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Welcome to the T Level Management & Administration High Level Core Component Assessment webinar.

The webinar will begin shortly

January 2023

Using the webinar platform

Our action plan supports the planning and delivery stages to prepare for the TQ launch

Send any questions in the question area throughout the webinar

All attendees will be set to mute

Webinar resources will be shared on our website shortly after

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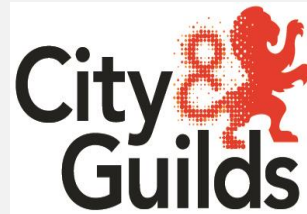
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Agenda

- High level overview of the core assessments
- Assessment objectives-relating to question types
- Overview of command verbs in questions
- Question types using sample assessments
- Hints and tips
- Teaching and Learning Guide
- Support resources

- Occupational specialism assessments
- Delivery and curriculum planning outside of the Technical Qualification
- Progression or industry placements.
- Detailed breakdown of assessments

This session will be followed up with an in depth breakdown of both theory and ESP assessment webinar

How many assessments are there?
What do the assessments look like ?
What is being assessed and how is it being assessed ?

When do I need to start preparing learners for the assessments?

What resources are there to support the assessments?

How are the core assessments marked and graded?

Q&A

When do learners take the assessments ?

Timelines of assessments for curriculum planning

Core Assessments Summer 2023 assessment dates/windows	
Employer-Set Project (ESP) materials release	27 March 2023
Employer-Set Project (ESP) delivery window	3 April 2023 to 12 May 2023
Employer-Set Project (ESP) evidence upload deadline	12 May 2023
Exam Paper 1	6 June 2023 9:30-12:00*
Exam Paper 2	13 June 2023 9:30-12:00*
Special consideration requests deadline	Five working days after the exam/submission date

*Provisional until after General Qualifications (GQs) exam dates confirmed

1/25/2023

High Level Overview of Core Exams

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Technical qualification scheme of assessment overview

Core Component – Learners must complete **all** assessment components						
Assessment component	**Method**	**Duration**	**Marks**	**Weighting**	**Marking**	**Grading**
Exam paper 1 (031)	Externally set exam	2.5 hours	100	30%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2 (032)	Externally set exam	2.5 hours	100	30%	Externally marked	
Employer-set project (033)	Externally set project	25 hours	100	40%	Externally marked	

Occupational Specialism Component - Learners must complete **one** assessment component						
Assessment component	**Method**	**Duration**	**Marks**	**Weighting**	**Marking**	**Grading**
Business Improvement (311)	Externally set assignment	32 hours	60	100%	Externally marked	All occupational specialism components will be awarded on the grade scale P, M, D
Team Leadership/Management (312)	Externally set assignment	32 hours	60	100%	Externally marked	
Business Support (313)	Externally set assignment	32 hours	60	100%	Externally marked	

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Overview of the Core Assessment for Management & Administration

Learners must complete:

- **Two** externally set exams covering knowledge from the M&A core

- **One** employer-set project covering knowledge and skills

Technical Qualification scheme of assessment overview– (page 20 specification)

Core component – Learners must complete all assessment components						
Assessment component	**Method**	**Duration**	**Marks**	**Weighting**	**Marking**	**Grading**
Exam paper 1	Externally set exam	2.5 hours	100	30%	Externally marked	This component will be awarded on the grade scale A* -E
Exam paper 2	Externally set exam	2.5 hours	100	30%	Externally marked	
Employer-set project	Externally set project	25 hours	100	40%	Externally marked	

M&A Core Theory Papers

This is one examination taken over two exam papers. Each exam paper has a Part A and a Part B which cover different areas of knowledge. Part A of each exam is made up of short and medium type answer questions and Part B is made up of 4 questions. Typically Part A will have approximately 17 short and medium type questions in total. Typically Part B will have 4 extended response type questions

- Section A is made up of 55 marks and includes 17 short answer and medium answer questions.
- Section B is made up of 45 marks and includes 4 extended response questions.

Both core exams will follow the same structure but each core exams covers different technical content.
The level of difficulty will increase through the paper with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

Part A (55%) and Part B (45%)

Paper 1 – Content overview

☐ Business Context (1)
☐ People (2)
☐ Business Behaviours (7)

Paper 2 – Content overview

☐ Quality and Compliance. (3)
☐ Finance Principles. (4)
☐ Policies and Procedures (5)
☐ Project and Change Management. (6)

# Assessment objectives and command verbs in relation to question types

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Core exam

Assessment objective	Description	Weighting
AO1 a Demonstrate knowledge	All AOs require the ability to recall knowledge. AO1a) refers to instances where the learner is simply required to demonstrate basic recall. In the test, this helps to give confidence in sufficiency of coverage of the content, and recognises that not all knowledge requires further understanding e.g., terminology, number facts etc.	10%
AO1 b Demonstrate understanding	The ability to explain principles and concepts beyond recall of definitions in order to be able to transfer these principles and concepts between contexts. Learners have built connections between related pieces of knowledge. AO1b) focuses on the ability of the learners to show understanding by summarising or explaining concepts in their own words, exemplifying, or comparing and making inferences in general terms that show e.g., cause and effect.	20%
AO2 Apply knowledge and understanding to different situations and context	Using and applying knowledge and understanding, of processes, procedures, generalisations principles and theories to specified, concrete situations. AO2 is about being able to take the understanding of generalities	40%

Assessment objective	Description	Weighting
	(AO1b) and apply them to specific novel situations. It is more granular than the more extended synthesis/creation that may respond to an analysis (AO3a) of a more holistic complex situation/brief.	
AO3 Analyse and evaluate information and issues	Complex thinking that distinguishes patterns & relationships, breaking material into constituent parts, and determining how the parts are related to one another and holistically, inferring underlying assumptions / conditions /relevance / causation. The ability to analyse the interrelated issues arising from a complex scenario and to evaluate these to propose a best solution or predict impacts etc (e.g., considering response to a work-related problem or issue, such as those related to income generation, performance management).	30%
Maths and English skills	Maths and English skills will be assessed within the Core exam element. Maths skills will be specifically targeted through specific questions in Paper 2. English skills will be assessed through the quality of written response in Section B of both Papers 1 and 2.	

Exam preparation

In examinations, certain words, often called command words, are used as prompts to give an indication to learners of the type of response that is expected by the question. These words include 'state', 'describe', 'explain' and 'discuss'. They support learners with the level of /depth of response the examiner is looking for.
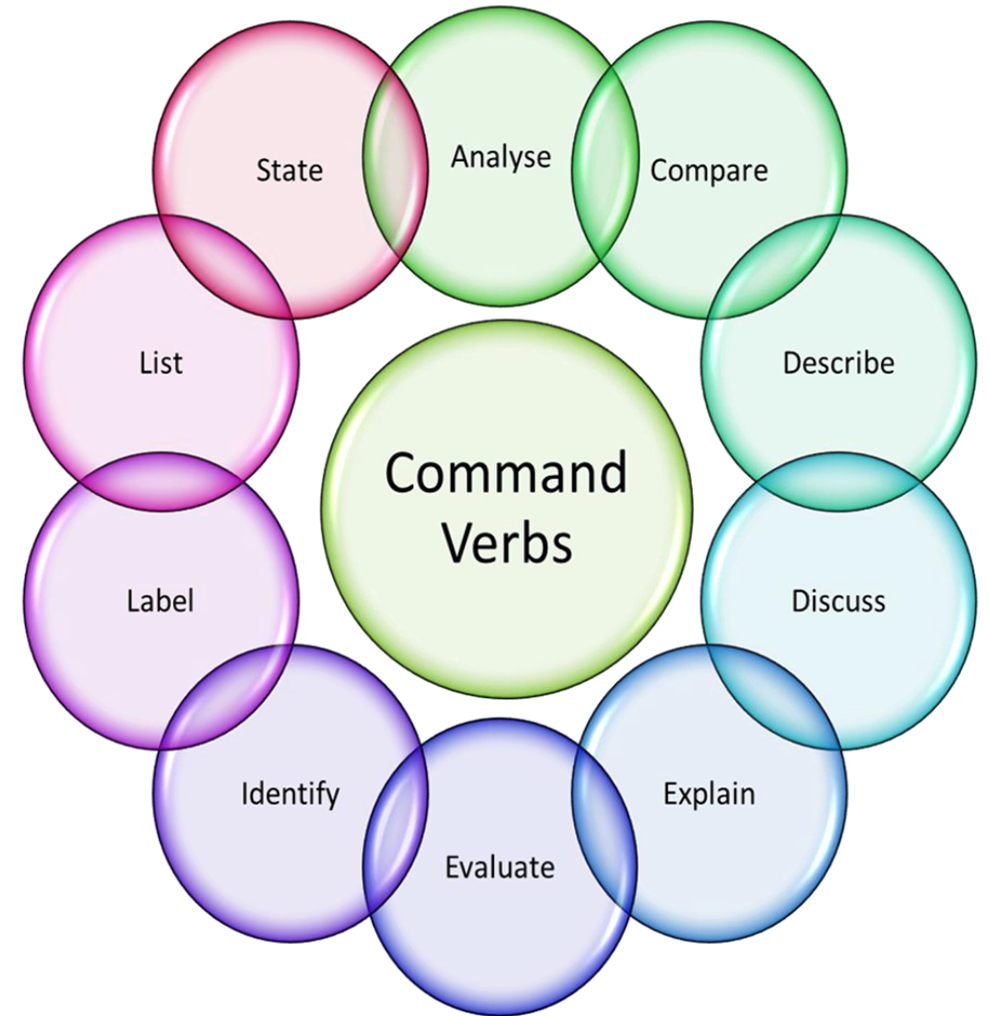
Command word	Definition	Likely AO(s)
Identify	recognise something, usually from an image, and state what it is	AO1a
Label	add names or descriptions, indicating their positions, on e.g. an image/ drawing	AO1a
List	give as many answers/ examples as the question indicates	AO1a
State	give the answer, clearly and carefully	AO1a
Name	give the (technical) name of something	AO1a
Select	choose (e.g. the correct material/tool for the job) by making careful decisions	AO1a
Define	give the meaning of something, usually of a technical term	AO1a
Describe a…	write what something is like – usually what it looks, tastes, feels, sounds like etc,	AO1a
Describe the process for…	give the steps in a process	AO1a
Compare (…and contrast) (or *describe* the similarities/differences)	look for and describe the similarities (and differences) between two or more things/ circumstances	AO1b
Differentiate between	show or find the characteristic differences between two or more similar things/ concepts	AO1b
Distinguish between	describe the characteristic differences between two things, or make one thing seem different from another	AO1b
Annotate	add explanatory notes and comments	AO1b
Give example(s) **Illustrate/**	use examples or images to support, clarify or demonstrate e.g. an explanation	AO1b
Calculate	work out the answer to a problem using mathematical operators and concepts	AO1b
Summarise	give the main/ key points, which give a broad overview of something	AO1b
Explain the…	make clear or easy to understand by giving details and linked reasoning	AO1b

Command word	Definition	Likely AO(s)
Explain why /consequences of/ reasons for…	give the causes of/ rational for something	AO1b, AO2
Explain how…	Give the steps in e.g. a process, clarifying causal relationships	AO2/AO3
Discuss	talk/write about a topic in detail, considering the different issues, ideas, opinions related to it	AO3
Analyse	study or examine usually a complex issue in detail to identify essential elements, causes, characteristics etc	AO3
Give a rationale	Explain why you have taken particular actions/ decisions	AO3
Justify your decisions	Make a case for the decisions/ actions taken explaining why they particularly meet the particular circumstances/ context	AO3
Describe the effect of (e.g. an event)…. **Describe** the effect on …....…	write about what has changed/happened because of the e.g. event	AO2/AO3
Evaluate	Make an analysis about the success/ quality of e.g. end product/outcome – usually systematic, proposing improvements	AO3

Activity for your learners : give a meaning to the typical theory exam command verbs

1. explain
2. define
3. describe
4. compare
5. identify
6. summarise
7. calculate
8. illustrate
9. outline
10. discuss

Answers can be found in the link below
https://www.macmillandictionary.com/dictionary/british/outline_1

Answer Guide for Tutors Command Verbs

Explain-Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects. Give example(s)

Define-Give the meaning of, technical vocabulary, terms, etc.

Describe-Give a detailed written account of a system, feature, etc (..the effect of…on…) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc

Compare-(…and contrast) or describe the similarities/differences)

Identify-Recognise a feature, usually from a document, image, etc and state what it is

Summarise-Give a brief statement of the main points (of something)

Calculate-Work out the answer to a problem using mathematical operations

Illustrate-Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

Outline-to give the main ideas of a plan without giving specific details

Discuss-Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it

Question types

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Core Exam example

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3 Identify **one** way that an employee shows integrity in the business environment.

(1 mark)

_____

_____

4 State **two** formal digital communication channels that would be appropriate to provide a project update to an internal team.

(2 marks)

_____

_____

_____

Command words: Identify, State

State-give the relevant points briefly

Key words/phrases learners need to understand are **integrity, formal digital communications.**

Q3	Identify **one** way that an employee shows integrity in the business environment.			
	Acceptable answer(s)	**Guidance**	**Max marks**	**Test Spec ref & AO**
	• Being dependable • Being honest • Demonstrating strong moral principles • Showing commitment	Award **1 mark** for a correct answer. Accept any other answer that reflects integrity as an honest, moral or ethical attribute displayed by an individual.	1	7.4 AO1a

Q4	State **two** formal digital communication channels that would be appropriate to provide a project update to an internal team.			
	Acceptable answer(s)	**Guidance**	**Max marks**	**Test Spec ref & AO**
	• E-mail • Intranet • Video conferencing software	Award **1 mark** for each correct response to a maximum of **2 marks.** Accept alternative answers that provide examples of **formal digital communication channels** that can validly be used to provide a project update to an internal team. Specific examples of video conferencing software (e.g. Zoom, Teams) can be accepted as a valid alternative answer to 'video conferencing software', but can achieve maximum of **1 mark**.	2	1.11 AO1a

10 Explain **two** ways that staff development benefits an organisation.

(4 marks)

Q10	Explain **two** ways that staff development benefits an organisation.			
	Acceptable answer(s)	**Guidance**	**Max marks**	**Test Spec ref & AO**
	Improved/up to date skills positively impacting staff performance (1) leading to improvements in organisational performance (1) Improved confidence / self-esteem / value by organisation positively impacting motivation / feeling of belonging (1) **either** leading to improved staff retention reducing costs / retaining expertise (1) **or** leading to positive behaviours / staff atmosphere improving the customer experience / customer retention / return / spend (1) Investment in an individual over time, enhances their skills / understanding of how an organisation operates (1), helping to support internal talent development / develop managers/leaders internally (1).	Award up to **2 marks** for each developed explanation to a maximum of **4 marks.** Where the candidate response is limited, **1 mark** can be given if the benefit can be reasonably inferred to relate to the organisation e.g. *staff get better at their job* (on its own, allow 1 mark) however if additional wording clarifies that the benefit relates to something other than the organisation e.g. …*leads to improved promotion chances* (**0 marks** can be awarded) Accept alternative developed explanations that explain how staff development benefits an organisation.	4	2.6 AO1b

20

20   A member of staff who works for a leading hotel chain sent out a negative social media post about the organisation. The post has gone viral, being picked up by both local and national media. Employees from different roles and positions from across the organisation have commented on the social media post, expressing different opinions on what was presented. The senior management team have expressed their concern at the behaviour of staff in response to this issue.

Evaluate the potential effectiveness of different approaches that the management team might take to minimise the potential impacts of the situation on the organisation.

(12 marks)

Q20	A member of staff who works for a leading hotel chain sent out a negative social media post about the organisation. The post has gone viral, being picked up by both local and national media. Employees from different roles and positions from across the organisation have commented on the social media post, expressing different opinions on what was presented. The senior management team have expressed their concern at the behaviour of staff in response to this issue. Evaluate the potential effectiveness of different approaches that the management team might take to minimise the potential impacts of the situation on the organisation.
	Intention *To allow learners to reflect the impact of behaviour on an organisation and reflect the importance of behaviour being in-line with expectations within codes of conduct and practice. Learners will analyse the impact – and then evaluate the potential options open to the senior management team to respond.*

Q20	A member of staff who works for a leading hotel chain sent out a negative social media post about the organisation. The post has gone viral, being picked up by both local and national media. Employees from different roles and positions from across the organisation have commented on the social media post, expressing different opinions on what was presented. The senior management team have expressed their concern at the behaviour of staff in response to this issue. Evaluate the potential effectiveness of different approaches that the management team might take to minimise the potential impacts of the situation on the organisation.
	Intention
	To allow learners to reflect the impact of behaviour on an organisation and reflect the importance of behaviour being in-line with expectations within codes of conduct and practice. Learners will analyse the impact – and then evaluate the potential options open to the senior management team to respond.

The key is for students to pick out the relevant information from the question. It may help them to break these type of questions.

For example:

Evaluate –*examine, look at*

Effectiveness- *how successful*

Different approaches- *different methods (more than one suggestion)*

Minimise potential impact –*reduce the effect or consequences*

Indicative content

Potential impacts
- Organisational reputation across the chain
- Brand image
- Lowers sales/profits
- Increased complaints
- Team conflict
- Reduced productivity/ team performance
- Negative work environments
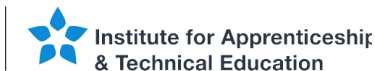- Higher absenteeism
- Increased staff turnover

Approaches
- Reinforce agreed policies on behaviour, including social media use
- Develop policies to outline expectations on behaviour
- Reflect the code of conduct/ethics of the organisation
- Outline the potential consequences of the behaviour

- Team development activities
- Discussions with more senior colleagues to lead by example
- Embed behaviour expectations into core values
- Set up a staff committee to provide a forum for discussions if there are issues
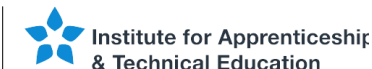- Ensure alignment of values across the chain

Effectiveness
- Ability to be transmitted to and engaged with by all staff
- Focus on reflection of roles and responsibilities, level of staff – importance of leading by example, staffing hierarchies
- How it will develop staff culture/ethics
- Transparency of information
- The benefit of being seen as taking a positive/balanced response

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Guidance				Max marks	Test Spec ref & AO
Band 1 (1-3 marks)	Band 2 (4 – 6 marks)	Band 3 (7 – 9 marks)	Band 4 (10 – 12 marks)		
For no awardable content, award 0 marks Applies basic understanding of the importance of workplace behaviour. Demonstrates a basic level of analysis of the impact of behaviour on the organisation, relevant to the scenario.	Applies a good understanding of the importance of workplace behaviour and how it applies to the scenario. Demonstrates a good use of analysis of the impact of behaviour on the organisation, relevant to the scenario.	Applies a thorough understanding of a range of different reasons for the importance of workplace behaviour and how it applies to the scenario, offering accurate chains of reasoning. Demonstrates a thorough use of analysis of the impact of behaviour on the	Applies a comprehensive understanding of a comprehensive range of reasons for the importance of workplace behaviour and how it applies to the scenario, using detailed and accurate chains of reasoning. Demonstrates comprehensive use of analysis of the impact	12	7.3 AO2 4 AO3 8
Demonstrates basic evaluative skills when considering the approaches that can be taken in order to respond. There is limited consideration of the effectiveness of approaches as part of the evaluation. The response lacks clarity and is generally poorly structured.	Demonstrates good evaluative skills when considering the effectiveness of a range of different approaches that can be used to respond, with some reasoning presented on how they respond to a small number of impacts. The response is generally clearly expressed, with some consideration to structure of response.	organisation, relevant to the scenario. Demonstrates thorough evaluative skills when considering the effectiveness of a range of different approaches that can be used to respond, with a detailed reasoning presented on how they respond to a range of impacts. The response is clearly expressed and has been well-structured.	of behaviour on the organisation, relevant to the scenario. Demonstrates comprehensive evaluative skills when considering the effectiveness of a range of different approaches that can be used to respond with detailed and accurate reasoning presented on how they respond to a wide range of impacts. The response is fully coherent and is articulated using an optimal structure.		

KO7 Business Behaviours
Paper 36 lines

ERQ bands for marking and markers guidance

Band 1 1-3 marks	Demonstrates a **basic** use of analysis of topics covered under ERR Demonstrates basic application of knowledge and understanding in relation to ERR Demonstrates basic evaluative skills with limited reasoning to which content would be included in the training
Band 2 4-6 marks	Demonstrates a **good** use of analysis of topics under ERR Demonstrate good application of knowledge and understanding in relation of ERR Demonstrates good evaluative skills with clear reasoning to which content would be included in the training
Band 3 7-9 marks	Demonstrates a **thorough** use of analysis of topics under ERR Demonstrate thorough application of knowledge and understanding of ERR Demonstrates through evaluative skills with thorough reasoning and justifications to which content would be included in the training
Band 4 10-12 marks	Demonstrates **comprehensive** use of analysis Demonstrate comprehensive application of knowledge and understanding of ERR Demonstrates comprehensive evaluative skills comprehensive reasoning and justifications to which content would be included with the training References to confidentiality

	AO2 Application	AO3a Analysis	AO3b Evaluation
Basic	Limited understanding that is relevant to the context or question. Limited accuracy in interpretation through lack of application of relevant knowledge and understanding.	Limited accuracy in analysis through lack of application of relevant knowledge and understanding.	Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.
Good	Some understanding that is relevant to the context or question. Some accuracy in interpretation through the application of some relevant knowledge and understanding.	Some accuracy in analysis through the application of some relevant knowledge and understanding.	Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Thorough	A range of accurate understanding that is relevant to the context or question. Accurate interpretation through the application of relevant knowledge and understanding.	Accurate analysis through the application of relevant knowledge and understanding.	Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Comprehensive	A range of detailed and accurate understanding that is fully relevant to the context or question. Detailed and accurate interpretation through the application of relevant knowledge and understanding.	Detailed and accurate analysis through the application of relevant knowledge and understanding.	Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding

High Level Overview of Employer Set Project

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How the Employer Set Project (ESP) is structured (sample)

	Task	Time	Marks
1.1	(i) Research	2 hours	20 marks
	(ii) Outcome of research	4 hours	
	(iii) Determine a solution	2 hours	
1.2	Project Initiation Document (PID)	3.5 hours	17 marks
1.3	Project Planning	4 hours	17 marks
1.4	Presentation	3.5 hours	19 marks
2.1	Collaborative problem solving	2.5 hours	12 marks
2.2	Evaluation	3.5 hours	15 marks

Total	25 Hours	100 marks

- ***Tasks must be released to candidates in order of sequence and one task at a time
- The time allocated and allocation of marks are not related
- It is the weighting and level of skills being assessed that determine the marks for each task.

What is the ESP ?

The employer-set project is a classroom-based assessment undertaken in controlled conditions, (*not invigilated conditions)* as prescribed within the candidate and centre guidance packs.

The core employer set project (ESP) sub-component assesses the skills and application of the core knowledge of the TQ.
Each project will be developed together with employers in the industry to reflect realistic types of developments, activities and challenges.

The project is linked to the core skills in the QHB and candidate and centre guidance packs. It is therefore extremely important that centres embed the Core Skills (found on page 20 onwards) in the specification into their curriculum delivery

The project is made up of a number of tasks which all relate to the same Employer-Set Project brief;

The ESP is in the form of a realistic brief to be achieved through completion of research, plan, present, review tasks designed to elicit appropriate evidence for assessment under specified assessment conditions.

More Information on the ESP

A new brief and task will be set each series covering different topics.
The employer-set project samples knowledge drawn from across the core content in relation to the specific project version context – however, due to their importance all versions of the employer-set project will cover content from the following core underpinning knowledge outcomes:
• Business contexts.
• Project and Change Management.
• Business Behaviours.

The project is linked to the core skills

The project is linked to the core skills:
• (A) Business context and commercial awareness, e.g. PESTLE.
• (B) Project management, e.g. Project tools
• (C) Communication.
• (D) Collaborative problem solving.
• (E) Applying a logical approach to problem solving, e.g. undertaking a cost / benefit analysis
• (F) Undertaking research, e.g. SWOT/PESTLE
• (G) Reflective practice, e.g. review and reflection

Assessment Objectives & Weightings - ESP

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Assessment Objective	Typical Evidence (examples in brief)	Approximate weightings
AO1 Planning skills and strategies	Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and sources,	12%
AO2 Apply knowledge and skills to the context of the project	Relevant core knowledge and skills applied to respond to brief, references relevant research and project planning tools, software, and processes.	50%
AO3 Select relevant resources and Techniques to meet the brief	Analysis of key issues, evidence of risk rating and prioritisation of key issues relating to brief,	12%
AO4 Use maths, English, and digital skills	Use of correct terminology, abbreviations, units of measurement in context, consideration of audience of brief response (technical versus non-technical wording), appropriate use of calculations/graphs etc, consideration of the use of ICT and digital methods both in brief response and in presentation.	14%
AO5 Carry out tasks and evaluate for fitness for purpose	Considered analysis and evaluation of project outcome, what went well and what could be improved	12%

Employer-set project mark distribution

This table illustrates how the 100 marks for the employer-set project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the employer-set project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Investigate the project brief	2	6	6	4	2	0	0	0	0	20
1.2 Project Initiation	4	3	6	4	0	0	0	0	0	17
1.3 Project planning	3	4	4	4	2	0	0	0	0	17
1.4 Presentation	0	3	6	0	0	6	4	0	0	19
Total	9	16	22	12	4	6	4	0	0	73
Part 2										
2.1 Collaborative problem-solving	3	3	6	0	0	0	0	0	0	12
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15
Total	3	3	9	0	0	0	0	6	6	27
AO (%)	12	50		12	14			12		100

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Employer-set project assessment

Assessment objectives

The employer-set project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

		Assessment Objective
AO1		Plan their approach to meeting the project brief
AO2		Apply core knowledge and skills as appropriate
•	AO2a	○ core knowledge
•	AO2b	○ core skills
		- **i) business and commercial awareness** e.g. conducting a PESTLE analysis to inform a change project
		- **ii) project management** e.g. planning, managing and evaluating a project using appropriate tools and methodologies
		- **iii) communication** e.g., providing information and advice, undertaking presentations of information
		- **iiii) work collaboratively** with other team members and stakeholders e.g., to identify solutions to problems
		- **v) applying a logical approach to solving problems,** using analysis of advantages and disadvantages, identifying issues and proposing solutions
		- **vi) undertaking research** e.g., obtaining information/data through different forms of research, meeting requirements of a defined brief
		- **vii) reflective practice** e.g., reviewing performance and own behaviours, identifying ways for improvement and supporting delivery of quality outcomes
AO3		Select relevant techniques and resources to meet the brief
AO4		Use maths, English and digital skills as appropriate
•	AO4a	○ maths
•	AO4b	○ English
•	AO4c	○ digital
AO5		Realise a project outcome and review how well the outcome meets the brief
•	AO5a	○ realise a project outcome – was the right outcome achieved
•	AO5b	○ review how well the outcome meets the brief, how well was the brief met, the quality of the outcome in relation to the brief

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Task 1.1 – Investigate the project brief

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8 hours duration, 20 marks

Employer-set project mark distribution

This table illustrates how the 100 marks for the employer-set project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the employer-set project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Investigate the project brief	2	6	6	4	2	0	0	0	0	20

- 30 minutes additional reading time at the start of Task 1.1
- Candidates should have access to the Internet in order to conduct research.
- The task has been split into three sections to support manageability of the assessment over multiple sessions.
- Centres should aim for sessions covering Task 1.1(i), Task 1.1(ii) and Task 1.1 (iii) to occur on consecutive days to support alignment between the activities.
- Assessment evidence for each element of Task 1.1 should be submitted as final work at the end of each session.

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Task 1.2 – Project Initiation Document (PID)
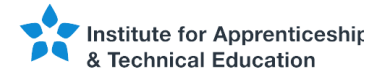
3 ½ hours and 17 marks

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.2 Project Initiation	4	3	6	4	0	0	0	0	0	17

- Candidates should be provided with and use City & Guilds project initiation document template for this task.

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Task 1.3 – Project Planning
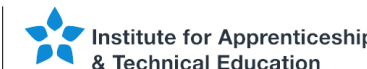
4 hours 17 marks

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.3 Project planning	3	4	4	4	2	0	0	0	0	17

- Candidates should have access to spreadsheet software for the completion of their project plan-on-a-page.

- The supporting statement word count is approximately 750 words.

- Candidates' completed project plan-on-a-page should be used by the Tutor as part of Task 1.4 Presentation in order to refer to details of the proposed digital technology solution and the candidate's plan for the project to implement it. This will help to inform the questioning after the presentation.

Task 1.4 – Presentation   **3 ½ hours 19 marks**

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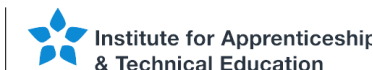
Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.4 Presentation	0	3	6	0	0	6	4	0	0	19

- The tutor should play the role of the trustee for this task
- Tutor requests candidates submit presentation slides in advance
- Candidates should use digital technology to present their findings, e.g. PowerPoint
- Preparation session of 3 hours includes time for candidates to prepare and practice
- Candidates' presentations should be timed to include 15 mins presentation and 15 mins questioning.
- Time the presentation and inform candidates of their allocation used/left (use a mutually visible clock)
- 10% tolerance allowed over the 15 minutes
- Consider the impact of cohort size on the scheduling of the presentation task
- Sessions can be timetabled over consecutive days
- All candidates must be asked three questions by an individual from the business perspective
- The three questions asked to the candidate should use the overarching structure of key question areas located on page 12 of ESP sample centre guidance document
- The presentation and questioning will be recorded and a written record of questions asked and responses made
- Video recordings of presentations must be in an appropriate format with audible sound levels

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Task 2.1 – Collaborative problem solving
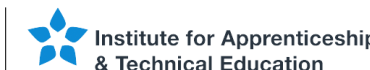
2 ½ hours 12 marks

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.1 Collaborative problem-solving	3	3	6	0	0	0	0	0	0	12

- Candidates should be briefed by Tutors at the start of Task 2.1
- The first 30 minutes of the allocated 1 hour for the group discussion should be spent individually, allowing candidates adequate thinking time
- Candidates will be allowed access to any notes made in the 30 minutes thinking time
- Tutors must make sure that all candidates contribute to the group discussion.
- It should be clear to candidates how much of their discussion time has been used up
- Video recordings should be set-up and left for the duration of the entire group discussion
- Candidates should move directly to drafting their individual advisory note after the discussions are conducted
- The advisory note word count is approximately 300 words; the social media message must be a maximum of 280 characters to reflect the requirements of this form of medium.

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Task 2.2 – Evaluation
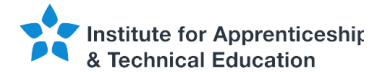
3 ½ hours 15 marks

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15

- The evaluation account word count is approximately 1000 words.
- Candidates can structure their evaluation account in the way they feel is most clear and appropriate.

Employer-set project mark distribution

This table illustrates how the 100 marks for the employer-set project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the employer-set project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Investigate the project brief	2	6	6	4	2	0	0	0	0	20
1.2 Project Initiation	4	3	6	4	0	0	0	0	0	17
1.3 Project planning	3	4	4	4	2	0	0	0	0	17
1.4 Presentation	0	3	6	0	0	6	4	0	0	19
Total	**9**	**16**	**22**	**12**	**4**	**6**	**4**	**0**	**0**	**73**
Part 2										
2.1 Collaborative problem-solving	3	3	6	0	0	0	0	0	0	12
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15
Total	**3**	**3**	**9**	**0**	**0**	**0**	**0**	**6**	**6**	**27**
AO (%)	**12**	**50**		**12**	**14**			**12**		**100**

Hints and Tips

- Have an infographic of all the command verbs - introduce these as soon as possible

- Let learners know when exams are - highlight which sessions you will be going through exam preparation

- Prepare/practice presentation skills-linking to core competencies

- Use mnemonics for processes and legislation

- Practice the ESP tasks –research, note taking, drafting an email, presentation skills, working in small groups (some centres are conducting a full mock ESP in a controlled assessment environment)

- Share with learners what they will be assessed on, show learners the marking grids and scoring grids what is basic, good etc and use sample support resources

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Resources

To download and access the above and more go to https://www.cityandguilds.com/tlevels/resources

T Level navigation of resources and support video https://youtu.be/TmWPQypPIQQ

T Level Teaching, Learning and Assessment Guide here

Thank you