



# T Level Management & Administration Employer Set Project Deep Dive.



**Sept 25/26**  
For City & Guilds

**T-LEVELS**

# Agenda

## Agenda

1	Overview of the core assessments brief recap from high level (part 1)
2	Assessment window-tasks-timings assessment conditions
3	Assessment objectives
4	Employer Set Project (ESP) the detail
5	Evidence required



- Overview of Core assessment
- The assessment requirements of the ESP Core
- Evidence



- Occupational specialisms
- Progression
- Industry placements
- Reviewing content
- Core Theory Exams

Will there be any additional support for uploading of evidence?

Yes, there is a guide for the ESP Link below  
**ESP Guide**

When will the ESP be released to centres?

The ESP will be available to centres every March/April and November each year via your T Level portal. This date may change each year. You will be notified how you can access this. All of the tasks will be released to you at the same time to help you plan your assessments. Link to Key date Schedule **Resource Hub**

When can I release the ESP to learners?

The ESP is administered to learners during the assessment window which generally opens in March to May and November time

How is the ESP marked and graded ?

The ESP is externally marked by C&G—an overview of how this is marked is covered in the webinar presentation

## Q&A

Can learners retake/resit the ESP and if so, when?

Yes there is an opportunity for a resit/retake in another series.

**\*It is crucial that centres read all the assessment documentations ahead of delivering the assessments.**

**What does each task consist of ?**

**How is the ESP structured, what do learners have to do?**

**What evidence do I need to provide to C&G ?**



**All these questions are answered in the webinar presentation**

**What do we need to do to keep assessment evidence secure?**

**How long do learners have to complete the ESP?**

# Overview of the Core assessments for Management and Administration

## Learners must complete:

- **Two** externally set exams covering knowledge from the M&A core
- **One** employer-set project covering knowledge and skills from the core

## Technical qualification scheme of assessment overview



### Core Component – Learners must complete all assessment components

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1 (031)	Externally set exam	2.5 hours	100	30%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2 (032)	Externally set exam	2.5 hours	100	30%	Externally marked	
Employer-set project (033)	Externally set project	25 hours	100	40%	Externally marked	

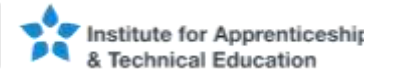
# Timelines for ESP assessments windows

ESP Series	Material release date	ESP start date	ESP end date	ESP upload deadline
Autumn 25	03.11.2025	10.11.2025	05.12.2025	05.12.2025
Summer 26	23.03.2026	30.03.2026	08.05.2026	08.05.2026



All ESPs will last the full duration of 25 hours.

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# Employer Set Project overview



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# How the Employer Set Project (ESP) is structured (sample)

	Task	Time	Marks
1.1	(i) Research	2 hours	20 marks
	(ii) Outcome of research	4 hours	
	(iii) Determine a solution	2 hours	
1.2	Project Initiation Document (PID)	3.5 hours	17 marks
1.3	Project Planning	4 hours	17 marks
1.4	Presentation	3.5 hours	19 marks
2.1	Collaborative problem solving	2.5 hours	12 marks
2.2	Evaluation	3.5 hours	15 marks
<b>Total</b>		<b>25 Hours</b>	<b>100 marks</b>

- \*\*\*Tasks must be released to candidates in order of sequence and one task at a time
- The time allocated and allocation of marks are not related
- It is the weighting and level of skills being assessed that determine the marks for each task.

# Employer Set Project (ESP)

The employer-set project samples content from across the core of the Technical Qualification (TQ). However, due to their importance all versions of the employer-set project will cover content from the following core underpinning knowledge outcomes of specific knowledge and skills for each specialism will be assessed in the practical assignments:

The project is linked to the core skills

- Core Skill A (CSA) Business and commercial awareness
- Core Skill B (CSB) Project Management
- Core Skill C (CSC) Communication
- Core Skill D (CSD) Working collaboratively with others
- Core Skill E (CSE) Applying a logical approach to problem solving



## Assessment overview:

The project only draws on the content from the common core knowledge and skills content that sit across all core modules for the Management and Administration common core.

Learners will be marked on the quality and accuracy of the written work they produce.

# Ensure core skills from the handbook are embedded in delivery:

- Core Skill A (CSA) Business and commercial awareness
- Core Skill B (CSB) Project Management
- Core Skill C (CSC) Communication
- Core Skill D (CSD) Working collaboratively with others
- Core Skill E (CSE) Applying a logical approach to problem solving
- Maths, English and digital skills

The skills column in the handbook identifies where these skills can be developed

## 2.7 Team working and **methods of working** as part of a team.

### Range:

**Methods of working** - Different communication methods, different learning styles, team roles, use of collaborative working to achieve results and shared goals, the types of organisation function each team member could be responsible for.

### What do learners need to learn?

The different types of teams and collaborative groupings that exist in organisations and the reasons for setting up a team, including temporary teams for a project, full-time working teams that involve different functions and stakeholders, and remote/dispersed teams that operate across multiple locations.

The different roles in a team, the importance of working as part of team and the benefits to individuals and the organisation of team working. The impact of team dynamics on team success.

Belbin's model of team roles. The different roles described, and how the different roles support team working within an organisation.

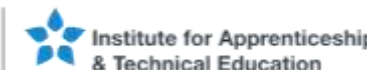
The impact any conflict in the team can have on the project/organisation and ways to resolve any conflict in a team.

### Skills

CSC  
CSD  
EC5  
EC6  
DC3  
DC6

# Assessment Objectives & Weightings - ESP

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Assessment Objective	Typical Evidence (examples in brief)	Approximate weightings
AO1 Planning skills and strategies	Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and sources,	12%
AO2 Apply knowledge and skills to the context of the project	Relevant core knowledge and skills applied to respond to brief, references relevant research and project planning tools, software, and processes.	50%
AO3 Analyse contexts to make informed decisions	Analysis of key issues, evidence of risk rating and prioritisation of key issues relating to brief,	12%
AO4 Use maths, English, and digital skills	Use of correct terminology, abbreviations, units of measurement in context, consideration of audience of brief response (technical versus non-technical wording), appropriate use of calculations/graphs etc, consideration of the use of ICT and digital methods both in brief response and in presentation.	14%
AO5 Carry out tasks and evaluate for fitness for purpose	Considered analysis and evaluation of project outcome, what went well and what could be improved	12%



# Employer-set project assessment

## Assessment objectives

The employer-set project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

	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"> <li>AO2a</li> <li>AO2b</li> </ul>	<ul style="list-style-type: none"> <li>core knowledge</li> <li>core skills               <ul style="list-style-type: none"> <li><b>i) business and commercial awareness</b> e.g. conducting a PESTLE analysis to inform a change project</li> <li><b>ii) project management</b> e.g. planning, managing and evaluating a project using appropriate tools and methodologies</li> <li><b>iii) communication</b> e.g., providing information and advice, undertaking presentations of information</li> <li><b>iiii) work collaboratively</b> with other team members and stakeholders e.g., to identify solutions to problems</li> <li><b>v) applying a logical approach to solving problems</b>, using analysis of advantages and disadvantages, identifying issues and proposing solutions</li> <li><b>vi) undertaking research</b> e.g., obtaining information/data through different forms of research, meeting requirements of a defined brief</li> <li><b>vii) reflective practice</b> e.g., reviewing performance and own behaviours, identifying ways for improvement and supporting delivery of quality outcomes</li> </ul> </li> </ul>
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 was the brief met, the quality of the outcome in relation to the brief</li> </ul>

### Employer-set project mark distribution

This table illustrates how the 100 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	AO4a	AO4b	AO4c	AO5a	AO5b	Total
<b>Part 1</b>										
1.1 Investigate the project brief	2	6	6	4	2	0	0	0	0	20
1.2 Project Initiation	4	3	6	4	0	0	0	0	0	17
1.3 Project planning	3	4	4	4	2	0	0	0	0	17
1.4 Presentation	0	3	6	0	0	6	4	0	0	19
<b>Total</b>	<b>9</b>	<b>16</b>	<b>22</b>	<b>12</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>73</b>
<b>Part 2</b>										
2.1 Collaborative problem-solving	3	3	6	0	0	0	0	0	0	12
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15
<b>Total</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>27</b>
<b>AO (%)</b>	<b>12</b>	<b>50</b>		<b>12</b>	<b>14</b>			<b>12</b>		<b>100</b>

# ESP Looking at the detail



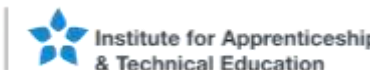
Task		Conditions	Evidence produced	Evidence submitted?	* Timings
1.1	Investigate the project brief	Supervised/ controlled	PESTLE analysis, research outcomes table, cost vs. benefit analysis	Yes	8 hours
1.2	Project Initiation Document (PID)	Supervised/ controlled	Project Initiation Document (PID)	Yes	3 ½ hours
1.3	Project planning	Supervised/ controlled	Project plan-on-a-page, written summary statement	Yes	4 hours
1.4	Presentation	Supervised/ controlled	Video recording of presentation Presentation materials – e.g., slides, handouts etc.	Yes	3 ½ hours
2.1	Collaborative problem-solving	Supervised/ controlled	Video recording of discussions Written draft discussion notes Advisory Note	Yes	2 ½ hours
2.2	Evaluation	Supervised/ controlled	Written summary statement	Yes	3 ½ hours
Total timing					25 hours

## Overview of task requirements

Conditions	Task					
	1.1	1.2	1.3	1.4	2.1	2.2
Candidates will have access to a computer with word processing software	✓	✓	✓	✓	✓	✓
Candidates will have access to the Internet	✓					
Candidates will have access to the project brief document	✓	✓	✓	✓	✓	✓
All work must be completed independently 	✓	✓	✓	✓		✓
During any breaks, all materials must be kept securely	✓	✓	✓	✓	✓	✓
Copies of candidate work will be saved securely for return to the candidate for use in future tasks*	✓	✓	✓	✓	✓	
Only permitted materials allowed into the supervised session	✓	✓	✓	✓	✓	✓
No assessment materials to leave the room at any point of the assessment	✓	✓	✓	✓	✓	✓

# Task 1.1 – Investigate the project brief

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## Employer-set project mark distribution

This table illustrates how the 100 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	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Investigate the project brief	2	6	6	4	2	0	0	0	0	20

8 hours duration, 20 marks



### The evidence required :

- PESTLE analysis
- Research outcomes summary table
- Cost vs. benefit analysis highlighting the best solution-(Payback (ROI) Calculations are set out and all workings shown).

### Task specific requirements:

- Internet can be used
- Collect work after each session keep securely (memory stick/ locked cupboard)
- Pdf or scan work so learners can refer but not rework a task once it is completed



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# Task 1.2 – Project Initiation Document (PID)

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Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.2 Project Initiation	4	3	6	4	0	0	0	0	0	17

3 ½ hours in duration and 17 marks available

## Evidence required:

Completed PID document a template is provided that you must use and submit.

## What should be included in the PID:

- Background and Scope
- Project Rationale
- Project aims and objectives
- Budget
- Who the Project Management Team is
- Who the Project Key Stakeholders are
- What are the Project Deliverables
- Identify any risks
- Quality Management Method
- Project Evaluation Method

## Task specific requirements:

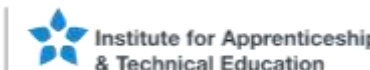
- Internet is not allowed for this task

## Hints and Tips:

- Learners should focus on where the most marks are allocated
- The amount of space provided in the template is a good indication of the length of response required
- Accuracy of work is marked (handwriting)
- Don't let learners use a felt pen (blue or black ball point only)
- If handwriting is difficult to read use print/capitals.

# Task 1.3 – Project Planning

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Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.3 Project planning	3	4	4	4	2	0	0	0	0	17

**4 hours duration 17 marks**



## The evidence required :

- Project Plan- on- a- page in the form of a spreadsheet
- A supporting statement approx. 750 words (1 ½ sides of A4)

## Task specific requirements:

- No internet required/allowed

# Task 1.4 – Presentation

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.4 Presentation	0	3	6	0	0	6	4	0	0	19

**3 ½ hours** in duration and **19 marks**

## Evidence required:

- Presentation materials – e.g. slides, handouts etc
- Video recording of presentation.



## Task specific requirements:

- Project plan from task 1.3 must be used to form the basis of the presentation
- Learners have 3 hours to prepare a digital presentation (PowerPoint)
- Learners have 20 minutes to present their findings and 10 minutes to respond to 3 questions
- No access to internet
- Candidates' completed project plan-on-a-page from task 1.3 should be used by the Tutor as part of this task to help to inform the questioning after the presentation.

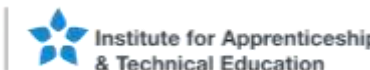
# Task 1.4 – Presentation (continued)

(please refer to centre guidance for full explanation)

- The presentation should be presented by candidates individually (not in a group).
- Bullet points
- Given within the presentation tutor needs to assume role of ‘the audience’ and will need to ask three questions that are contextualised to the candidates’ presentation .
- Its good practice for the question asker to note the questions asked and the candidates’ responses (backup).
- It’s recommended a second member of staff is available to support with the recording of the assessment, ensuring video equipment is working and the visual and sound is being captured
- Crib sheet for presenting e.g. name—subject- eye contact-projection of voice microphone.

# Task 2.1 – Collaborative problem solving

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Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.1 Collaborative problem-solving	3	3	6	0	0	0	0	0	0	12

2 ½ hours and 12 marks

## Evidence required:



- Draft discussion notes
- Advisory note (approximately 300 words)
- A social media message (maximum 280 characters) – hard copy or file saved securely .
- Video recording of discussions

## Task specific requirements:

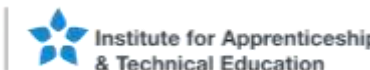
- Must be carried out in small group (recommendation is groups of 3)
- All learners must contribute to the discussion



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# Task 2.2 – Evaluation

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Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15

3 ½ hours **15** marks

## Evidence required:

- An evaluation account (approximately 1000 words).



## Task specific requirements:

- Learners can structure their evaluation account in the way they feel is most clear and appropriate.
- Use of the Internet is not permitted

## Hints and Tips:

- What went well—what didn't go so well and what would you do differently next time? (Include how to improve)
- Learners could write about each task separately or at the end as one summary account
- Make sure learners link their evaluation to the tasks and project brief.
- Make sure learners don't just give a task-by-task explanation instead of an evaluation of their work.

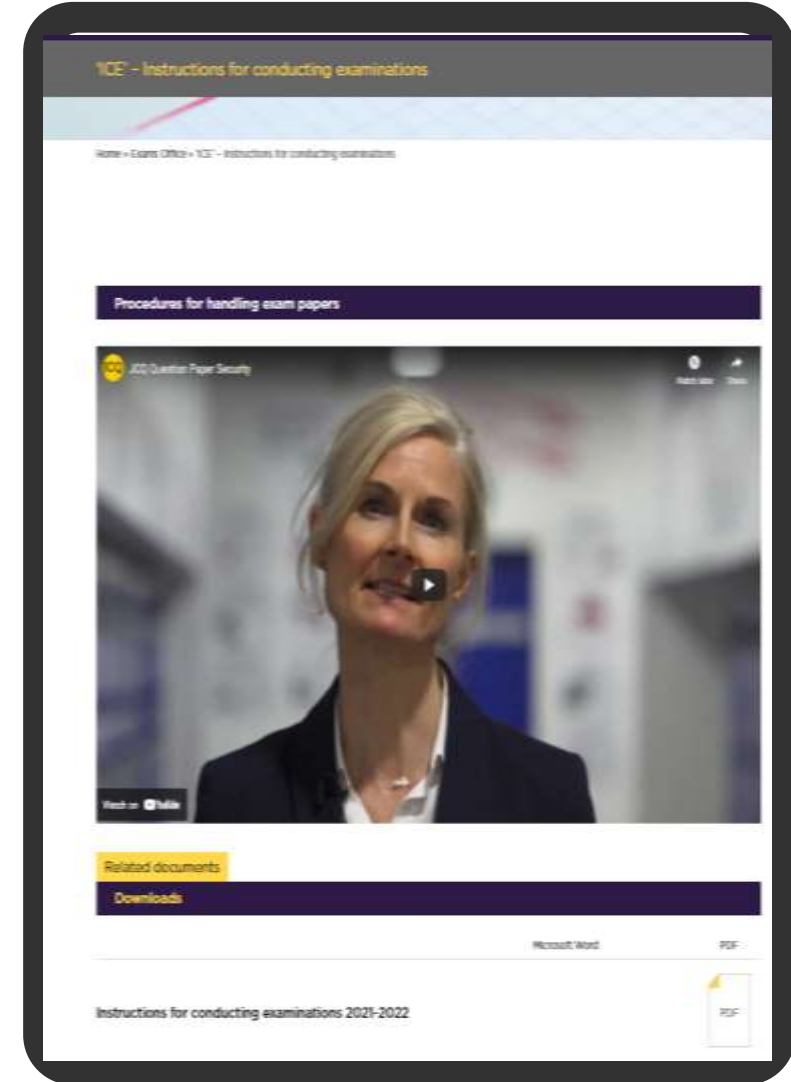


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# Security of Assessments

- There is specific guidance within the centre and candidate guidance pack relating to this
- Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others
- Where evidence is produced over a number of sessions, the tutor must ensure candidates and others cannot access the evidence without supervision
- This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>



<https://youtu.be/q-2rFfsf5lw>

# Example of marking for task 2.2

## Task 2.2 – Evaluation

### Indicative content

*Typical evidence may include:*

#### Content

- Reflection on effectiveness and success of responses across project tasks
- Considered analysis and evaluation of project outcomes and detail of whether all project outcomes were achieved.
- Evaluation of project brief documents showing knowledge of the full project lifecycle including its closure phase.
- Lessons learned – An evaluation of task responses indicating what was successful and the reasons why, and what different steps may be taken next time to make future projects more successful.
- Evaluation and self-reflection of own abilities to manage project objectives and outcomes, including detail of how the chosen proposed technology solution and project planning for its implementation met the requirements of the charity organisation as detailed in the project brief.

#### Skills

- Effectively evaluate own performance and behaviours
- Ability to be able to reflect on own experience and articulate what they have learnt

### Guidance for markers

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

- Written summary statement

**Note**, where guidance has been provided on an approximate word count for the written summary statement, this is for guidance to learners only. There is not a requirement to award marks based on the word count, but instead the response should be marked based on the quality of response.

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

# Example breakdown of AOs and marks for 2.2

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			Band 5 descriptor			AO	Total marks available
<b>Task 2.2</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>AO2b</b>	<b>15</b>
<b>Evaluation</b>		An attempt is made to evaluate the project outcome. Brief commentary is provided to state if the brief was or wasn't met.  Brief detail is provided on how the project outcome linked to the requirements of the brief, with a limited attempt to identify reasons.			The evaluation addresses how well the project outcome was achieved. There is an attempt to provide some reasoning and justification as to how well the brief was met.  Detail provided on how the project outcome linked to the requirements of the brief with some reasons outlined.			The evaluation is detailed and addresses how well the project outcome was achieved. There is a good level of reasoning and justification provided on how successfully the project brief was met.  Detail provided on how the project outcome linked to the requirements of the brief with reasons explained.			The evaluation is detailed and specifically addresses how well the project outcome was achieved. There is a thorough level of reasoning and justification provided on how successfully the project brief was met, and the degree of effectiveness of the approach.  Detail provided on how the project outcome linked to the requirements of the brief with thorough explanations of reasons.			The evaluation is comprehensive and specifically addresses how well the project outcome met the requirements of the brief. There is a comprehensive level of reasoning and justification provided that successfully and effectively explores how the project brief was met, and the degree of effectiveness of the approach.  Detail provided on how the project outcome linked to the requirements of the brief is explained in comprehensive detail, with a focus on the level of effectiveness.			<b>AO5a</b> <b>AO5b</b>	
		A brief attempt is made to reflect on own personal performance and behaviours. There is limited consideration of any lessons learnt.			Some self-reflection points on own personal performance and behaviours are evident within the evaluation, with some attempt to link performance with lessons learned.			A good overview of self-reflection on own personal performance and behaviours and learnings from the task are evident through the evaluation, with links articulated between performance and lessons learned.			A thorough overview of self-reflection on personal performance and behaviours and learnings from the task are evident through the evaluation, with links articulated between performance and lessons learned, with suggestions on how different steps may be taken in future projects.			A comprehensive overview of self-reflection on personal performance and behaviours is evident through the evaluation and link clearly and coherently to the project outcome with links articulated between performance and lessons learned, that effectively detail how different steps may be taken on future projects and why.				

# To summarise

## Evidence required by C&G for marking

Task	Evidence expected for marking
1.1 Investigate a project Brief	<ol style="list-style-type: none"> <li>1. PESTLE analysis</li> <li>2. Research outcomes summary table</li> <li>3. Cost vs. benefit analysis highlighting the best solution-(Payback (ROI) Calculations are set out and all workings shown).</li> </ol>
1.2 Project Initiation Document (PID)	<ol style="list-style-type: none"> <li>1. Completed PID document using the template provided</li> </ol>
1.3 Project Planning	<ol style="list-style-type: none"> <li>1. Project Plan- on- a- page in the form of a spreadsheet</li> <li>2. A supporting statement approx. 750 words (1 ½ sides of A4)</li> </ol>
1.4 Presentation	<ol style="list-style-type: none"> <li>1. Presentation materials – e.g. slides, handouts etc</li> <li>2. Video recording of presentation.</li> </ol>
2.1 Collaborative Problem Solving	<ol style="list-style-type: none"> <li>1. Draft discussion notes</li> <li>2. Advisory note (approximately 300 words)</li> <li>3. A social media message (maximum 280 characters) – hard copy or file saved securely .</li> <li>4. Video recording of discussions</li> </ol>
2.2 Evaluation	<ol style="list-style-type: none"> <li>1. An evaluation account (approximately 1000 words).</li> </ol>

The ESP will be available to centres on 27<sup>th</sup> March- you will be notified how you can access this. All 6 tasks will be released to you at the same time to help you plan your assessments

# Resources & Support

## Ready to Support eligible providers and stakeholder engagement

- Updated webpage for T Levels
- Assessment timelines
- Provider focus groups/curriculum planning
- Employer Industry Boards
- e-bulletins
- Specification
- Dedicated Technical Advisors
- Network Events/Teams Meetings



## DFE resources

The screenshot shows the 'Resources and support hub' for T Levels. The page has a red header with the 'T-LEVELS' logo and the tagline 'THE NEXT LEVEL QUALIFICATION'. Below the header, there is a welcome message and a list of resources. A sidebar on the right contains a section titled 'MANAGE YOUR CENTRE CONTACTS' with a description and a 'Find Out More' link. Below this is a 'T LEVELS' section with a dropdown menu for 'Providers' and links for 'Learners', 'Foundation year', 'Resource Hub', 'Events and webinars', and 'FAQs'. At the bottom, there is a 'Contact us' section with the 'Centre Support team' email address.

Home > T Levels > Resource Hub

### Resources and support hub

Welcome to the Resource and Support Hub for T Level Technical Qualifications.

Here you'll find a range of teaching, learning and planning resources for tutors as well as information and support regarding approval, quality assurance, registration, bookings, timelines, fees and communications for all staff.

- Response to consultation regarding key dates for 2026-2027
- Approval and quality assurance
- Specifications and centre documents
- Key dates: 2024-2025
- Key dates: 2025-2026
- Key dates: 2026-2027
- Teaching, learning and planning resources
- Curriculum delivery planners
- Tutor resources
- Registration, bookings and results
- Assessment guidance
- Quality delivery portal
- Moderation portal
- Post-results services
- Fees

**MANAGE YOUR CENTRE CONTACTS**

Find out how to update or maintain your centre staff list, including the details of your Senior Designated Contacts (SDCs) through Walled Garden.

[Find Out More >](#)

**T LEVELS**

- Providers
- Learners
- Foundation year
- Resource Hub
- Events and webinars
- FAQs

**Contact us**

Centre Support team:  
E: [customersupport@cityandguilds.com](mailto:customersupport@cityandguilds.com)

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

# Resources & Support

Our dedicated Management & Administration T Level page hosts:

- Sample Core Theory Papers
- Moderators reports
- Enlarged past question papers
- Exam Guides
- Sample Employer Set Projects
- Specification
- GSEMS (Guide Standard Exemplification Materials) for all the Occupational Specialisms at both Pass and Distinction grade



The screenshot shows the City & Guilds website. At the top is the City & Guilds logo. Below it is a navigation bar with links: ABOUT, OUR OFFER, QUALIFICATIONS (highlighted), APPRENTICESHIPS, TECHNICALS, T LEVELS, RECOGNITION, QUALIFICATION DELIVERY, and INTERNATIONAL. Below the navigation bar is a search bar with the text 'Search the site:' and a 'SEARCH' button. Below the search bar is a breadcrumb trail: Home > Qualifications > Business Skills > Business, Admin and Public Services > T Level Technical Qualification in Management and Administration. The main heading is 'T Level Technical Qualification in Management and Administration (8715)'. Below the heading are two tabs: INFORMATION and DOCUMENTS. To the right of the tabs is a 'Last Updated: 21 Mar 2024' date. The main text describes the qualification, its aims, and its equivalence to three A Levels. It also mentions that the qualification is aimed at learners aged 16-19 years old who wish to work in any sector within an administrative or managerial role. A learner who completes this qualification is well placed to develop to full occupational competence with the correct support and training. T Levels are new courses which will follow GCSEs and will be equivalent to three A Levels. These two-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares learners for work. This qualification forms a significant part of the T Level and City & Guilds are responsible for its development and ongoing operational delivery. All other parts of the T Level, as listed below, will need to be achieved by a learner for the Department for Education to award successful completion. It is important to note that City & Guilds do not have responsibility of delivery for the other parts of the T Level but will continue to support centres where they can on all aspects of T Level delivery. Additional mandatory parts of the T Level that need to be achieved:
 

- A 315-hour (45 day) minimum industry placement
- A requirement for students to work towards the attainment of maths and English if they have not already achieved grade 4 at GCSE, as they do on other 16 to 19 programmes

 Key resources and support
 

Are you an exam officer or tutor at a college or other institution currently offering City & Guilds

Explore our wider maths & English offer

Our maths & English qualifications underpin our apprenticeships and technical qualifications. They build learners' confidence with the core skills required for employment, including the capacity to problem solve and use technology effectively. They are also key to triggering conditions of funding.

[FIND OUT MORE](#)

For Learners

Where can you take this course?

Postal code, town or city

[FIND A CENTRE](#)

Related Qualifications

Browse some of our related qualifications:

[> \(J5528\) Business Administration](#)

[> \(4428\) Business and Administration](#)

# Free promotional material from the Department for Education



# Need further support?

For further support on the Management & Administration T Level, please contact Dom Green at City & Guilds

[Dominic.Green@CityandGuilds.com](mailto:Dominic.Green@CityandGuilds.com)





**T-LEVELS**

## About City & Guilds

Since 1878, City & Guilds has been dedicated to advancing the skills that people, organisations and societies need to thrive, both now and in the future.

As the global skills partner, we empower organisations to grow by creating and delivering comprehensive end-to-end solutions. These include high-quality skills training and credentials designed to meet the evolving needs of industries and workforces. Through our trusted network of colleges and training provider partners, learners across the globe develop skills and competencies that lead to employment and career progression.

Each year, over 5.1 million learners of all ages and backgrounds benefit from City & Guilds learning programmes, which have contributed £15.3bn to society in the UK alone. We champion workforce development and technical training routes that drive social mobility, prosperity, and success. By working closely with industries and governments, we also advocate for improvements across the global skills landscape.

Our City & Guilds Foundation amplifies this purpose by focusing on high-impact social investment, recognition, and advocacy programmes. These initiatives aim to remove barriers to employment, celebrate best practice on the job, and advocate for jobs of the future.

City & Guilds Training, Gen2, Intertrain, ILM, Kineo and The Oxford Group brands are all a part of City & Guilds.

For further information please visit [cityandguilds.com/about-us](https://cityandguilds.com/about-us)

## Contact us

Giltspur House  
5-6 Giltspur Street  
London  
EC1A 9DE

[customersupport@cityandguilds.com](mailto:customersupport@cityandguilds.com)

01924 930 801

[www.cityandguilds.com](https://www.cityandguilds.com)

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