



**T Level Technical Qualification in
Agriculture, Land Management and
Production: Crop, Woodland and
Horticulture (8717-31)**

**8717-035 Core: Employer-Set Project
Marking Grid
Summer 2024**



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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:

- that 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
- that the marking grids follow two slightly different approaches:
 - some of the task-based marking grids focus on a single targeted assessment objective. For these mark grids, the band descriptors have been written in direct response to the individual assessment objective. Markers will consider all of the descriptor statements presented in each marking band as a whole, in order to determine how the candidate has evidenced demonstration of the assessment objective within the specific task
 - some of the task-based marking grids incorporate coverage of multiple assessment objectives. This has been done where there is clear alignment between the objectives in the task and aims to support markers to bring together and assess the available evidence. For these mark grids, the assessment objectives being assessed have been incorporated into the band descriptors, so ***in the same way as above***, markers should focus on how the evidence demonstrated reflects the collective descriptor statements in each band, which should be read as a whole to form an overall judgement.
- regardless of which of the above two approaches that the marking grids take, as the band descriptors incorporate the assessment objectives that each is intending to assess, markers should follow the guidance on marking without any specific need to consider the assessment objectives – ie considering the evidence and marks available as a whole and base their judgement on the quality of response and how it meets the overall band descriptors (see Process below)
- that if candidates make an error or display a weakness in one task that is further compounded through the inter-dependent 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 a candidate identifies a less than optimal biosecurity solution in task (2), when they get to the evaluation task (5) where their reflection is presented – the marker should focus on looking at how well the candidate evaluates their solution they are proposing, ie it is the evaluation and communication skills that should be the key focus of the assessment of the task, rather than further penalising the candidate for carrying forward a less than optimal biosecurity solution from initial task (2).

Process

- Marker scans / reads the candidate's evidence, the 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.
- Marker makes an initial assessment of the best fit to band.

- 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:
 - 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 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:

- marker will check the descriptor of the level below/above
- 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 from 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 (eg 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 inter-dependent 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 biosecurity measures in Task 1, when they get to the planning in Task 3 – the marker should focus on looking at how well the candidate plans the implementation of the solution they are proposing, ie it is the project planning skills that hold the main relevance in this task, rather than further penalising the candidate for a less than optimal biosecurity research and proposal from the initial Task 1. Candidates can also use evaluation within later task responses to address issues they have identified.

Assessment objectives

The Employer-Set Project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

AO Ref	Assessment Objective
AO1	Plan their approach to meeting the project brief.
AO2	Apply core knowledge and skills as appropriate:
<ul style="list-style-type: none"> • AO2a • AO2b 	<ul style="list-style-type: none"> ○ core knowledge ○ core skills <p>Analysing – Qualitative and quantitative data and information and identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering eg identifying common features of data obtained on options to develop a new product or service, classifying and organising data into types, discerning patterns.</p> <p>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 eg using visual and oral methods to engage an audience with proposal for improving representation and diversity in the sector.</p> <p>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 eg 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.</p> <p>Decision making – In work related contexts including clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding eg identifying likely impact of biosecurity plan in the business and using evidence to substantiate conclusions.</p> <p>Investigating – To obtain information and data including identifying potential sources, developing search criteria/queries, interrogating data, designing and carrying out tests eg developing search criteria/queries for secondary research and designing and carrying out tests for primary research into the environmental impact of a business.</p>

AO Ref	Assessment Objective
	Working in a team – To provide 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 other's 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 was the brief met and the quality of the outcome in relation to the brief.

Employer-Set Project mark distribution

This table illustrates how the 90 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	AO5a	AO5b	Total	AO4a	AO4b	AO4c	
1. Research	3	0	6	3	0	0	12	0	0	0	
2. Report	3	9	9	6	0	0	27	3	0	0	
3. Plan	6	6	6	3	0	0	21	0	3	0	
4. Peer review	0	0	0	0	0	0	0	0	0	0	
5. Evaluate and present	0	3	6	0	6	6	21	0	0	3	
Total	12	18	27	12	6	6	81	3	3	3	90
AO marks	12	45		12	12		-	9		90	
AO %	13.3%*	50%		13.3%*	13.3%*		-	10%		100%*	

NB - AO2 collectively must be at least 50% (ie 45 marks)

*Total of AO1, AO3, and AO5 weighting rounded to nearest whole number

1. Research

Indicative Content

Typical evidence may include:

Core Skills

- Action plan for the research containing goals/objectives to be achieved and a suitable range of reputable and valid sources of information (eg websites of professional bodies, regulators, government, manufacturers and businesses similar to the one described in the brief).
- Evidence of planning efficient use of the allocated time into account while planning, carrying out research and producing the research notes.
- Logical plan of techniques/resources for the research to be conducted ie sourcing the relevant and most useful information:
 - reliable websites ie credible sources such as websites of government agencies / industry bodies etc
 - range of sources used (not relying on limited/single sources of information)
 - avoiding sources which may be biased ie selling products.
- Planned approach to topics to be researched, which could include search terms/criteria to be used for web searches.
- Research undertaken into biosecurity methods suitable for activities and locations on Guilds Estate using effective and appropriate research methods, which includes:
 - the relevant legislation and government departments, policies and regulations that impact on the key principles of biosecurity in the sector eg The Plant Health Act 1967 (as amended), The Official Controls (Plant Health and Genetically Modified Organisms (England) Regulations (dates not required)
 - the roles of The Department for Environment, Food and Rural Affairs (DEFRA), Plant Health and Seeds Inspectorate (PHSI), The Forestry Commission, the Animal and Plant Health Agency (APHA) in biosecurity
 - the key responsibilities under current plant health legislation and regulations relating to:
 - the sourcing of plants/seed, GMOs, organic systems
 - establishment of plants
 - maintenance of plants
 - harvesting of plants or plant products
 - the movement, sale and disposal of plants and organic material.

- a review of current biosecurity issues within the sector, including the introduction of pests and diseases through imports, which may cause potential biosecurity threats to the estate
- details of health and safety considerations related to the environment and biosecurity that meet the requirements of the brief, eg HASAWA (1974) Personal Protective Equipment (PPE) requirements, manual handling considerations, COSHH, PUWER, environmental considerations regarding disposal or storage of infected material (dates not required).
- Demonstration of reasoning in relation to the requirements of the estate to comply with this legislation and for the improvement of biosecurity practices on the estate.
- Application of core skills to conduct planned research and production of research notes in line with the requirements of the project brief.
- Research notes which effectively record findings from planned research for each biosecurity issues on the Estate, incorporating the considerations outlined in the task.
- List of references for research collated.

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives.

- Task 1 – Research action plan.
- Task 1 – Research notes.
- Task 1 – List of references.

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

Grid 1	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AOs (marks)	Total marks available
Task 1	1	2	3	4	5	6	AO1	6
Research	Marking descriptors – All versions						AO3	
<p>AO1 Plan their approach to meeting the project brief.</p> <p>AO3 Select relevant techniques and resources to meet the brief.</p>	<p>Basic planning of the approach to research and information gathering, with minimal consideration of action plan requirements. The range of topics/criteria considered has limited relevance to the context of the brief. (AO1)</p> <p>Limited consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting in a limited range of relevant information being gathered. (AO3)</p>	<p>Good planning of the approach to research and information gathering, with moderate consideration of action plan requirements. The range of topics/criteria considered has good relevance to the context of the brief. (AO1)</p> <p>Good consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting in a good range of relevant information being gathered. (AO3)</p>	<p>Excellent planning of the approach to research and information gathering, with thorough consideration of action plan requirements. The range of topics/criteria considered has excellent relevance to the context of the brief. (AO1)</p> <p>Thorough consideration of brief requirements is evident in the techniques/resources used to carry out the research, resulting in a comprehensive range of relevant information being gathered. (AO3)</p>					

Grid 2	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AOs (marks)	Total marks available	
Task 1	1	2	3	4	5	6	AO2b	6	
Research	Marking descriptors – All versions								
AO2b Core skills <ul style="list-style-type: none"> Analysing Critical thinking Investigating 	Basic application of critical thinking and analysis in evaluating the project brief, context and task requirements, which is utilised to limited effect, to inform the research. Resulting in research action plan and notes with minimal connections to the context of the brief. (AO2b Analysing and Critical thinking)	Good application of critical thinking and analysis in the evaluating the project brief, context and task requirements, which is mostly utilised effectively to inform the research. Resulting in research action plan and notes with good connections to the context of the brief. (AO2b Analysing and Critical thinking)	Comprehensive application of critical thinking and analysis in evaluating the project brief, context and task requirements, which is consistently utilised effectively to inform the research. Resulting in research action plan and notes with excellent connections to the context of the brief. (AO2b Analysing and Critical thinking)						
	Basic application of investigation skills to identify some relevant/accurate sources and develop a limited range of search criteria/queries, generating information with minimal links and relevance to the context of the brief. Limited interrogation of research findings to ensure information	Good application of investigation skills to identify mostly relevant/accurate sources and develop a good range of search criteria/queries, generating information with good links and relevance to the context of the brief. Good interrogation of research findings to ensure information	Excellent application of investigation skills used to identify highly relevant/accurate sources and develop comprehensive range of search criteria/queries, generating information with thorough links and relevance to the context of the brief. Excellent interrogation of research						

	collated links to the context of the brief. (AO2b Investigating)	collated links to the context of the brief. (AO2b Investigating)	findings to ensure information collated links to the context of the brief. (AO2b Investigating)		
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2. Report

Indicative Content

Typical evidence may include:

Core Knowledge

- Written report which draws on research conducted in Task 1 and which is used to propose a strategy that will improve biosecurity management on Guilds Estate in line with the key responsibilities of plant health legislation and good industry practices.
- Report includes recommended methods of biosecurity for the range of activities and locations on the estate, how they meet industry guidance, if they have the potential to be implemented and their efficacy related to legal and health and safety factors.
- Some examples of biosecurity methods proposed could include, but are not limited to:
 - hygiene and decontamination methods and locations
 - methods for restricting any introduction or movement of potential contaminants
 - physical and cultural containment methods
 - the sourcing of plants/seed
 - establishment of plants
 - maintenance of plants
 - harvesting of plants or plant products
 - the movement, sale and disposal of plants and organic material
 - stock management and storage of seed.
- Recommendations to improve the working practices on Guilds Estate so that they comply with the biosecurity and plant health legislation, regulations, codes of practice and industry guidance, including the use of certified seeds and plant stock, adequate storage and disposal of waste or contaminated material.
- Consideration given to supply chains eg availability of resources required, methods of procurement and supply.
- Analysis of the different physical biosecurity measures, eg mode of decontamination, location of key biosecurity points in relation to the projected traffic, maintenance requirements including frequency of filling and cleaning needed, considering green credentials and disposal of waste using multiple containers, costs.
- Analysis and consideration of the different factors included in the price lists (initial cost, utility, sustainability, ongoing costs, life span of products).

- Selection of most appropriate equipment/materials. There is **not** an intended right/wrong choice, the candidate's choice will depend on how they have proposed to manage the different biosecurity issues on the site. For example, a candidate may propose a range of methodology/equipment/chemicals according to location and projected traffic (vehicular and pedestrian) and this may affect which combinations of products they select, as long as they can justify why with due consideration of the information in the brief.
- Consideration of layout drawing, location of biosecurity points in relation to location of access/egress points on the estate, eg consideration of options for the degree of sophistication and complexity of the selected approaches including security, sustainability screening/preventing waste spilling onto the site.
- Estimation of costs of running the biosecurity plan for one year to include consideration of:
 - total costs of the improved procedures
 - running costs of the improved procedures
 - sustainable and safe waste disposal cost.
- Explanation of how their solution will improve biosecurity management on Guilds Estate in line with the key responsibilities of plant health legislation, regulations, codes of practice and industry guidance.
- References to the needs for and benefits of public education on biosecurity and methods for public education on biosecurity should be included.

Core Skills

- Utilise information from the brief as well as information acquired from research to inform and justify the proposed biosecurity implementation plan in line with the requirements of the project brief.
- Selection and appropriate justification of materials and equipment.
- Application of core skills (Analysing, Communication, Critical thinking, Decision making, Investigating) to produce a written report which effectively details and justifies the solution in line with the requirements of the project brief.
- Appropriate use of technical terminology.

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives.

- Task 2 - Written report.

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

Grid 3	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
Task 2	1	2	3	4	5	6	7	8	9	AO1 AO3	9
Report <ul style="list-style-type: none"> • AO1 Plan their approach to meeting the project brief • AO3 Select relevant techniques and resources to meet the brief 	Limited evidence of a planned approach resulting in a report that lacks structure and minimal connections with the brief/task requirements. (AO1)	Good evidence of a planned approach resulting in a report that has good structure and moderate connections with the brief/task requirements. (AO1)	Thorough evidence of a planned approach resulting in a report that has excellent structure and comprehensive connections with the brief/task requirements. (AO1)	Techniques/resources for the solution are selected based on a basic analysis of the brief/task requirements, associated impacts of choices made are minimally effective and appropriate/relevant. (AO3)	Techniques/resources for the solution are selected based on good analysis of the brief/task requirements, associated impacts of choices made are mostly effective and appropriate/relevant. (AO3)	Techniques/resources for the solution are selected based on thorough analysis of the brief/task requirements, associated impacts of choices made are highly effective and appropriate/relevant. (AO3)					

Grid 4	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
Task 2	1	2	3	4	5	6	7	8	9	AO2a	9
Report AO2a Core knowledge	<p>Limited application of core knowledge throughout the report, minimal depth and breadth of core knowledge applied to make relevant links to the requirements of the brief.</p> <p>Limited application of core knowledge to justify proposed decisions/solutions. Links are limited in detail/range and lack relevance to the requirements of the brief.</p> <p>Limited application of core knowledge and research findings, resulting in minimally clear/accurate links to substantiate and support justifications throughout the report.</p>			<p>Good application of core knowledge throughout the report, moderate depth and breadth of core knowledge applied to make relevant links to the requirements of the brief.</p> <p>Good application of core knowledge to justify proposed decisions/solutions. Links contain good detail/range and are mostly relevant to the requirements of the brief.</p> <p>Good application of core knowledge and research findings, resulting in mostly clear/accurate links to substantiate and support justifications throughout the report.</p>			<p>Excellent application of core knowledge throughout the report, extensive depth and breadth of core knowledge applied to make relevant links to the requirements of the brief.</p> <p>Excellent application of core knowledge to justify proposed decisions/solutions. Links contain comprehensive detail/range and are highly relevant to the requirements of the brief.</p> <p>Comprehensive application of core knowledge and research findings, resulting in consistently clear/accurate links to substantiate and support justifications throughout the report.</p>				

Grid 5	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs	Total marks available
Task 2	1	2	3	4	5	6	7	8	9	AO2b	9
Report AO2b Core skills: Analysing Communication Critical thinking Decision making Investigating	Basic analysis and application of critical thinking, used with limited success to inform decisions. Conclusions are justified/supported with limited use of logic and reasoning to make connections with the requirements of the brief. (AO2b Analysis, Critical thinking, Decision making)			Good analysis and application of critical thinking which is mostly used successfully to inform decisions. Conclusions are justified/supported with good use of logic and reasoning to make connections with the requirements of the brief. (AO2b Analysis, Critical thinking, Decision making)			Comprehensive analysis and application of critical thinking which is consistently used successfully to inform decisions. Conclusions are justified/supported with excellent use of logic and reasoning to make connections with the requirements of the brief. (AO2b Analysis, Critical thinking, Decision making)				
	Basic application of communication skills, with limited consideration of audience for the report. Communication is minimally effective in presenting details of the approach to the brief requirements. (AO2b Communication)			Good application of communication skills, with audience for the report mostly considered throughout. Communication is mostly effective in presenting details of the approach to the brief requirements. (AO2b Communication)			Excellent application of communication skills, with audience for the report thoroughly considered throughout. Communication is consistently effective in presenting details of the approach to the brief requirements. (AO2b Communication)				

Grid 5	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs	Total marks available
	<p>Limited interrogation of the information/data from the research is attempted, but sometimes ineffectively to ensure decisions/conclusions are linked to the context of the brief. (AO2b Investigating)</p>	<p>Good interrogation of the information/data from the research is used reasonably effectively to ensure decisions/conclusions are linked to the context of the brief. (AO2b Investigating)</p>	<p>Comprehensive interrogation of the information/data from the research is used highly effectively to ensure decisions/conclusions are linked to the context of the brief. (AO2b Investigating)</p>		

3. Plan

Indicative Content

Typical evidence may include:

Core Knowledge

- Planning of the task response (implementation plan). Inclusion of dependencies between the different activities, clarity and accuracy of connections.
- An assessment of the priority of tasks needed to implement the new biosecurity strategy.
- Consideration of the co-ordination of resources required to complete the project.
- Consideration of staff responsibilities within the business and who will be involved with each process and when, and any amendments to current responsibilities. Instructions to staff on changes to biosecurity practices/ways of working taking into account health and safety of staff for successful implementation and running of biosecurity solutions eg safe working environment, providing staff with clear instructions/training within the plan for new ways of working such as the use of biosecurity kits (eg pressure washers).
- Implementation plan showing details of processes required to get the proposed biosecurity solution up and running, details of each process/task that need to be completed, resources, links between tasks in which there are dependencies/independent activities.
- Consideration of any physical resource requirements detailed within the plan, eg equipment, machinery, PPE, facilities (eg isolation) required to implement new ways of dealing with biosecurity threats and containment.
- Core knowledge is drawn upon to justify detail within the implementation plan and within the supporting statement, explaining why the approach to implementation of the biosecurity strategy is the most effective to successfully meet the project brief.
- Consideration given to supply chains, eg availability of resources required which may impact on the implementation plan, sequencing of activity, sustainability issues.
- Consideration given to health and safety, job roles and responsibilities, eg updating risk assessments, staff taking on appropriate duties safely, PPE required, training requirements.
- Consideration of the need to train staff in new biosecurity protocols.
- Consideration of the needs, benefits and methods for educating the public on the new biosecurity procedures.
- An explanation justifying why the plan is the most appropriate way to implement and run the organisation's biosecurity improvements, eg analysis of potential risks, locations, critical control points and if resources used are the most appropriate.
- An explanation justifying how the plan ensures the business complies with key biosecurity principles and plant health legislation, regulations, codes of practice and industry guidance.

Core Skills

- Application of appropriate core skills (Analysing, Communicating, Critical thinking, Decision making) to plan and produce an implementation plan for the biosecurity of the estate.
- Evidence of interpretation, ordering and collation of appropriate activities and the logic in the sequence in which they are presented.
- Management of time to create an appropriate plan which effectively uses resources to ensure biosecurity implementation plan can be implemented successfully.
- Accuracy and attention to detail in the implementation plan.
- Suitable communication, eg technical terminology, for the audience (Guilds Estate staff).

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives.

- Task 3 - Implementation plan.
- Task 3 - Supporting statement.

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

Grid 6	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs (marks)	Total marks available
Task 3	1	2	3	4	5	6	7	8	9	AO1 AO3	9
Plan	Marking descriptors – All versions										
AO1 Plan their approach to meeting the project brief	Limited evidence of a planned approach, plan has basic consideration of the task requirements and the context of the brief. (AO1)			Good evidence of a planned approach, plan has good consideration of the task requirements and the context of the brief. (AO1)			Excellent evidence of a planned approach, plan has thorough consideration of the task requirements and the context of the brief. (AO1)				
AO3 Select relevant techniques and resources to meet the brief	Techniques/resources for the implementation of the solution are selected based on limited analysis, resulting in minimal relevance to the brief requirements. Selection of techniques/resources have limited effectiveness and appropriateness for the proposed plan. (AO3)			Techniques/resources for the implementation of the plan are selected based on good analysis, resulting in moderate relevance to the brief requirements. Selection of techniques/resources are mostly effective and appropriate for the proposed plan. (AO3)			Techniques/resources for the implementation of the plan are selected based on thorough analysis, resulting in excellent relevance to the brief requirements. Selection of techniques/resources are consistently effective and appropriate for the proposed plan. (AO3)				

Grid 7	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO (marks)	Total marks available	
Task 3	1	2	3	4	5	6	AO2a	6	
Plan	Marking descriptors – All versions								
AO2a Apply core knowledge	<p>Limited application of core knowledge throughout the plan, resulting in minimal consideration of the task requirements to implement the proposed plan.</p> <p>Application of core knowledge is minimal in depth and range when justifying decisions for the implementation of the plan, resulting in limited technical accuracy and basic links to the requirements of the brief to support decisions.</p>	<p>Good application of core knowledge throughout the plan, resulting in moderate consideration of the task requirements to implement the proposed plan.</p> <p>Application of core knowledge is moderate in depth and range when justifying decisions for the implementation of the plan, resulting in mostly technical accuracy and good links to the requirements of the brief to support decisions.</p>	<p>Excellent application of core knowledge throughout the plan, resulting in thorough task requirements to implement the proposed plan.</p> <p>Application of core knowledge is extensive in depth and range when justifying decisions for the implementation of the plan, resulting in excellent technical accuracy and comprehensive links to the requirements of the brief to support decisions.</p>						

Grid 8	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO (marks)	Total marks available	
Task 3	1	2	3	4	5	6	AO2b	6	
Plan	Marking descriptors – All versions								
AO2b Apply core skills	Basic analysis and application of critical thinking, used with limited success to inform decision making, resulting in a plan with minimal clarity and consideration of task requirements. Conclusions are justified/supported with limited use of logic and reasoning to make connections with the context of the brief. (AO2b Analysis, Critical thinking, Decision making)	Good analysis and application of critical thinking, which is mostly used successfully to inform decision making, resulting in a plan which has moderate clarity and consideration of task requirements. Conclusions are justified/supported with good use of logic and reasoning to make connections with the context of the brief. (AO2b Analysis, Critical thinking, Decision making)	Comprehensive analysis and application of critical thinking, which is consistently used successfully to inform decision making, resulting in a plan which has excellent clarity and consideration of required elements. Conclusions are justified/supported with thorough use of logic and reasoning to make connections with the context of the brief. (AO2b Analysis, Critical thinking, Decision making)						
Analysing	Basic application of communication skills, with limited consideration of audience. Communication may be unclear , limiting its effectiveness in presenting details of the approach to meet the requirements of the brief. (AO2b Communication)	Good application of communication skills, with audience mostly considered throughout. Communication is mostly clear and effective in presenting details of the approach to meet the requirements of the brief. (AO2b Communication)	Excellent application of communication skills, with audience thoroughly considered throughout. Communication is consistently clear and effective in presenting details of the approach to meet the requirements of the brief. (AO2b Communication)						
Communicating									
Critical thinking									
Decision making									

5. Evaluate and present

Indicative Content

Typical evidence may include:

Core Knowledge

- Clarity of explanation of how the candidate's proposed biosecurity implementation plan addresses the requirements of the project brief, including any features considered by the candidate to be of particular importance.
- Application of core knowledge in order to effectively evaluate how well the proposed biosecurity solution met the requirements of the project brief.
- Application of core knowledge in order to effectively evaluate how well the implementation plan met the requirements of the project brief and can be used to successfully implement the proposed biosecurity solution.
- Reflection and application of core knowledge to discuss the reasons for selection of specific strategies and rejection of others.
- Peer feedback is used to reflect and evaluate on how well the proposed biosecurity implementation plan achieves the requirements of the brief, including detail on any areas where improvements can be made.
- Where elements of feedback from peers is not considered, the reasons for this are explained and justified.
- Justification of any improvements or changes required to their proposed biosecurity implementation plan including what they would do differently next time.
- Where improvements or amendments are not considered, the reasons for this are explained and justified.
- Challenges faced when achieving the project outcome and how these have been overcome, eg location of appropriate resources at specific areas according to traffic/usage, specific situations that required extra input (eg entrances to the glasshouse production area, balance of applicability versus practicality, waste and running cost issue).
- Reflections on additional aspects of the research/planning process, re-work of research/planning that would improve/enhance a future project outcome or if the proposed response was to be re-worked.
- Responses to follow-up questions demonstrating reflection on their proposed solution and feedback received.

Core Skills

- Application of core skills to successfully evaluate the proposed biosecurity implementation plan in line with the requirements of the project brief clearly and concisely successfully presenting all necessary information.

- Analysis and reflection of proposed biosecurity solution as well as analysis of the discounted approaches and feedback gained from peers.
- Effectively evaluate own project against requirements outlined in the brief and to determine quality of outcome against project aim ie is the proposed biosecurity implementation plan an effective solution for the project, is the produced implementation plan effective at supporting successful implementation of the solution.
- Ability to be able to reflect on own experience and articulate any improvements or adaptations required to the proposed biosecurity solution and implementation plan in line with the requirements of the project brief.
- Project evaluation was articulated clearly using appropriate technical terminology within the presentation.
- Questions after the presentation were answered clearly, drawing on core knowledge and skills to justify and explain decisions and evaluate where improvements can be made for next time.

Guidance for markers

The following evidence must be used to assess performance against this task and assessment objectives.

- Task 4 – Peer review form.
- Task 4 – Candidate feedback form.
- Task 5 – Presentation materials.
- Task 5 – Video recording of presentation, and question and answers.

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

Grid 9	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AOs (marks)	Total marks available
Task 5	1	2	3	4	5	6	7	8	9	AO2a AO2b	9
Evaluate	Marking descriptors – All versions										
AO2a Apply core knowledge	Basic application and minimal referencing of core knowledge within evaluation. Links to core knowledge to support reasoning/justifications have limited clarity and technical accuracy. (AO2a)			Good application and moderate referencing of core knowledge within evaluation. Links to core knowledge to support reasoning/justifications are mostly clear and technically accurate. (AO2a)			Excellent application and comprehensive referencing of core knowledge within evaluation. Links to core knowledge to support reasoning/justifications are consistently clear and technically accurate. (AO2a)				
AO2b Apply core skills Analysing Communication Critical thinking Decision making Working in a team	Basic analysis and application of critical thinking to inform evaluation of the project outcome. Conclusions are justified/supported with limited use of logic and reasoning to make connections with brief requirements. (AO2b Analysis, Critical thinking, Decision making)			Good analysis and application of critical thinking to inform evaluation of the project outcome. Conclusions are justified/supported with good use of logic and reasoning to make connections with brief requirements. (AO2b Analysis, Critical thinking, Decision making)			Excellent analysis and application of critical thinking to inform evaluation of the project outcome. Conclusions are justified/supported with thorough use of logic and reasoning to make connections with brief requirements. (AO2b Analysis, Critical thinking, Decision making)				
	Basic application of communication skills, with minimal consideration of the audience for the presentation.			Good application of communication skills, with moderate consideration of the audience for the			Excellent application of communication skills, with thorough consideration of the audience for the presentation. Communication is consistently clear and effective in presenting the				

Grid 9	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
	<p>Communication, at times, may be unclear, limiting its effectiveness in presenting the evaluation of the project. (AO2b Communication)</p> <p>Limited consideration and reflection of feedback provided by peers when considering how the project outcome meets the requirements of the brief. Minimal reference to feedback within evaluation. (AO2b Working in a team)</p>	<p>presentation. Communication is mostly clear and effective in presenting the evaluation of the project. (AO2b Communication)</p> <p>Good consideration and reflection of feedback provided by peers when considering how the project outcome meets the requirements of the brief. Moderate reference to feedback within evaluation. (AO2b Working in a team)</p>	<p>evaluation of the project. (AO2b Communication)</p> <p>Comprehensive consideration and reflection of feedback provided by peers, when considering how the project outcome meets the requirements of the brief. Extensive reference to feedback within evaluation. (AO2b Working in a team)</p>		

Grid 10	Band 1 descriptor				Band 2 descriptor				Band 3 descriptor				AOs (marks)	Total marks available
Task 5	1	2	3	4	5	6	7	8	9	10	11	12	AO5a AO5b	12
Evaluate	Marking descriptors – All versions													
AO5a Realise a project outcome	<p>Basic level of reflection is evidenced within the evaluation, with minimally effective links to how well the project outcome achieves the brief requirements. (AO5a)</p>				<p>Good level of reflection is evidenced within the evaluation, with moderately effective links to how well the project outcome achieves the brief requirements. (AO5a)</p>				<p>Comprehensive level of reflection is evidenced within the evaluation, with highly effective links to how well the project outcome achieves the brief requirements. (AO5a)</p>					
AO5b Review how well the outcome meets the brief.	<p>Basic evaluation of the project and how the outcome meets the brief requirements, conclusions lack logical lines of reasoning between decisions made and the success of the project as a whole. (AO5b)</p>				<p>Good evaluation of the project and how the outcome meets the brief requirements, conclusions have mostly logical lines of reasoning between decisions made and the success of the project as a whole. (AO5b)</p>				<p>Excellent evaluation of the project and how the outcome meets the brief requirements, conclusions have highly logical lines of reasoning between decisions made and the success of the project as a whole. (AO5b)</p>					

Maths, English and Digital skills (AO4)

Maths

Indicative Content

Typical evidence may include:

- Cost considerations for the selection and implementation of the proposed biosecurity solution may include:
- Selection of appropriate resource for specific locations, totalling within the budget, eg
 - Six locations with vehicular traffic requiring biosecurity
 - 6 heavy duty biosecurity mats @ £600 each = £3600
 - Maintenance costs for 6 biosecurity points @ £300 per year for each = £1800
 - **Total = £5400**
 - Five locations requiring pedestrian biosecurity
 - 5 pedestrian biosecurity mats @ £75 each = £375
 - Maintenance costs for 6 biosecurity points @ £100 per year for each = £500
 - **Total = £875**
 - Biosecurity access points into glasshouse (1) and landscape gardens (2)
 - 3 pedestrian biosecurity mats @ £75 each = £225
 - Maintenance costs for 3 biosecurity points @ £100 per year for each = £300
 - **Total = £525**
 - Car park access point
 - 2 pedestrian biosecurity mats @ £75 each = £150
 - Maintenance costs for 2 biosecurity points @ £100 per year for each = £200
 - Hand sanitiser stations, 2 floor mounted @ £85 each = £170, running costs £5 per month = 5 x 12 x 2 = £120)
 - **Total = £470**
 - Provision of quarantine polytunnel to enable movement of plants onto site
 - **Total = £2500**
 - Information signs at all access points (16) = 16 x 20 = £320, plus maintenance 16 signs @ £12 per year = £184
 - **Total = £504**
 - Posters for internal areas (glasshouse, farm buildings) 2 x £60
 - **Total £120**

- Five portable rechargeable pressure washers @ £100 each, plus £5 per month costs = £300,
 - **Total= £800**
- Two pressure washers for roads and infrastructure @ £3500 each, plus £50 per month running costs (2 x 12 x 50 = £1200)
 - **Total= £8200**
- Four wall mounted hand sanitiser points for entrances to buildings @ £75 per unit = £300, running costs £5 per month (4 x 5 x 12 = £240)
 - **Total £540**
- Sanitiser solution 100 x 5 litres @ £25 per unit
 - **Total = £2500**
- Skip hire for 2 skips (green waste and tree waste) @ £2500 per year each = £5000 plus £250 per year maintenance = £500
 - **Total = £5500**
- Vermin control measures
 - Ten bait boxes @ £5 per box = £50, bait costs 10 x £40 = £400
 - Four humane traps @ £20 per trap, plus £40 per year running costs per trap = £240
 - Two gas-powered bird scarers @ £500 each, plus £150 per year running costs for each = £1300
 - **Total = £1940**
- **Overall total £29874**

Calculation of increased costs by changing biosecurity methods.

- Calculation of running costs under the new solution.
- Cost of upgrading.
- Minimum service levels.

Guidance for markers

The following evidence must be used to assess performance against this assessment objective:

- Task 2 Written report.

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

Grid 11	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
Task 2	1	2	3	AO4a	3
AO4a Maths	Marking descriptors – All versions				
	<p>Minimally appropriate mathematical approaches/concepts/calculations are selected for the task.</p> <p>Mathematical approaches/concepts/calculations are applied with limited accuracy.</p>	<p>Mostly appropriate mathematical approaches/concepts/calculations are selected for the task.</p> <p>Mathematical approaches/concepts/calculations are mostly applied accurately.</p>	<p>Highly appropriate mathematical approaches/concepts/calculations are selected for the task.</p> <p>Mathematical approaches/concepts/calculations are consistently applied accurately.</p>		

English

Indicative Content

Typical evidence may include:

- Use of appropriate and accurate English.
- Use of terminology within written evidence which is technical and consistent with the intended audience (Guilds Estate staff).
- Use of English including grammar, spelling and punctuation within the implementation plan and supporting statement.

Guidance for markers

The following evidence must be used to assess performance against this assessment objective:

- Task 3 - Implementation plan.
- Task 3 - Supporting statement.

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

Grid 12	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
Task 3	1	2	3	AO4b	3
AO4b English	Marking descriptors – All versions				
	Evidence within task responses has minimal structure to support understanding, language and terminology is minimally appropriate and accurate. Communication methods are somewhat appropriate for intended audience.	Evidence within task responses has good structure to support understanding, language and terminology is moderately appropriate and accurate. Communication methods are mostly appropriate for intended audience.	Evidence within task responses has excellent structure to support understanding, language and terminology used is highly appropriate and accurate. Communication methods are highly appropriate for intended audience.		

Digital

Indicative Content

Typical evidence may include:

- Use of appropriate digital resources to meet task requirements for the presentation.
- Use of features available within digital resources where appropriate, eg formatting, layout, presentation modes, images, animations/transitions in presentation, application of software package features.
- The range of digital options used the extent to which they have been used to add value and their effectiveness of use.
- Use of current digital techniques, resources and sources in adherence with industry practice and convention.
- The use of digital software in creating the presentation.

Guidance for markers

The following evidence must be used to assess performance against this assessment objective:

- Task 5 - Presentation materials.

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

Grid 13	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	AOs (marks)	Total marks available
Task 5	1	2	3	AO4c	3
AO4c Digital	Marking descriptors – All versions				
	<p>Basic digital technology skills are used to create digital resources, which provides clarity to the information presented, with limited effectiveness.</p> <p>Basic use of technology to enhance the quality of the digital resources.</p>	<p>Good digital technology skills are used to create digital resources, which provides clarity to the information presented, mostly effectively.</p> <p>Good use of technology to enhance the quality of the digital resources.</p>	<p>Excellent digital technology skills are used to create digital resources, which optimises the clarity of the information presented, highly effectively.</p> <p>Excellent use of technology to enhance the quality of the digital resources.</p>		

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