



T Level Technical Qualification in Engineering, Manufacturing, Process and Control (Level 3)

Employer-Set Project (8730-034)

Assessor Pack (Summer 2026)

Version 1.0

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Introduction

Purpose and scope

This document **must** be read alongside the **TQ Employer-Set Project Assessment Process Requirements**, as this provides details on the preparation and delivery requirements for all Employer-Set Projects (ESPs).

The ESP Assessor Pack is written to provide specific information regarding the Engineering, Manufacturing, Process and Control ESP.

Employer-Set Project

The ESP assessment is a project made up of a number of tasks, based on a real-life work-based problem. The assessment is designed to allow candidates to show how they can tackle problems using the Core knowledge and skills.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to industry practice.

The ESP is based around a brief which provides information on an engineering design requirement and specific relevant details and resources. Candidates have to draw on their Core knowledge and skills and independently select the correct processes and approaches to take to provide a solution and the evidence specified in the project brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to independently use the learning they have covered so far. Experience of drawing information together from across the Core will help prepare candidates so that they are familiar with the expectations of the ESP.

Candidates **must** be made aware during learning of what the Assessment Objectives (AOs) are and how they are implemented in marking the ESP, so that they will understand the level of performance that will achieve high marks. Details of the AOs can be found in the qualification specification document.

Candidates **must** not be entered for the assessment until they have covered all the knowledge and skills covered in the Core content of the qualification, so that they are in a position to complete the ESP assessment successfully.

Overview of ESP document audience

Document	Approved audience	
	Provider Staff	Candidate
Project brief	✓	✓
Tasks Task 1 – Research Task 2 – Report Task 3 – Design Task 4 – Present	✓	✓ Under assessment conditions, once the previous task has been submitted
Candidate pack	✓	✓
Assessor pack	✓	✗
Appendix 1 – Declaration of authenticity	✓	✓
Evidence Checklist	✓	✗
Header Templates	✓	✓
Presentation Q & A record	✓	✗

Task schedule summary

The tasks within the project are designed to be scheduled and taken in order, due to the dependency of evidence being generated in one task being used by candidates in the next. For example, the evidence produced in Task 1 is required for completion of Task 2 therefore Task 1 must be completed before Task 2 can be attempted.

The tasks **must** be issued separately to candidates, but they can retain the project brief throughout the duration of the assessment time. Candidates are **not** permitted to return to tasks after they have been completed within the assessment time.

Task		Conditions	Evidence produced	Evidence submitted?	Timings	Marks available
1	Research	Supervised/ controlled	Research notes, list of references/ sources	Yes	3 hours	15
2	Report	Supervised/ controlled	Written report	Yes	4 hours	18
3	Design	Supervised/ controlled	Part A: - Fully dimensioned orthographic drawing - Assembly drawing Part B: - Supporting design calculations - Reflective notes	Yes	6 hours	24
4	Present	Supervised/ controlled	- Presentation materials (slides, handouts etc.) - Video recording of presentation - Presentation Q&A record.	Yes	2.5 hours	24
Total					15.5 hours	81
Maths, English and digital skills*						9
Total marks						90

Note on timings

The timings provided within the project **must** be adhered to. They refer to assessment time, not any additional setting up the centre needs to carry out to create an appropriate assessment environment. It is the provider's responsibility to plan sufficient assessment sessions, under appropriate conditions, within the ESP assessment window, to allow candidates reasonable time to complete the assessment tasks.

Task 4 – The candidate is allocated a 2-hour session in order to create the presentation and allocated 30 minutes to deliver the presentation and answer questions from the audience.

Maths, English and digital skills

Throughout the completion of the tasks within the ESP, candidates will generate evidence towards their maths, English and digital skills.

Maths	3 marks available
English	3 marks available
Digital	3 marks available

*Of the marks available for this ESP, 10% are allocated to maths, English and digital skills, with marks available for allocation across the tasks. For example, evidence from the tasks will be used to allocate 1, 2 or 3 marks for English.

This allows for a holistic approach to the marking of these elements which may be evidenced across the response to the ESP.

Should the candidate make an error that is further compounded through the inter-dependent nature of the tasks and carry through that error, the external marker would penalise the candidate only once. Candidates can use evaluation within later task responses to address issues they have identified.

Assessment objectives

Assessment objective	Description
AO1	Plan their approach to meeting the project brief
AO2	Apply core knowledge and skills as appropriate
AO2a	Core knowledge
AO2b	- Core skills Analysing and interpreting - Evaluate and confirm the brief with reference to context, objectives and constraints (e.g. requirements, resources, precedents, technical issues, costs, health and safety, regulations, possibilities) Planning and preparation - Propose and plan key activities, stages, methods, processes, techniques, documentation, resources (including types of tools and equipment) and risk assessments. Specific engineering related-planning skills – consideration and implementation of stages and steps for tasks/activities as part of engineering processes which may include: - interpretation and confirmation of engineering activity requirements, timescales, linked activity elements, correct sequencing, interdependency consideration - developing actual engineering planning tools/plan documents – covering planning of resources, cost etc Developing responses - Apply engineering and manufacturing processes to achieve specific objectives and to produce quality outcomes, using relevant techniques and technology, within limits of own authority. Evaluating and quality assuring - Carry out investigations, generate proposals and options, identify standard components and systems at relevant stages to gather and evaluate relevant evidence and data, and to confirm the suitability of plans, processes, actions and outcomes (including quality control and quality assurance activities) Communication and presentation - Record, report, communicate and present plans, proposals, processes, issues, risks and outcomes to both technical and non-technical audiences, across a range of suitable formats and media (e.g. diagrams; physical and digital records; presentations)
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, the quality of the outcome in relation to the brief

Task specific and general requirements

Overview of task requirements

Conditions	Task			
	1	2	3	4
Candidates will have access to a computer with relevant software (i.e. word processing, spreadsheets, presentation software) and CAD systems	✓	✓	✓	✓
Candidates will have access to the Internet	✓	✓	✗	✗
Candidates will have access to the project brief document	✓	✓	✓	✓
Candidates will have access to copies of their previous task outputs (for review purposes only)	N/A	✓	✓	✓
All work must be completed independently	✓	✓	✓	✓
During any breaks, all materials must be kept securely	✓	✓	✓	✓
Candidate work will be saved securely for return to the candidate for use in future tasks*	✓	✓	✓	✗
No assessment materials to leave the room at any point of the assessment	✓	✓	✓	✓

*Following each task, work should be saved securely, candidates are permitted to have copies of their final evidence from previous tasks in subsequent assessment sessions for this ESP. This could be facilitated through the use of memory sticks or a specific location on a secure drive for work to be saved to.

General requirements

Releasing documents to candidates

- The project brief and associated general guidance for candidates must be released to candidates at the start of the first scheduled task assessment. Candidates should be provided with 30 minutes of non-assessed time at the start of this session to read and review the brief, before being given the first task. It **must** be made clear to candidates when the 30 minutes of non-assessed reading and review time starts and ends.
- Each task **must** only be released to candidates at the start of the scheduled assessment session for that individual task.
- Each task will provide details of what evidence must be submitted on the completion of the task. Additional evidence which must also be submitted will be detailed within the task.
- Candidates should be advised that approximate word counts, or number of pages have been included within the task guidance in order to act as a guide to support the candidates to complete the tasks. These are intended as a guide only, and there will be no penalisation of marking based on the word count or number of pages that is above or below the indicative guidance provided.

Permitted materials

- Candidates are **not** permitted to bring any existing notes or materials completed prior to the assessment into any of the assessment sessions.
- Candidates **must** be reminded that their work submitted, including drawings, sketches and calculations **must** be legible and appropriately labelled with their name and task reference. Evidence can be either word processed or handwritten. Any electronic evidence produced must have a clear file name and be easily identifiable to the task and candidate.
- Candidates are permitted to have copies of their final evidence from previous tasks in subsequent assessment sessions. The purpose of this evidence is solely to support candidates to refer to previous work. The purpose of providing copies is to ensure that candidates are unable to rework any of their previous responses.

Conditions of assessment

- When working under supervised conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated once the break begins. All materials **must** be kept securely during the break.
- If the task completion runs over more than one session, candidates **must** be reminded that no assessment information can be shared or discussed with other candidates.
- Candidates **must** be made aware that plagiarism is not allowed.
- Candidates **must** be made aware of City & Guilds position on the use of Artificial Intelligence (AI) – see the **Position Statement on AI | City & Guilds**
- Where evidence is created using software which has the potential for cloud-based retrieval or sharing, this feature should be disabled where possible (eg in software settings or through restriction of Internet connection). Where this is not possible, candidates **must** be reminded that the evidence submitted for the tasks can only be generated within the scheduled assessment times and also of the implications of sharing or plagiarising from cloud-based content.

- After the production of evidence, both the assessor and candidate **must** sign the declaration of authenticity.
- Where the candidate or assessor is unable to or does not confirm authenticity through signing a declaration form, the work will **not** be accepted and a mark of zero will be given. If any question of authenticity arises, the Provider may be contacted for justification of authentication.

Task specific requirements

There are no templates or pro formas for candidates for completion of the tasks within this version of the ESP.

Task 1

Permitted materials

- The project brief and candidate guidance will be provided to candidates with Task 1.

Conditions of assessment

- Candidates have been provided 30 minutes of additional reading time at the start of Task 1 before they begin the project. This should be used to read the project brief and associated brief documentation and is not included in the assessment time allocated to Task 1. There is no opportunity for candidate questions or assessor answers during this initial 30 minutes – it is solely for reading.
- Candidates will have access to the Internet in order to conduct research.
- See the **TQ Employer-Set Project Assessment Process Requirements** for guidance on Internet access.

What must be submitted on completion of the task

- **Research notes** (typically 1500 words) hard copy or file saved securely (eg on memory stick to be handed in).
- **List of references/sources.**

Task 2

Permitted materials

- The project brief will be provided to candidates with Task 2.
- A copy of their response from Task 1 will be provided to candidates with Task 2 for reference only (candidates will not be able to make any changes).
- Candidates can choose if they wish to include Internet downloads from Original Equipment Manufacturers (OEM) catalogues showing tooling aids and basic design sketches used in Task 1 to illustrate their written solution if desired and support their rationale.
- Candidates may have Internet access for this task.

Conditions of assessment

- Candidates' report should be completed working alone under supervised conditions.
- Candidates must not share or discuss their work with other candidates.
- Candidates will have access to a copy of their response to the previous task (for review purposes only).
- Candidates will have access to the Internet for the completion of this task.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed.

What must be submitted on completion of the task

- **Written report** (typically 2000 words) hard copy or file saved securely (eg in a secure online location or on memory stick to be handed in).

Task 3

Permitted materials

- The project brief will be provided to candidates with Task 3.
- A copy of their responses from Task 1 and Task 2 will be provided to candidates with Task 3 for reference only (candidates will not be able to make any changes).

Conditions of assessment

- Candidates must **not** have Internet access for this task, with the exception of access to the CAD library.
- Candidates do not have to use CAD to present their findings.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed.

What must be submitted on completion of the task

- **Part A – Fully dimensioned orthographic drawing and assembly drawing** (typically two A3 drawings) including design iterations
- **Part B – Supporting design calculations and reflective notes** (typically two sides of A4) – hard copy or file saved securely (eg, in a secure online location or on memory stick to be handed in).

Task 4

Permitted materials

- The project brief will be provided to the candidate with Task 4.
- Candidates will have access to copies of their responses to the previous tasks (for review purposes only) as well as any presentation materials or notes (e.g. PowerPoint slides).

Conditions of assessment

- Candidates must **not** have access to the Internet.
- Candidates **must** use digital technology to present their findings. Candidates can choose the format/program they want to use for their presentation (e.g. PowerPoint).
- Candidates' presentations should be scheduled and timed to include time for questioning following the presentation within the 30 minutes' allocation – as detailed in the task the time should typically be split with 20 minutes for the presentation and 10 minutes for responding to questions.
- It should be clear to candidates how much of their presentation time has been used up, for example through the use of a timer, or clarification as they start that their session will end in 30 minutes' time (e.g. indicating to candidates on a mutually visible clock and confirming the time the session will end). Where candidates are coming to the end of their allocated time and have not yet started the questioning element of the presentation/responded to questions this should be indicated to them.
- It is important that providers consider the impact of cohort size on the scheduling of the presentation task. Larger cohorts may need to be split into two groups in order to accommodate presentations taking place shortly after the preparation session. Where necessary, presentation preparation/delivery sessions can be timetabled over a number of days.
- Video recordings of presentations must be in an appropriate format with audible sound levels, proper lighting and so forth, as per the advice detailed in the video evidence section of the **TQ Employer-Set Project Assessment Process Requirements**.
- All candidates are required to complete a declaration of authenticity along with project evidence submission (whether it is physical, ie written or drawn, or ephemeral ie the presentation).

Question and answers

- All candidates **must** be asked three questions following their presentation (probing or clarification questions not included). The questions should relate to the content of their presentation.
- Questions should be posed from the perspective of the presentation audience as outlined in the task (e.g. client, or end customer) and should allow candidates to expand upon and reinforce points covered in their presentation (candidates' responses to questions generate evidence for 'AO2b Communication'). It is also an opportunity to generate evidence of the candidate's ability to review and realise the project outcome (AO5a and AO5b), evaluating their own performance.
- Questions **must** be contextualised to the individual candidate's presentation and should be in line with the following examples:
 - *What did you find the most challenging aspect of our brief?*
 - *What are your ideas on how we could keep costs down?*
 - *What do you feel are the biggest risks to ensuring the project duration requirements are met?*
 - *If we needed to double our order, how would this impact your manufacturing proposal?*
 - *What is the most problematic part of the ongoing maintenance of the design?*
 - *How sustainable is the proposed design?*
- Those asking the questions may indicate whether the question is being posed from a technical or non-technical perspective (this may influence the detail, wording and other aspects of the candidate's response).
- Assessors must use only open questions to try and further explore the candidate's solution, allowing the candidates to elaborate within their responses. Closed questions which elicit a straightforward answer of 'Yes/No' must **not** be used. Assessors should be curious to further explore the candidates' understanding and have awareness of any conscious or unconscious bias they may have due to the relationship with the candidate.
- The presentation and questioning will be recorded on video; however, a record of questions asked, and responses given must be included on the 'Presentation Q&A Record'. It is recommended practice for a written record of assessor questions asked, and responses made, to be noted and provided alongside the candidate's evidence for this task.
- Types of questions that candidates will face should be covered as part of course delivery. This will ensure that candidates are as prepared as they can be when faced with this type of assessment.

What must be submitted on completion of the task

- **Presentation materials** – e.g. slides, handouts etc. Hard copy or file saved securely (eg in a secure online location or on memory stick to be handed in).
- **Video recording** of the presentation.
- **Presentation Q&A record.**

Appendix 1

Declaration of authenticity

Assessment ID	Qualification number
Candidate name	Candidate number
Provider name	Provider number

Additional Support

Has the candidate received any additional support in the production of this work?

No ☐ Yes ☐ (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

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Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used, including any use I have made of artificial Intelligence (AI) tools.

Candidate signature	Date

Assessor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Assessor signature	Date

Note: Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the provider and this will delay the marking process. If any question of authenticity arises, the assessor may be contacted for justification of authentication.

T-LEVELS

Get in touch

City & Guilds Technicals Quality Team

We are here to answer any queries you may have regarding your T Level Technical Qualification delivery.

Should you require assistance, please contact us using the details below:

T: 0300 303 53 52 (Monday - Friday | 08:30 - 17:00 GMT)

E: technicals.quality@cityandguilds.com

W: cityandguilds.com/tlevels

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