HM Government

T-LEVELS

# T Level Technical Qualification in Animal Care and Management

# Employer-Set Project for Animal Management and Animal Science Core Pathway (Level 3) (8717-042)

## Assessor Pack
## (Sample)

November 2025 Version 2.1

City & Guilds

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| Version and Date | Change detail | Section |
|---|---|---|
| v1.0 May 2024 | Approved version | |
| V2.0 September 2025 | Removal of duplication of provider specific instructions | Full document |
| | 'Assessment Objectives and Core Skills' section added | Introduction |
| V2.1 November 2025 | Error correction | Introduction |

# Introduction

## Purpose and scope

This document **must** be read alongside the **TQ Employer-Set Project Assessment Process Guide**, as this provides details on the preparation and delivery requirements for all Employer-Set Projects (ESPs).

The Employer-Set Project Assessor Pack is written to provide specific information regarding the Animal Management and Animal Science Core Pathway ESP.

## Employer-Set Project

The ESP 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 ESP 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 ESP

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 ESP assessment successfully.

## Overview of document audience

| | Approved audience | |
|---|---|---|
| **Document** | **Provider staff** | **Candidate** |
| Project brief | ✓ | ✓ |
| Tasks<br>Task 1 – Research<br>Task 2 – Report<br>Task 3 – Plan<br>Task 4 – Peer review<br>Task 5 – Evaluate and present | ✓ | ✓<br>Under assessment conditions, once the previous task has been submitted |
| Candidate pack | ✓ | ✓ |
| Assessor pack | ✓ | ✗ |
| Marking grids | ✗ | ✗ |
| Appendix 1 – Declaration of authenticity | ✓ | ✓ |

## 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 are able to retain the brief and scenario 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<br>Research notes<br>List of references | Yes | 6 hours | 12 |
| 2 | Report | Supervised/ controlled | Written report | Yes | 4 hours | 27 |
| 3 | Plan | Supervised/ controlled | Implementation plan<br>Supporting statement | Yes | 4 hours | 21 |

| Task | | Conditions | Evidence produced | Evidence submitted? | Timings | Marks available |
|---|---|---|---|---|---|---|
| 4 | Peer review | Supervised/ controlled | Candidate feedback form<br>Peer review form | Yes | 1 hour | N/A |
| 5 | Evaluate and present | Supervised/ controlled | Presentation materials<br>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 (i.e. 9 marks) allocated to Maths, English and digital skills across specific tasks, as indicated in the marking grids.

**Note on timings**

The timings provided within the project **must** be adhered to. They refer to assessment time, not any additional setting up the provider needs to carry out to create an appropriate assessment environment. It is the provider'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.

## 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** | 3 marks available |
| **English** | 3 marks available |
| **Digital** | 3 marks available |

* Of the marks available for this project,10% are allocated to maths, English and digital skills, with marks available for allocation across the tasks. For example, evidence from the tasks will be used to allocate 1, 2 or 3 marks for English.

This allows for a holistic approach to the marking of these elements which may be evidenced across the response to the project.

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

## Assessment objectives and core skills

| AO ref | Assessment objective |
|---|---|
| AO1 | Plan approach to meeting the project brief. |
| AO2 | Apply core knowledge and skills as appropriate: |
| • AO2a | ○ core knowledge |
| • AO2b | ○ core skills:<br>**Analysing** – Qualitative and quantitative data and information and identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering, e.g. identifying common features of data obtained on options to develop a new product or service, classifying and organising data into types.<br>**Communicating** – Using a range of communication methods tailored to the audience with different audiences through reading, writing, listening and speaking through the use of visual, oral and written methods, demonstrating active listening, building a rapport, engaging an audience, adapting style and tone to audience needs and nature of the message, e.g. using visual and oral methods to engage an audience with a proposal for improving representation and diversity in the sector.<br>**Critical thinking** – In relation to problem solving, decision making, researching and planning to include questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding, e.g. questioning information and data, evaluating pros and cons of the introduction of new machinery or plant into a business, taking out of the whole life cycle.<br>**Decision making** – In work-related contexts including clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding, e.g. identifying likely impact of biosecurity plan in the business and using evidence to substantiate conclusions.<br>**Investigating** – To obtain information and data including identifying potential sources, developing search criteria/queries, interrogating data, designing and carrying out tests, e.g. developing search criteria/queries for secondary research and designing and carrying out tests for primary research into the environmental impact of a business.<br>**Working in a team** – Mutual support, open communication, respect and honesty, developing new ideas and interpretations, providing support, advice and guidance, reflecting, inviting and providing feedback on own and others' performances. |
| 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 the brief was met, and the quality of the outcome in relation to the brief. |

| Task | Core skill | Assessment objective |
|---|---|---|
| Task 1 – Research | • Analysing<br>• Critical thinking<br>• Investigating | • AO1<br>• AO2b<br>• AO3 |
| Task 2 – Report | • Analysing<br>• Communication<br>• Critical thinking<br>• Decision making<br>• Investigating | • AO1<br>• AO2a<br>• AO2b<br>• AO3 |
| Task 3 – Plan | • Analysing<br>• Communication<br>• Critical thinking<br>• Decision making | • AO1<br>• AO2a<br>• AO2b<br>• AO3 |
| Task 4 – Peer review | N/A | N/A |
| Task 5 – Evaluate and present | • Analysing<br>• Communication<br>• Critical thinking<br>• Decision making<br>• Working in a team | • AO2a<br>• AO2b<br>• AO5a<br>• AO5b |

# Task-specific and general requirements

## Overview of task requirements

| | Task | | | | |
|---|---|---|---|---|---|
| **Conditions** | **1** | **2** | **3** | **4** | **5** |
| 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 | x | x |
| Candidates will have access to the project brief and candidate guidance. | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ |

* Following tasks, 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.

## General requirements

**Releasing documents to candidates**

- The project brief and associated candidate guidance should be released to candidates at the start of the first scheduled task assessment.
- Each task **must** only be released to candidates at the start of the scheduled assessment session for that individual task.
- Each task will provide details of what evidence must be submitted on the completion of the task. Additional evidence which must also be submitted will be detailed within the task.
- Candidates should be advised that approximate word counts, or number of pages have been included within the task guidance in order to act as a guide to support the candidates to complete the tasks. These are intended as a guide only, and there will be no penalisation of marking based on the word count or number of pages that is above or below the indicative guidance provided.

**Permitted materials**

- Candidates are **not** permitted to bring any existing notes or materials completed prior to the assessment into any of the assessment sessions.
- Candidates **must** be reminded that their work submitted, including drawings, sketches and calculations **must** be legible and appropriately labelled with their name and task reference. Evidence can be either word processed or handwritten. Any electronic evidence produced must have a clear file name and be easily identifiable to the task and candidate.
- 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.
- 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. Providers should not modify or change templates unless there are instructions to do so.

**Conditions of assessment**

- 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 or discussed with other candidates.
- Candidates **must** be made aware that plagiarism is not allowed.
- Candidates **must** be made aware of City & Guilds position on the use of Artificial Intelligence (AI) – see the **Position Statement on AI | City & Guilds**
- Where evidence is created using software which has the potential for cloud-based retrieval or sharing, this feature should be disabled where possible (e.g. in software settings or through restriction of internet connection). Where not possible, candidates **must** be reminded that the evidence submitted for the tasks can only be generated within the scheduled assessment times and also of the implications of sharing or plagiarising content from cloud-based content.
- 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 Provider may be contacted for justification of authentication

# Task specific requirements

## Task 1

**Permitted materials**

- 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.

**Conditions of assessment**

- Candidates will have access to the internet in order to conduct research. See section above on internet access.
- See the **TQ Employer-Set Project Assessment Process Guide** for guidance on internet access.

**What must be submitted on completion of the task**

- 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, e.g. 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.
- Assessors 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

**Permitted materials**

- 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).

**Conditions of assessment**

- Candidates **must not** have internet access for this task or other resources.

**What must be submitted on completion of the task**

- The written report will typically be 2,000 words.

## Task 3

**Permitted materials**

- 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).

**Conditions of assessment**

- Candidates **must not** have internet access for this task or other resources.

**What must be submitted on completion of the task**

- The implementation plan must be completed using digital software (typically two sides of A4).
- The supporting statement will typically be 1,000 words.

## Task 4

**Permitted materials**

- 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).

**Requirements for the peer review activity**

- Candidates must explain their recommended waste management solution (detailed in their report in Task 2) to a peer review group consisting of two peers and the assessor, who will be taking on the role of general manager. They should provide detail on the solutions as explained in bullet point b) of the task.
- Peers should be from the same cohort of candidates studying the Animal Management or Animal Science 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 recommended waste management solution and supporting statement.

**Recording forms**

- Candidates can use the feedback record form to take 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 assessor before being shared with the candidate.

**Conditions of assessment**

- Candidates **must not** have internet access or other resources for this task.
- Peer reviewers must:
  - proactively engage in the discussion
  - respond constructively and fairly
  - ensure the peer review form is completed fully and handed to the assessor.

**Role of the assessor in the peer review activity**

The assessor must ensure the following requirements are met:

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

**What must be submitted on completion of the task**

- Ensure that copies of the candidate feedback form and the peer review form are submitted.

## Task 5

**Permitted materials**

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

**Conditions of assessment**

- Candidates **must not** have internet access or other resources for this task.
- Candidates must use digital technology to present their findings. Candidates can choose the format/programme they want to use for their presentation (e.g. PowerPoint, Keynote, etc).

**Role of the assessor in the presentation activity**

- The assessor will play the role of the general manager for this task.
- Candidates should print a copy of their presentation slides at the end of their preparation session and hand into the assessor so that the assessor is able to refer to the printout whilst the candidate is presenting.
- Timings:
  - Candidates' presentations must 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 assessors 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**.** Assessors 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.
- Scheduling:
  - It is important that providers 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. a presentation).
- Questioning:
  - All candidates must be asked **four** questions following their presentation (any additional probing or clarification questions 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, e.g. general manager, and should allow candidates to expand upon 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 assessor should ask a question that reflects the depth demonstrated.

| Key Question Area | Questions |
|---|---|
| Project Brief | • Can you tell me how your proposed waste management solution and plan met the requirements of the brief?<br>• You have outlined how your proposed waste management solution and plan met the requirements of the brief. How well do you think this was achieved?<br>• You have outlined how your proposed waste management solution and plan have met the requirements of the project brief. How well do you think your solutions will support the success of the project? |
| Improvements | • Are there any areas of your proposed waste management solution and plan that you would amend and what would be the reasons for the change?<br>• You have outlined areas of your proposed waste management solution and plan that you would amend next time. Could you tell me how your approach would be different in future and why?<br>• You have outlined the improvements you would make to your proposed waste management solution and 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?<br>• You have outlined some of the challenges you have faced during the project. In what ways did you approach overcoming these challenges to ensure your project was a success?<br>• 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 waste collection companies?<br>• You have outlined the reasons you chose the waste collection company, what influenced your decisions for discounting the others?<br>• You have outlined the reasons for discounting the other waste collection companies. Are you satisfied that these were the correct companies to discount? |

- Questions posed by the assessor should **not** exceed or defer from the structure of the questions listed above.

**What must be submitted on completion of the task**

- 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 candidate's evidence for this task.
- Video recordings of presentations must be in an appropriate format with audible sound levels, well-lit etc..

# Appendix 1

## Declaration of authenticity

| Assessment ID | Qualification number |
|---|---|
| | |
| **Candidate name** | **Candidate number** |
| | |
| **Provider name** | **Provider number** |
| | |

**Additional Support**

Has the candidate received any additional support in the production of this work?

**No** ☐ **Yes** ☐

(Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

| |
|---|
| |

**Candidate:**

*I confirm that all work submitted is my own, and that I have acknowledged all sources I have used, including any use I have made of artificial Intelligence (AI) tools.*

| Candidate signature | Date |
|---|---|
| | |

**Assessor:**

*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.*

| Assessor signature | Date |
|---|---|
| | |

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

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