Research Project. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade - see 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.

Guidance and feedback

Guidance must only support access to the project and must not provide feedback for improvement.

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 amended after submission. Candidates can rework any evidence that has been produced for each task during the time allowed.

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

- If a candidate is not on course to be able to submit the full range of evidence required, the tutor should **only** prompt the candidate by asking them to confirm whether they have covered all the requirements of the assessment.

- A tutor must **not** provide guidance on the candidate's performance on the tasks, e.g. identifying the candidate's work is not at the required standard or how to improve their work. The tutor should **not** explicitly state any specific areas that have been missed as this would potentially disadvantage other candidates. 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.
- If a tutor has to offer further guidance or clarification after they have prompted the candidate as detailed above, this should be done **with caution** and should **not** detail how a candidate can improve and should **only** reinforce the requirements of the task in order to support access to the project.
- The tutor must **not** produce any templates, pro-formas, work logs etc. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. If templates are provided by the awarding organisation, as part of a project task they must **not** be adapted but can be provided to candidates either electronically or as paper-based, dependent on the task requirements.

Overview of task requirements

Conditions	1	2	3
Candidates will have access to a computer with relevant software (i.e. word-processing, spreadsheets, presentation software).	✓	✓	✓
Candidates will have access to the internet and other resources.	✓**	x	x
Candidates will have access to the candidate pack.	✓	✓	✓
Candidates will have access to copies of their previous task outputs (for review purposes only).	N/A	✓	✓
All work must be completed independently.	✓	✓	✓
During any breaks, all materials must be kept securely.	✓	✓	✓
Candidate's work will be saved securely for return to the candidate for use in future tasks. *	✓	✓	✓
No assessment materials are to leave the room at any point during the assessment.	✓	✓	✓

* After tasks have been completed, work 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.

** Internet is only to be used in Task 1c

Appendix 1

Declaration of authenticity

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

Candidate:

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

Candidate signature	Date

Tutor:

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

Tutor signature	Date

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

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2024.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

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

The City & Guilds of London Institute is authorised by the Institute for Apprenticeships and Technical Education to develop and deliver this Technical Qualification.

City & Guilds is a registered trademark of The City & Guilds of London Institute.

