T Level Technical Qualification in Agriculture, Land Management and Production

Employer-Set Project for Livestock Core Pathway (Level 3)

Centre guidance (Sample)

September 2023 Version 2.1

Contents

Introduction

The Employer-Set Project is an assessment made up of a number of tasks, based on a real-life work-based problem. The assessment is designed to allow candidates to show how they can tackle problems using the core knowledge and skills.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to industry practice.

The Employer-Set Project is based around a brief which provides information on an animal and equine requirement and specific relevant details and resources. Candidates have to draw on their core knowledge and skills and independently select the correct processes and approaches to take to provide a solution and the evidence specified in the project brief.

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 core will help prepare candidates so that they are familiar with the expectations of the Employer-Set Project.

Candidates should be made aware during learning of what the assessment objectives (AOs) are and how they are implemented in marking the Employer-Set Project, so that they will understand the level of performance that will achieve high marks. Details of the AOs can be found in the qualification specification document.

Candidates should **not** be entered for the assessment until they have covered all the knowledge and skills covered in the core content of the qualification, so that they are in a position to complete the Employer-Set Project assessment successfully.

Task schedule summary

The tasks within the 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 project 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.

Task		Conditions	Evidence produced	Evidence submitted?	Timings	Marks available
1	Research	Supervised/ controlled	Research action plan Research notes List of references	Yes	6 hours	12
2	Report	Supervised/ controlled	Written report	Yes	4 hours	27
3	Plan	Supervised/ controlled	Implementation plan Supporting statement	Yes	4 hours	21
4	Peer review	Supervised/ controlled	Candidate feedback form Peer review form	Yes	1 hour	N/A
5	Evaluate and present	Supervised/ controlled	Presentation materials Video recording of presentation and questions and answers	Yes	2 hours	21
				Total	17 hours	81
					Maths, English and digital skills*	9
					Total marks	90

*10% of the marks (ie 9 marks) allocated to Maths, English and digital skills across specific tasks, indicated in the marking grids.

Should the candidate make an error that is further compounded through the interdependent nature of the tasks and carry through that error, the marker would penalise the candidate only once. Candidates can use evaluation within later task responses to address issues they have identified.

Compliance with timings

The timings provided within the project **must** be adhered to. They refer to assessment time, not any additional setting up 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 Employer-Set Project assessment window, to allow candidates reasonable time to complete the assessment tasks.

Assessment windows and timetabling

Details of assessment windows and approach to timetabling is detailed within the associated 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 the candidate guidance can be released to candidates at the start of their first controlled assessment session.

Overview of document audience

	Approved audience	
Document	**Centre staff**	**Candidate**
Project brief	✓	✓
Tasks Task 1 – Research Task 2 – Report Task 3 – Plan Task 4 – Peer review Task 5 – Evaluate and present	✓	✓
Candidate guidance	✓	✓
Centre guidance	✓	✗
Grade descriptors	✓	✓
Indicative content	✗	✗
Appendix 1 – Declaration of authenticity	✓	✓

Internet access

Where internet access is allowed as part of a task (eg for research purposes), candidates must be advised that this is the case and reminded of the importance of submitting their own work and the seriousness of plagiarism, malpractice and collusion. Candidates should be advised that their browser history can be monitored, and 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 (eg 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 task assessment.
- 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.
- There are templates for candidates for completion of Tasks 1 and 4 within this version of the Employer-Set Project.
- A peer review form and candidate feedback form will be provided for completion of Task 4. Centres should **not** modify or change templates unless there are instructions to do so.

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 filename 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 filename convention style:
    - XYZ1234_Firstname_Surname_8717-301_Task_1a_Research_action_plan
    - XYZ1234_Firstname_Surname_8717-301_Task_1b_Research_notes
- 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.
- The action plan will be produced using the research action plan template which is included in the tasks document.
- Candidates should have access to the internet in order to conduct research. See section above on internet access.

- The research notes should be up to four sides of A4, which can include screenshots/ pictures/diagrams. Screenshots should be clear and legible. Research notes should be completed digitally in Arial Font, size 12, standard line spacing and borders and should be page numbered.
- The file should be saved securely for submission, eg in a secure location or on a memory stick to be handed in. 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.

Task 2

- The project brief will be provided to candidates with Task 2.
- A copy of their response from Task 1 will be provided to candidates with Task 2 for reference only (candidates will not be able to make any changes).
- The written report will typically be 2,000 words.
- Candidates should **not** have internet access for this task or other resources. See section above on internet access.

Task 3

- The project brief will be provided to candidates with Task 3.
- A copy of their responses from Task 1 and Task 2 will be provided to candidates with Task 3 for reference only (candidates will not be able to make any changes).
- The implementation plan must be completed using digital software (typically two sides of A4).
- The supporting statement will be typically 1,000 words.
- Candidates should **not** have internet access for this task or other resources. See section above on internet access.

Task 4

- The project brief will be provided to the candidate with Task 4.
- A copy of their response from Task 2 will be provided to the candidate with Task 4 for reference only (candidates will not be able to make any changes).
- Candidates must explain their recommended livestock enterprise expansions (detailed in their report in Task 2) to a peer review group consisting of two peers and the tutor. They should provide detail on the expansions as explained in bullet point b) of the task.
- Peers should be from the same cohort of candidates studying the Livestock core pathway.
- The peer review group will provide feedback to the candidate, through an open discussion, where peers can ask the candidate specific questions about their management plan and supporting statement.
- Candidates can use the feedback record form to make any notes and feedback from the discussion.

- The peer review group will complete a single peer review form with written feedback, which will have been checked by the tutor before being shared with the candidate.
- Candidates should **not** have internet access or other resources for this task. See section above on internet access.
- Peer reviewers must:
    - proactively engage in the discussion
    - respond constructively and fairly
    - ensure the peer review form is completed fully and handed to the tutor.

The tutor must ensure the following requirements are met:

- Organise candidates into groups (two peers per group) for the discussions. The groups should consist of a minimum of two peers and a maximum of three. Where this is not possible, eg candidate absence, group sizes may be flexed but should be closely monitored by the tutor to ensure a comparable experience is achieved for all candidates.
- The peer review (discussion) should take place in an environment where the peer review group won't be disturbed or disturb others.
- Ensure access to copies of candidates' work submitted in previous tasks (written report).
- The Task should be candidate led but the Tutor may facilitate through prompting to support the level of engagement and feedback gained for candidates.
- Monitor timings as directed by the task, for example through the use of a timer, or by the tutor clarifying at the start of the session how they will notify the group that their session will end in 10 minutes (eg indicating to candidates on a mutually visible clock and confirming the time the session will end).
- The discussion takes place in an appropriate environment where candidates are unlikely to be disturbed.
- Check all completed peer review forms for appropriateness before sharing with the candidate whose evidence is being reviewed.
- Provide clear instructions on the purpose and conditions of the task.
- Intervention is limited to prompting the peer reviewers and **not** the candidate.
- Intervention should only be used by the tutor where there is a risk of the candidate receiving limited feedback which would impact on their evaluation and reflection for Task 5.
- Ensure all candidates receive a completed peer review form and the quality of feedback is sufficient to support the candidate's evaluation for Task 5. The Tutor must ensure that feedback given is appropriate and relevant to the topic before handing it back to the candidate.
- Ensure that copies of the candidate feedback form and the peer review form are submitted.

Task 5

- The project brief will be provided to candidates with Task 5.
- Candidates should have access to all previous responses from all prior tasks.

- Candidates should **not** have internet access for this task. See section above on internet access.
- The tutor will play the role of the farm manager for this task.
- Candidates should print a copy of their presentation slides at the end of their preparation session and hand into the tutor so that tutors are able to refer to these whilst the candidate is presenting.
- Candidates must use digital technology to present their findings. Candidates can choose the format/programme they want to use for their presentation (eg PowerPoint, Keynote etc).
- Candidates' presentations should be scheduled and timed to include 10 minutes of questioning following the 10-minute presentation.
- It should be clear to candidates how much of their presentation time has been used up, for example through the use of a timer or a visible clock.
- It is acceptable for tutors to remind the candidates presenting when five minutes of the allocated time remains.
- It is acceptable to allow for a small amount of tolerance which should be (**+/– 10%) only** in the presentation time. Tutors should make the candidate aware as soon as the 10 minutes allocated time has finished, and that they are allowed an extra 10% to finalise their last points.
- It is important that centres consider the impact of cohort size on the scheduling of the presentation task. Larger cohorts may need to be split into two groups in order to accommodate presentations taking place shortly after the preparation session.
- To aid deliverability and manageability of assessment, presentation preparation/delivery sessions can be timetabled over consecutive days. This means that preparation of the presentation and delivery of the presentation may happen on different days. All candidates are required to complete a declaration of authenticity along with their submission evidence (be it physical, ie report, or ephemeral, ie presentation).
- All candidates must be asked **four** questions following their presentation (any additional probing or clarification question are permitted). The nature of the questions should relate to the content of their presentation. Questions should be posed from the perspective of the manager within the business involved in the proposed project, eg farm manager, and should allow candidates to expand on and reinforce points covered in their presentation.
- The four questions asked to the candidate should use the following overarching structure of key question areas. The exact question asked should be based on the individual candidate presentation and reflect the level of depth that the candidate may have already demonstrated. For instance, the example questions listed here reflect three different levels of depth that the candidate may have gone into – and so the tutor should ask a question that reflects the depth demonstrated.

Key question area	Questions
Project brief	• Can you tell me how your two recommended livestock expansions meet the requirements of the brief? • You have outlined how your implementation plan met the requirements of the brief. How well do you think this was achieved? • You have outlined how your livestock expansions met the requirements of the brief. How well do you think this was achieved? • You have outlined how your implementation plan has met the requirements of the project brief. How well do you think your plan will support the success of the project?
Improvements	• Are there any areas of your implementation plan you would amend and what would be the reasons for the change? • You have outlined areas of your implementation plan that you would amend next time. Could you tell me in a bit more detail how your approach would be different in future and why? • You have outlined the improvements you would make to your implementation plan and why for next time. Overall, what improvements would you make in your approach to the project in the future?
Challenges in the brief	• Can you tell me any challenges you faced during the project and how you overcame them? • You have outlined challenges you have faced during the project. In what ways did you approach overcoming these challenges to ensure your project was a success? • You have outlined the challenges you faced during the project. What did you consider in your approach to overcoming them?

Evaluation	• Can you tell me the reasons why you discounted the other livestock enterprises? • You have outlined the reasons you chose to expand these livestock enterprises. What influenced your decisions for discounting the other options? • You have outlined the reasons for discounting the other livestock enterprises. Are you satisfied that these were the correct enterprises to discount?

- Questions posed by the tutor should **not** exceed or defer from the structure of the questions listed above.
- The presentation and questioning will be recorded; however, it is recommended practice for a written record of questions asked, and responses made, to be noted and provided alongside candidates' evidence for this task.
- 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.

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*** and
- ***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 which 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 (eg 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 Employer-Set Project identify the minimum candidate and tutor evidence requirements to support marking. Ephemeral evidence (eg areas of candidate performance that would be hard to capture with photographs and/or tutor notes alone) plays a significant part of the Employer-Set 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 (ie 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 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 is above or below the indicative guidance provided.

The number of pages indicated for the research notes in Task 1 is a mandatory requirement. Candidates should page number their research notes and centres should only submit the first four pages of research notes for marking. Additional pages of research notes will not be considered in the marking process.

Preparation of candidates

Candidates should be 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 marking grids during the assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this Employer-Set Project are to:

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

These conditions 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.

They 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 Employer-Set 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 the evaluation task 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 Employer-Set 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, eg 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

	Task				
Conditions	**1**	**2**	**3**	**4**	**5**
Candidates will have access to a computer with relevant software (ie word processing, spreadsheets, presentation software).	✓	✓	✓	✓	✓
Candidates will have access to the internet and other resources.	✓	x	x	x	x
Candidates will have access to the project brief and candidate guidance document.	✓	✓	✓	✓	✓
Candidates will have access to copies of their previous task outputs (for review purposes only).	N/A	✓	✓	✓	✓
All work must be completed independently.	✓	✓	✓	x	✓
During any breaks, all materials must be kept securely.	✓	✓	✓	✓	✓
Candidate work will be saved securely for return to the candidate for use in future tasks*.	✓	✓	✓	✓	x
No assessment materials 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.

Maths, English and digital skills

Throughout the completion of the tasks within the project, candidates will generate evidence towards their Maths, English and digital skills.

Maths, English and digital skills	Marks	Task
Maths	3 marks available	Task 2
English	3 marks available	Task 3
Digital	3 marks available	Task 5

10% of the marks available for the project are allocated to Maths, English and digital skills. Specific tasks, indicated in the marking grids, will be used to measure the candidate’s performance against the grade descriptors for these skills.

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.