

# **T Level Technical Qualification in Agriculture, Land Management and Production**

## **Employer-Set Project for Land-based Engineering (Level 3)**

### **Candidate guidance (Sample)**

September 2023 Version 2.1

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## Employer-Set Project introduction

The Employer-Set Project is an assessment, made up of a number of tasks, which will assess the knowledge and skills you have learnt as part of the 'Core' element of your T Level.

Each Employer-Set Project is developed together with employers in the industry to reflect realistic types of developments, activities and challenges.

All the tasks relate to the same Employer-Set Project brief in the following order:

Task		What will you be doing?	Timings	Marks
1	Research	You will plan and conduct research in relation to the project brief.	6 hours	12
2	Report	Using the results of your research from Task 1, and the knowledge and skills you have been taught, you will draft a report to respond to the requirements of the brief.	4 hours	27
3	Plan	Using the details within the project brief, you will produce a project plan and a supporting statement.	4 hours	21
4	Peer review	You will present your service plans to two of your peers and the service manager. You will use the feedback from your peers to inform your evaluation in Task 5.	1 hour	N/A
5	Evaluate and present	You will use the peer review feedback from Task 4 to evaluate how well your project meets the project brief, including any adaptations or improvements. You will prepare and present your findings back to your tutor. Your tutor will then ask you questions on your presentation.	2 hours	21
<b>Totals</b>			17 hours	81
<b>Maths, English and digital</b>				9
<b>Total</b>				90

## 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:
<ul style="list-style-type: none"> <li>• AO2a</li> <li>• AO2b</li> </ul>	<ul style="list-style-type: none"> <li>○ core knowledge</li> <li>○ core skills</li> </ul> <p><b>Analysing</b> – 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.</p> <p><b>Communicating</b> – 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 a proposal for improving representation and diversity in the sector.</p> <p><b>Critical thinking</b> – 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><b>Decision making</b> – In work-related contexts including clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding, eg identifying likely impact if biosecurity plan in the business and using evidence to substantiate conclusions.</p> <p><b>Investigating</b> – 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> <p><b>Working in a team</b> – 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 others' performances.</p>
AO3	Select relevant techniques and resources to meet the brief.
AO4	Use Maths, English and digital skills as appropriate:
<ul style="list-style-type: none"> <li>• AO4a</li> <li>• AO4b</li> <li>• AO4c</li> </ul>	<ul style="list-style-type: none"> <li>○ Maths</li> <li>○ English</li> <li>○ digital</li> </ul>
AO5	Realise a project outcome and review how well the outcome meets the brief:
<ul style="list-style-type: none"> <li>• AO5a</li> <li>• AO5b</li> </ul>	<ul style="list-style-type: none"> <li>○ Realise a project outcome – was the right outcome achieved?</li> <li>○ Review how well the outcome meets the brief, how well the brief was met, the quality of the outcome in relation to the brief.</li> </ul>

Task	Core skill	Assessment objective
Task 1 – Research	<ul style="list-style-type: none"> <li>Analysing</li> <li>Critical thinking</li> <li>Investigating</li> </ul>	<ul style="list-style-type: none"> <li>AO1</li> <li>AO2b</li> <li>AO3</li> </ul>
Task 2 – Report	<ul style="list-style-type: none"> <li>Analysing</li> <li>Communication</li> <li>Critical thinking</li> <li>Decision making</li> <li>Investigating</li> </ul>	<ul style="list-style-type: none"> <li>AO1</li> <li>AO2a</li> <li>AO2b</li> <li>AO3</li> </ul>
Task 3 – Plan	<ul style="list-style-type: none"> <li>Analysing</li> <li>Communication</li> <li>Critical thinking</li> <li>Decision making</li> </ul>	<ul style="list-style-type: none"> <li>AO1</li> <li>AO2a</li> <li>AO2b</li> <li>AO3</li> </ul>
Task 4 – Peer review	N/A	N/A
Task 5 – Evaluate and present	<ul style="list-style-type: none"> <li>Analysing</li> <li>Communication</li> <li>Critical thinking</li> <li>Decision making</li> <li>Working in a team</li> </ul>	<ul style="list-style-type: none"> <li>AO2a</li> <li>AO2b</li> <li>AO5a</li> <li>AO5b</li> </ul>

### Maths, English and digital skills

Throughout the completion of the tasks within the project you will generate evidence towards your Maths, English and digital skills. There are nine marks allocated to Maths, English and digital skills across specific tasks like this:

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

As all the tasks relate to the project brief, it is important that you read it carefully and fully **before you start the project** – the reading time has been included within the individual task timings.

The Employer-Set Project is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of the written work you produce. It is therefore important that you carry out your work to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge to complete the project, must be clear to the marker. This means you should explain your thinking and how/why you have made your decisions within your written work, eg as part of your planning, reflections or evaluations.

## **General guidance for candidates**

### **Plagiarism**

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this project.

This project is an assessment of your abilities, so the work submitted must be all your own and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any help with the project. Your tutor is allowed to give you some help understanding the instructions, if necessary, but they will record any other guidance you need, and this will be taken into account during marking.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge sources used and clearly reference any information taken from them (eg providing as a minimum a list of web addresses/books/articles, etc used).

### **Guidance and feedback**

There are some rules around how much guidance and feedback your tutor can provide as part of completing the project. Your tutor is allowed to give you some help in understanding the task instructions if necessary; however, your tutor is not allowed to give you guidance on how to improve your work.

### **Timings and planning**

Each task has an allocated duration – you will have to plan your work so you can complete the task within the time allowed. You should take care to make sure you have divided the time available between parts of the task appropriately. If you are not sure how much time you have, check and clarify this with your tutor.

When working under supervised conditions for longer sessions, your tutor will advise you on how breaks can be facilitated.

At the end of the project, before submitting your work, you will be required to sign a declaration of authenticity. This document confirms the work submitted is your own and that the project tasks were completed within the set assessment times. The declaration of authenticity will also be signed by your tutor.

### **Presentation of work**

Presentation of work must be neat, legible and appropriate to the task.

Any screenshots used within research notes should be clear and legible.

When producing written work electronically, you should use font size 12 and singular line spacing.

Written work may be word-processed or handwritten unless stated otherwise. Your tutor will store submitted written work securely.

Any calculations should be set out clearly, with all working shown, as well as any assumptions made.

You should use appropriate units of measurement at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the project.

### **Word counts/Page lengths**

Typical word counts/page lengths of evidence are provided within the requirements of each task. Where word counts/page lengths have been provided, these are given as an indicative guide only to support you to understand the type of response that is expected from you. You will not be penalised as part of the marking if your response is below or above the indicative word count provided, however you should consider the clarity and succinctness of your response if it goes above the word count/page length.

The number of pages indicated for the research notes in Task 1 is a mandatory requirement. You should add page numbers to your research notes and your tutor should only submit the first four pages of research notes for marking. Additional research pages of notes will not be considered in the marking process.

### **Submission of evidence**

Your work will be submitted as final at the end of each assessment session. You will not have an opportunity to rework any of your evidence once the assessment session ends, though for some tasks you will be provided access to your responses from previous tasks for review purposes only.

If through other tasks within the project you further develop your ideas or build on earlier tasks, then you should continue to build on these and should use your evaluation to outline the reasons why this happened.

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