T Level Technical Qualification in Animal Care and Management

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

Research Project

SAMPLE Marking grid

May 2024 v1.0

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

General marking approach

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

Guidance

Markers of this assessment should note the following:

Candidate evidence must be marked based on what has been submitted. This means that if candidate evidence is not complete, marks will **only** be based on what has been submitted.

Process

- The marker scans/reads the candidate's evidence; the external marker makes a judgement on the level of performance the candidate has demonstrated, taking all the evidence into consideration and they then judge the appropriate mark following the normal process.
- The marker makes an initial assessment of the best fit to band.
- The marker reviews the candidate evidence against the initial band descriptor in more detail to decide if the response is securely sitting within the band; if all characteristics described by the band descriptor are seen or it strongly meets the level of performance described by the descriptor holistically:
  - the marker will also check the descriptor for the level above
  - if evidence clearly shows some of the characteristics of the higher band, the marker will select a suitable mark at the bottom of that band
  - if it is not showing characteristics of the higher band, the marker will revert to the original band, selecting a mark at the higher end of that mark range.

  If the response is not securely in the band, but **is partially** showing the characteristics of the band:
  - the marker will check the descriptor of the level below/above
  - the marker will decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

  If the response is largely meeting the band, with only a few concerns and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

  If there is no alignment with the descriptor, the marker will reassess the starting band, and begin again.
- Based on the level of alignment with the descriptor, the marker will confirm a final mark within the band, bearing in mind the marks available form an evenly distributed scale:
  - if the quality of response fully aligns with the performance described by the descriptor, the marker will assign a high mark within the band
  - if the quality of the response partially aligns with the performance described by the descriptor, the marker will assign a low to medium mark within the band
  - the marker will consider the quality of a range of similar responses (e.g. annotated lead grade exemplification materials, responses reviewed during standardisation, and through experience) and choose a mark that would give an

appropriate ranking amongst those responses in relation to the full range of marks available in each band.

- In order to fully assess the evidence, it may be necessary to focus on several distinct aspects. These have been grouped into separate sub-grids to allow the marker to make separate assessment decisions, rather than attempt to bring disparate elements together as a holistic judgement, to support reliability, validity and manageability for the marker.
- Should a candidate make an error or display a weakness in one task that is further compounded through the interdependent nature of the tasks and carry through that error, the marker should penalise the candidate only once. Each task should be considered within the constraints of the marking for the task itself, focusing on the knowledge and skills to be demonstrated in that task. For example, if the candidate does not research suitable conservation methods in Task 1, when they get to the presentation in Task 3 – the marker should focus on looking at how well the candidate delivers their presentation, i.e. it is the creation and delivery of the presentation that hold the main relevance in this task, rather than further penalising the candidate for less than optimal research and conclusions from Task 1 and 2.

Research Project mark distribution

This table illustrates how the 36 marks for the Research Project are distributed against the tasks. These have been set by subject matter experts and employers and will support the comparability between versions of the Research Project over time.

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

*task weightings rounded to the nearest whole number.

Marking Grids

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

Task 1 – Planning and researching

Guidance for markers

The following **evidence** must be used to assess performance against each task:

Task 1a: Research proposal

- research proposal.

Task 1b: Research action plan

- research action plan template.

Note: where there is insufficient evidence to award a mark, a zero mark may be given.

Indicative content

The following conservation projects will form the focus of the research:

- Restori Ekosistem Riau (RER)
- ZSL Kelola Sendang project

Task 1a – Research proposal

Aims and objectives of the research in relation to the conservational needs and status of the Sumatran tiger e.g. the reasons for the conservation projects for the Sumatran tiger, potential outcome and end goals for the conservation projects for Sumatran tiger.

Sources of information and their suitability e.g. websites, journals, online textbooks and if the sources are reliable, valid, credible, accurate and current.

Techniques to analyse and interpret information and data (could include mathematical diagrams/charts). Consideration of types of data and relevant ways to interpret this – literature reviews, numerical diagrams, charts, tables etc.

Task 1b – Research action plan

Candidates will outline the topics to be researched in relation to the Sumatran tiger using the research action plan provided, the topics should include:

- the role and purpose of organisations and projects involved in the conservation of the Sumatran tiger
- natural history and adaptations of the Sumatran tiger
- legislation and frameworks impacting the two conservation projects
- conservation status of the Sumatran tiger and the justification for the technologies used to assess this
- population dynamics since the year 2000
- reasons for the change in population
- the impact of the two conservation projects
- the effectiveness of the methods and technologies the conservation projects use
- evaluation of the effectiveness of the two conservation projects for the Sumatran tiger

A suitable range of reputable sources of information that the candidate may use when undertaking the research are internet, journals, articles, Ebooks etc.

The search criteria will link to the aims and objectives of the candidate's research proposal and expand on the detail of how the candidate is going to achieve their aims and objectives in relation to the topics e.g. changes in population dynamics since the year 2000.

The timelines for undertaking the research and how the candidate will plan for and prioritise the steps within their research e.g. initial scoping for the projects (how many projects are identified for the Sumatran tiger), time allocated to researching each topic (conservation project etc).

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	**1-4**	**5-8**	**9-12**	**12**
	Basic proposal for the research with **minimal** consideration for the requirements of the research.	**Good** proposal for the research with **some** consideration for the requirements of the research.	**Excellent** proposal for the research with **thorough** consideration for the requirements of the research.	
	Basic planning of the approach to research and information gathering, with **minimal** consideration of the research action plan requirements. The range of topics/search criteria considered has **minimal** relevance to the context of the brief.	**Good** planning of the approach to research and information gathering, with **moderate** consideration of the research action plan requirements. The range of topics/search criteria considered has **moderate** relevance to the context of the brief.	**Excellent** planning of the approach to research and information gathering, with **thorough** consideration of the research action plan requirements. The range of topics/search criteria considered has **excellent** relevance to the context of the brief.	

Task 2 – Research Report

Guidance for markers

The following **evidence** must be used to assess performance against each task:

Task 2: Research report

- Written report.

Note: where there is insufficient evidence to award a mark, a zero mark may be given.

Indicative content

Research report:

Written research report should include a title and introduction, a discussion of the research findings into the conservation and status of the Sumatran tiger which informs an evaluation of the effectiveness of the Restori Ekosistem Riau (RER) or ZSL Kelola Sendang conservation projects for the Sumatran tiger, and a conclusion deciding which of the conservation projects to support. List of references should also be included.

Information should be researched from a variety of reliable sources (websites, journals, articles and online textbooks).

The legislation and frameworks in supporting and protecting animal health, welfare and conservation e.g. Convention on International Trade in Endangered Species (CITES), Species Survival Commission (SSC).

The impacts of legislation and frameworks on organisations involved in conservation projects e.g. CITES ensure that certain species of animals on the red list are protected, therefore helping to increase the population of Sumatran tigers. Additionally providing education and ensuring habitats are protected.

The conservation status and the factors to consider for improving the conservation of the Sumatran tiger, including:

- Environmental (climate change, change in biodiversity, and preservation of the ecosystem)
- human (habitat destruction, poaching and persecution)

- animal (health, disease, alterations to changes of population over time and genetic pool).

How knowledge of the natural history and adaptations of the Sumatran tiger can be used in conservation to effectively conserve:

- animal populations e.g. gene pool and animal behaviour
- avoiding human-animal conflict e.g. protecting from illegal trade, poaching, education and animal behaviour
- protecting animal habitats e.g. wildlife corridors, education and animal behaviour.

How the Restori Ekosistem Riau (RER) and ZSL Kelola Sendang projects are used to support conservation of the Sumatran tiger and how the two conservation projects facilitate conservation of species and their habitat e.g. rescue and relocation programmes, ZSL in-situ projects, habitat restoration programmes, anti-poaching patrols, community engagement/education.

The methods used to assess the conservation of the Sumatran tiger and how effective they are within a conservation project e.g. direct observation, genetic mapping, tracking, surveying, data monitoring, insemination (artificial/natural).

The technologies used to assess the conservation of the Sumatran tiger and how effective they are within a conservation project e.g. drones, GPS, geolocation, camera traps, radio collars and satellites.

The role and purpose of organisations in conserving Sumatran tigers and their habitats e.g.

- Organisations: European Association of Zoos and Aquariums (EAZA), International Union for Conservation of Nature (IUCN), Conservation Planning Specialist Group (CPSG), Worldwide Fund for Nature (WWF), Convention on International Trade in Endangered Species (CITES), UN Convention on Biological Diversity, World Association of Zoos and Aquariums (WAZA).
- Projects: ZSLs in-situ programme, and Biodiversity Action Plan (BAPS), One Plan, Non-Government Organisations (NGO), relocation programmes, breeding programmes, Wildcats Conservation Alliance.

Performance outcome	**Band 1 descriptor**	**Band 2 descriptor**	**Band 3 descriptor**	**Total marks**
Marks per band	**1-5**	**6-10**	**11-15**	**15**
	A **basic** research report with **minimal** depth and breadth of conservation knowledge applied to make **limited** relevant links to the research findings.	A **good** research report with **some** depth and breadth of conservation knowledge applied to make **some** relevant links to the research findings.	An **excellent** research report with **thorough** depth and breadth of conservation knowledge applied to make **highly** relevant links to the research findings.	
	Research report includes **minimally accurate** information in terms of topics researched, discussed and evaluated.	Research report includes **mostly accurate** information in terms of topics researched, discussed and evaluated.	Research report includes **highly accurate** information in terms of topics researched, discussed and evaluated.	
	Basic evaluation of research findings and conclusions are justified/supported with **limited** use of logic and reasoning to make connections with the requirements of the task/brief.	**Good** evaluation of research findings and conclusions are justified/supported with **some** use of logic and reasoning to make connections with the requirements of the task/brief.	**Excellent** evaluation of research findings and conclusions are justified/supported with **thorough** use of logic and reasoning to make connections with the requirements of the task/brief.	

Task 3 – Presentation

Guidance for markers

The following **evidence** must be used to assess performance against each task:

Task 3a: Digital presentation

- presentation in a suitable digital format.

Task 3b: Delivery of presentation

- video of the presentation.

Note: where there is insufficient evidence to award a mark, a zero mark may be given.

Indicative content

Task 3a – Digital presentation

A clear title which introduces the candidate's presentation and is reflective of the candidate's research.

Reflection of the initial aims/objectives set during the research proposal in Task 1, and a discussion of how or if these were achieved when conducting the research and producing their research report.

Effective summary of the candidates' findings from the research report in Task 2 e.g. outline of each of the conservation projects the candidate researched and their recommendation for which conservation project Guilds Zoo should consider supporting.

The presentation is aimed at the specified audience – a member of the Education Team at Guilds Zoo.

Presentation uses visuals such as graphs, images and mathematical diagrams.

Task 3b – Delivery of presentation
A presentation which summaries the title, objectives, review of findings and conclusions from the research in relation to the conversation projects, the candidate will recommend the conservation project that Guilds Zoo should support to the member of the education team at Guilds Zoo.

Presentation includes appropriate technical terminology relating to the conservation programmes and their impacts for the Sumatran tiger.

Presentation is delivered with considerations for the target audience e.g. the presentation is aimed at a member of the education team at Guilds Zoo.

Presentation is communicated orally with appropriate tone and speed and engages the audience e.g. a member of the education team at Guilds Zoo.

Presentation is within the 10-minute time allowance, therefore demonstrating successful planning.

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	**1-3**	**4-6**	**7-9**	**9**
	Digital presentation which has a **basic** structure and **limited** summary of the research findings, resulting in a **minimally** engaging presentation.	Digital presentation which has **some** structure and a **moderate** summary of the research findings, resulting in **mostly** engaging presentation.	Digital presentation which has an **excellent** structure and **thorough** summary of the research findings, resulting in a **highly** engaging presentation.	
	Basic presentation delivery skills with **minimal** consideration of target audience and time keeping. Presentation of information is at times **unclear** limiting its effectiveness.	**Good** presentation delivery skills with **moderate** consideration of target audience and time keeping. Presentation of information is **mostly** clear and effective.	**Excellent** presentation delivery skills with **thorough** consideration of target audience and time keeping. Presentation of information is **consistently** clear and effective.	

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