


**T-LEVELS**

 Institute for Apprenticeship  
& Technical Education

# **T Levels – Management & Administration**

Tuesday 11<sup>th</sup> January 2022  
10:00 – 10:30 am

## **A high-level overview of the Occupational Specialisms and assessment**

A City & Guilds Group Collaboration

# Using the webinar platform



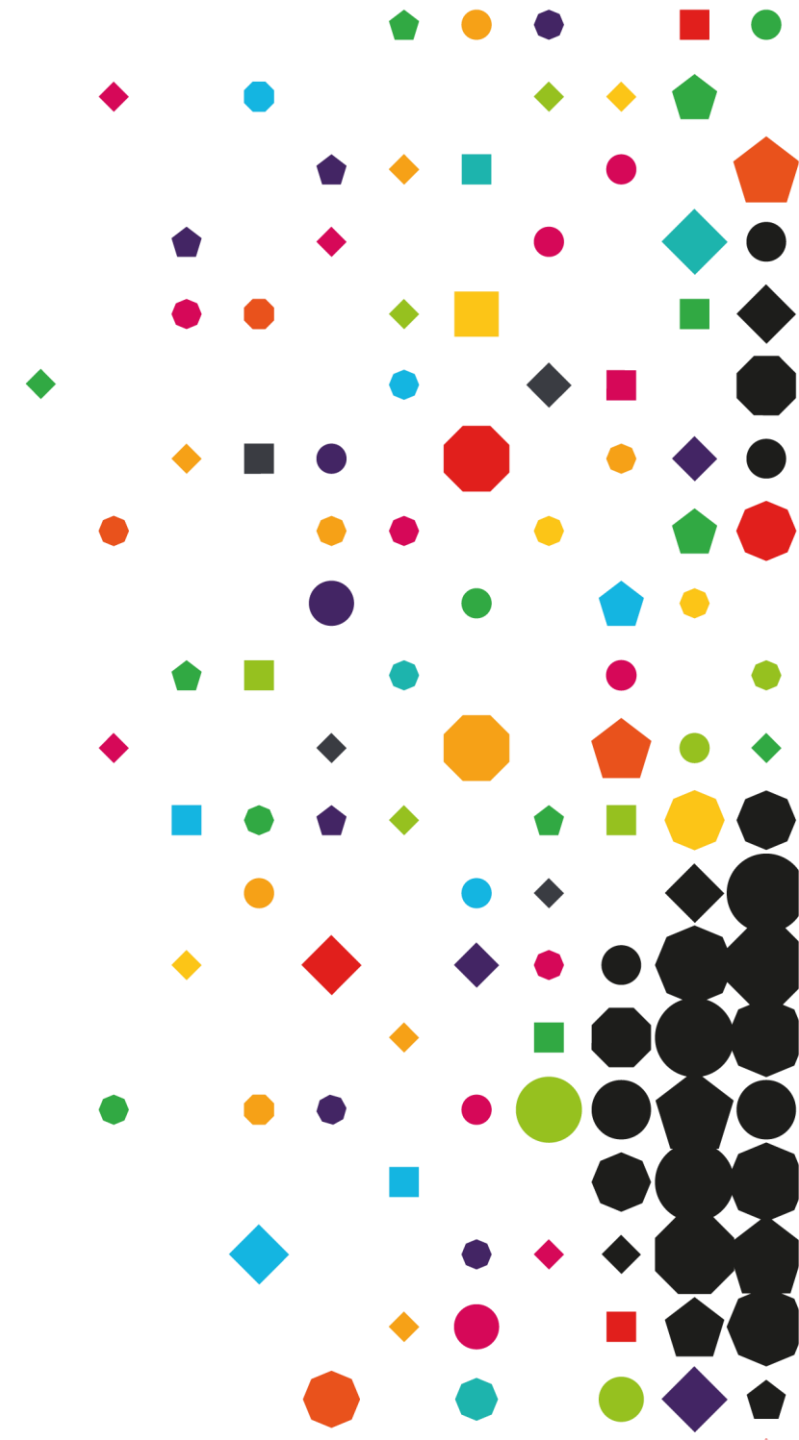
**Send any questions in the question area throughout the webinar**



**All attendees will be set to mute**



**Webinar resources will be shared on our website shortly after**





# Who we are



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# T Level programme composition

Achievement of T Level must include all components. UCAS points will be attached and the points will be equivalent to 3 A levels.

## Core

20-50% Total TQ time

### Graded

A\* - E

### Core 1

Concepts & theories

### Core 2

Transferable/Core skills

## Occupational specialism

50-80% Total TQ time

### Graded Pass/merit/distinction

Based on occupational maps

No less than 50% of the total qualification planned time

Threshold competency

### Assessment:

- External exams
- Substantial employer set project

### Assessment:

- Synoptic practical assignment(s)

### Industry Placement

315-420 hours

Min 45-60 days

### Maths and English

GCSE or Functional Skills Level 2

### LTP

(other requirements set by  
T Level panel)

Employability, enrichment &  
pastoral (EEP)

# Assessment contribution – CORE & OS

The overall assessment weighting for the core and the occupational specialism is 50:50.

	Core	Occupational Specialism
	50%	50%
GLH	600	520 – 549
Grade	A*-E	P/M/D

# Business Improvement Occupational Specialism

Direct links to Improvement Technician apprenticeship standard

Key areas this OS covers:

- Acquiring data to support the improvement process
- Analyse data to identify opportunities for improvement
- Engage stakeholders in discussions on business processes and improvement
- Identify, propose and plan solutions for improvement
- Monitor and report the implementation of business improvement activities

The screenshot shows the Institute for Apprenticeships & Technical Education website. The header includes the logo, a search bar, and social media links. The main navigation bar has links for About, Ensuring quality, T Levels, Higher technical qualifications, Developing apprenticeship standards, and Apprenticeship standards. The breadcrumb trail reads: Home > Search the Apprenticeship Standards > Improvement technician. The page title is **IMPROVEMENT TECHNICIAN**. The **Overview of the role** section states: "Responsible for delivery and coaching of improvement activity within an area of responsibility." The **Details of standard** section includes an **Occupation profile** describing the role of Improvement Technicians. The right-hand sidebar contains key details: Status: Approved for delivery (checked), Level: 3, Reference: ST0193, Version: 1.0, Approved for delivery: 27 February 2018, Route: Business and administration, Typical duration to gateway: 14 months (this does not include EPA period), Maximum funding: £4000, Trailblazer contact(s): felicity.fashade@baesystems.com, and Employers involved in creating the standard: BT Group Plc, Toyota Motor Manufacturing (UK) Ltd, Capella Associates, Chartered Quality Institute, International Automotive.

# Team Leadership/Management Occupational Specialism

Direct links to Team Leader or Supervisor standard

Key areas this OS covers:

- Lead, manage and develop individuals and teams to deliver outcomes
- Build relationships with colleagues, customers and stakeholders
- Deliver core operational tasks and plans
- Manage and implement projects
- Apply governance and compliance requirements

The screenshot shows the Institute for Apprenticeships & Technical Education website. The header includes the logo, a search bar, and social media links. The main navigation bar has links for 'About', 'Ensuring quality', 'T Levels', 'Higher technical qualifications', 'Developing apprenticeship standards', and 'Apprenticeship standards'. The breadcrumb trail reads 'Home > Search the Apprenticeship Standards > Team leader or supervisor'. The page title is 'TEAM LEADER OR SUPERVISOR'. A pink box contains a warning icon and text: 'Flexibilities agreed that are in line with the Covid-19 guidance on our website. Due to Covid-19, it has been agreed that all methods of assessment can be delivered remotely. All adaptations need to be approved by the standards EQA provider and meet the Covid-19 guidance on our website.' The right sidebar shows the standard's status as 'Approved for delivery', level 3, reference ST0384, version 1.2, date updated 25/06/2020, approved for delivery 1 June 2016, route Business and administration, minimum duration to gateway 12 months, maximum funding £4500, and trailblazer contacts Sarah Bishop and Anne Thomas. The main content area has an 'Overview of the role' section with the text 'Managing teams and projects to meet a private, public or voluntary organisation's goals.' and a 'Details of standard' section.



# Business Support Occupational Specialism

Direct links to Business Administrator apprenticeship standard

Key areas this OS covers:

- Support the running of the organisation
- Organise and prioritise workloads and processes
- Recommend and deliver improvements to business practices
- Build and maintain positive internal and external stakeholder relationships
- Manage the business information flow

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# Occupational Specialism – Practical assignment



# Occupational specialism assessment - Practical assignments

- Each Occupational specialism assessment will comprise of a practical assignment that
  - contains **60 marks**
  - is of a set duration of **32 hours**
  - **Externally-set, externally-marked**
  - **Externally moderated** by City & Guilds
  - is based on an overarching project brief
  - has a range of individual tasks that are mapped to the performance outcomes of the specialism; with weightings applied per performance outcome
  - has a mark scheme that reflects the individual performance outcomes assessed by the specialism and with banded marks to reflect the assigned weightings

# Example of Performance Outcome weighting (Bus Improvement)

Performance outcome	Typical knowledge and skills	Weighting
<b>Acquire and protect data to support the improvement process</b>	<p>Demonstrates knowledge and practical skills to obtain and protect data using appropriate tools and techniques, reviews existing data and identifies additional suitable data for research and analysis and collation and integration of data sets for analysis.</p> <p>Uses gap analysis techniques and uses different approaches to develop (such as PESTLE and SWOT analyses) to identify opportunities for improvements.</p> <p>Demonstrates the ability to review organisational data staff capacity and production levels using quantitative and qualitative methods, and to undertake statistical techniques to support rationale for improvement.</p> <p>Uses basic statistical techniques when calculating average production levels</p>	15%
<b>Analyse data to identify opportunities for improvement</b>	<p>Displays knowledge and practical skills to identify information from a brief Uses analysed data to develop and inform data analysis plans This information is used to develop a data analysis plan to ensure all relevant research and data acquisition steps are carried out.</p> <p>Demonstrates the use of appropriate statistical techniques to analyse production/process performance.</p> <p>Interprets data analyses where required to identify opportunities for improvement.</p>	25%
<b>Engage stakeholders in discussions on business processes and improvement</b>	<p>Demonstrates the ability to engage with stakeholders through the creation of stakeholder maps and engagement plans, that include communication plans and creation of stakeholder maps.</p> <p>Carries out a cohesive comparison between relevant change management models to demonstrate how these can influence the outcomes for stakeholders and any proposed improvement/change options.</p>	20%
<b>Identify, propose and plan solutions for improvement</b>	<p>Demonstrates the ability to develop comprehensive management reports on the need for change or improvement based on interpretations from analyses of available data.</p> <p>Ensures proposed solutions include plans for dealing with potential resistance.</p>	20%
<b>Monitor and report the implementation of business improvement activities</b>	<p>Displays knowledge and practical skills to identify information from a brief to support the benchmarking for change/improvement proposals.</p> <p>Demonstrates skills in preparing comprehensive proposal plans to enable the introduction of improvements to processes. Creates a comprehensive guide on the management of resistance to change within the business.</p> <p>Demonstrates the ability to prepare detailed proposals for change/improvement including an assessment of associated risks and mitigation.</p>	20%

# Occupational Specialism – approach to marking

**Performance outcome – Monitor and report the implementation of business improvement practices.**

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Band 4 descriptor	Total marks per PO
Marks per band	1 - 3	4 - 6	7 - 9	10 - 12	12
Indicative content	<p><b>Typical knowledge, understanding and skills:</b></p> <p><b>As part of the business improvement proposal task, students may:</b></p> <ul style="list-style-type: none"> <li>Identify processes for implementing, managing and monitoring change</li> <li>Determine the methods and measures that would be used to monitor change, for example key performance indicators</li> <li>Use a project delivery plan to outline how change will be specifically monitored. Expected criteria may include               <ul style="list-style-type: none"> <li>Introduction of KPIs</li> <li>Methods and measures used to monitor KPIs</li> <li>Review meetings and approaches, including any governance structure requirements</li> </ul> </li> </ul> <p><b>As part of the risk register task, students may:</b></p> <ul style="list-style-type: none"> <li>Use risk assessment processes and tools to support the identification of risks, with consideration of the business and intentions of the proposed change</li> <li>Develops a risk register in relation to risks presented by the improvement proposed. Expected criteria of the risk register may include               <ul style="list-style-type: none"> <li>The range of risks identified and quantified</li> <li>Categorisation of risks, considering the level of potential impact to implementing the proposal</li> <li>Consideration of suitable solutions to support management of risk as part of the change process</li> <li>Mitigations of identified risk that are suitable, relevant, and appropriate in relation to the risk, and for the purposes of the change.</li> </ul> </li> </ul>				
	There is a <b>limited</b> attempt at defining how change to business improvement practices will be monitored and measured following implementation. The considerations show <b>limited</b>	There is a <b>moderate</b> attempt at defining how change to business improvement practices will be monitored and measured following implementation. The considerations show	There is a <b>good</b> attempt presented of how change to business improvement practices will be monitored and measured following implementation. The considerations show <b>good</b>	There is a <b>comprehensive</b> proposal presented on how change to business improvement practices will be monitored and measured following implementation. The considerations show <b>excellent</b>	

# Availability of Assessments

Year 1	Term 1	Winter Series	Term 2	Spring Series	Term 3	Summer Series
Delivery	Core and core skills - 600 GLH - 50%					
Assessment					ESP Assessment Window	Core Examination
Year 2	Term 1	Winter Series	Term 2	Spring Series	Term 3	Summer Series
Delivery	X1 Occupational Specialism knowledge and skills – 595 – 620 GLH – 50%					
Assessment	ESP Resit Assessment Window	Core Examination Resit			Occupational Specialism Synoptic Practical Assignment	

# Funding Bands

	Average planned hours	Minimum planned hours required for the band	Funding rate (2 years)
Band 6 - small T Levels	1250 hours	1100 hours	£8,726
Band 7 - medium T Levels	1450 hours	1300 hours	£10,122
Band 8 - large T Levels	1600 hours	1500 hours	£11,168
Band 9 - very large T Levels	1750 hours	1650 hours	£12,216

# Reminder of our resources





# Coming soon..

## Resource development

**Our next webinar will be delivered by our Quality Team around the Approval process**

## Curriculum planning support

### Workshops for

- **Core (including Employer Set Project)**
  - Deep dive into Assessment objectives and weightings
- **Occupational specialisms**
  - Deep dive into Assessment objectives and weightings

## Teaching and Learning support for exam components

# Resources and Support for T Levels

Useful links to website - T Levels –all of the resources for T Levels are accessed through this link

<https://www.cityandguilds.com/tlevels>

## Resources available

[Learner flyer](#)

[Podcasts](#)

[Recorded webinars](#)

[12 month countdown](#)

[TQ Specification](#)

## HE guide—to support admissions teams

[higher-education-guide-pdf](#)

## Events—calendar

<https://www.cityandguilds.com/tlevels/events>

## Coming soon

## Face to face

Teaching, learning and planning resources	▼
Registration, guides and fees	▼
Curriculum delivery planners	▼
Tutor resources	▼
Updates	▼

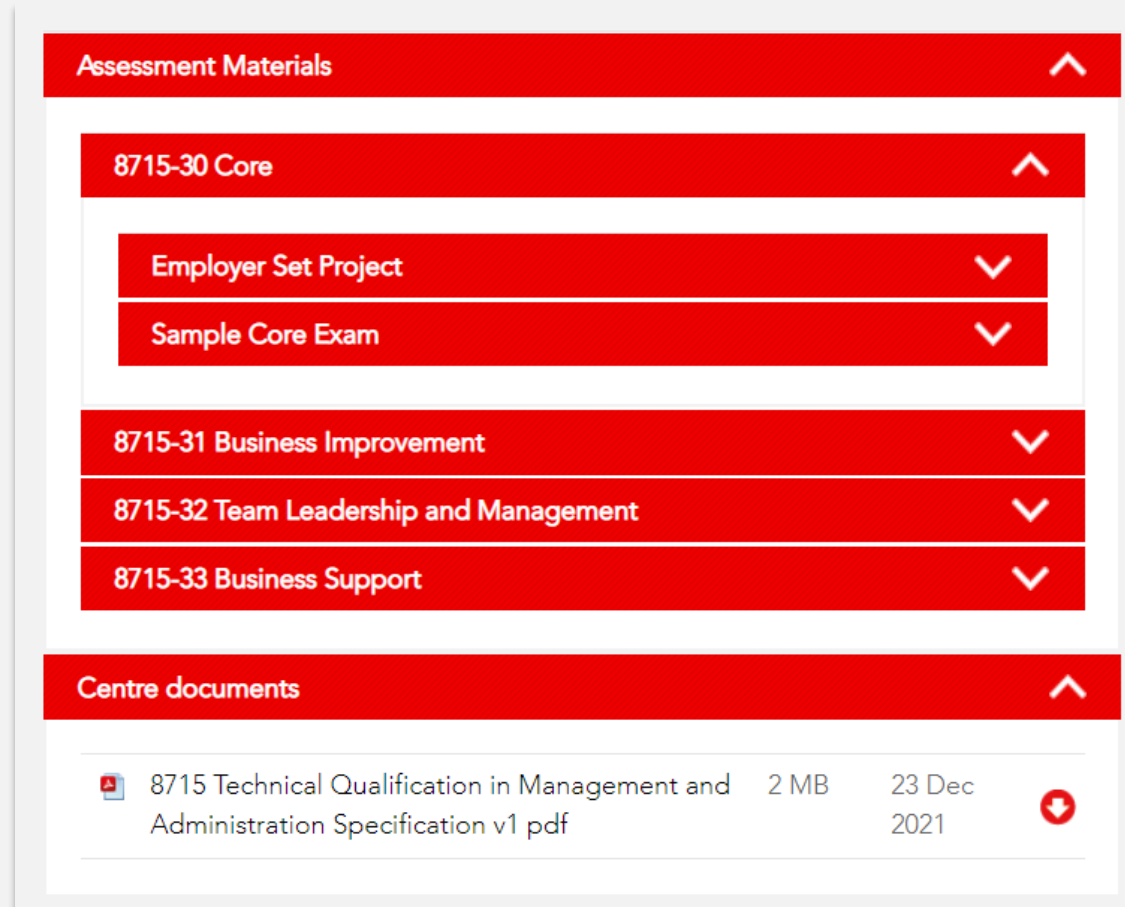
# Resources and Support for T Levels

Management & Administration webpage now up and running



- Search 8715 on our website
- Documents tab



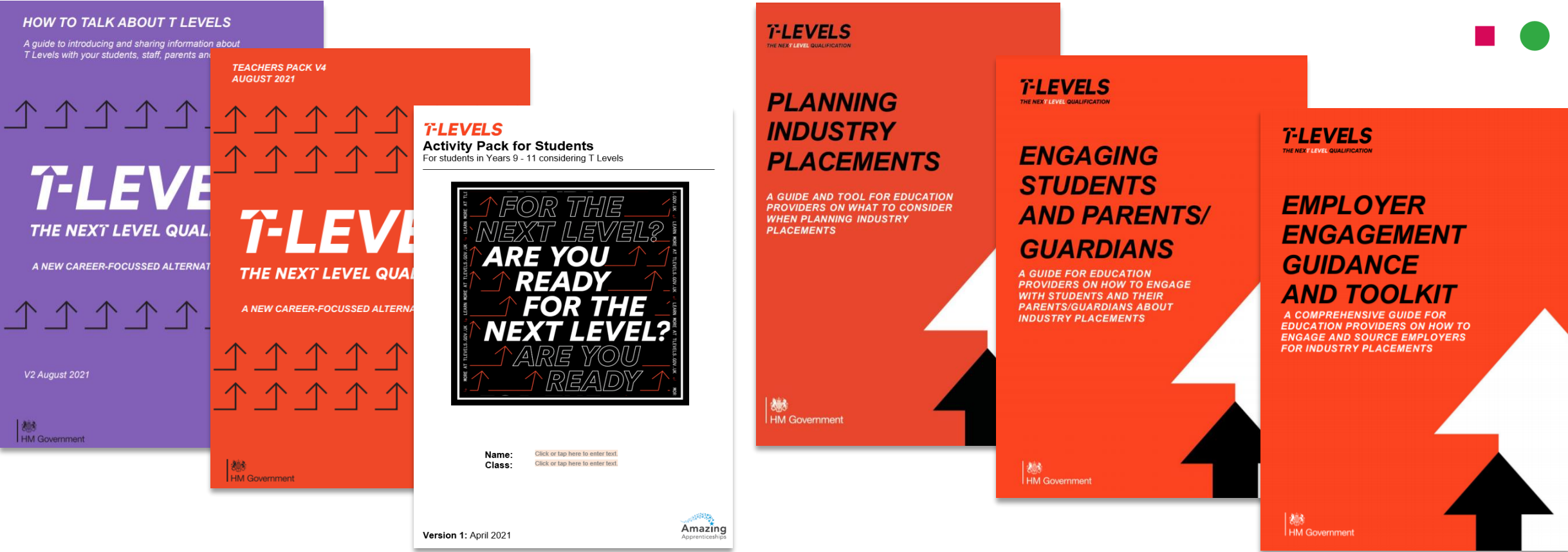
The screenshot shows the City & Guilds website. The header includes the City & Guilds logo and a search bar. The main navigation bar has links for COVID-19, OUR OFFER, QUALIFICATIONS (highlighted), APPRENTICESHIPS, TECHNICALS, T LEVELS, and QUALIFICATIONS. Below the navigation bar, there is a breadcrumb trail: Home > Qualifications > Business Skills > Business, Admin and Public Services > T Level Technical. The main heading is "T Level Technical Qualification in Management and Administration (8715)". Below this heading are two tabs: INFORMATION and DOCUMENTS (highlighted). The text under the DOCUMENTS tab states: "Here you can find all documents related to this suite of qualifications. By clicking on the section headings below, you can access a variety of documents such as the qualification handbooks and assessment materials, Statements of Purpose, and recognition letters from industry and employers. Some documents may be password protected. Passwords can be retrieved by logging in to [walled-garden.com](http://walled-garden.com) and visiting the Administration section of the relevant qualification catalogue page."



The screenshot shows the Assessment Materials section of the website. It features a red header with the text "Assessment Materials" and an upward arrow. Below the header, there are several red buttons with white text and downward arrows. The buttons are: "8715-30 Core", "Employer Set Project", "Sample Core Exam", "8715-31 Business Improvement", "8715-32 Team Leadership and Management", and "8715-33 Business Support". Below these buttons is another red header with the text "Centre documents" and an upward arrow. Under this header, there is a table with the following information:

 8715 Technical Qualification in Management and Administration Specification v1 pdf	2 MB	23 Dec 2021	
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# Free promotional material from the Department for Education



January 2022

**T-LEVELS**



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Questions?  
Thank you for attending  
January 2022

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