



**T Level Technical Qualification in
Management and Administration**

8715-30 Core Report (Autumn 2023)

Version 1.0

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Foreword

Autumn 2023 Results

The technical qualification is made up of two components, both of which need to be successfully achieved to attain the T Level Technical Qualification in Management and Administration. This takes into account the best result for a specific component from the summer and autumn series. This document covers the Core component only.

We discussed the approach to standard setting/maintenance with Ofqual and the other awarding organisations to ensure a consistent approach is taken. We have agreed to continue to recognise the newness of this qualification when awarding to recognise that students and teachers are less familiar with the assessments ([Vocational and technical qualifications grading in 2023 – Ofqual blog](#)), whilst also recognising the standards required for these qualifications.

Introduction

This document has been prepared to be used as a feedback tool for providers in order to support and enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for the T Level Technical Qualification (TQ) in Management and Administration **Core** assessments.

This report provides general commentary on candidate performance in both the examination papers and Employer-Set Project (ESP). It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the autumn 2023 assessment series.

The grade boundaries (and notional boundaries where appropriate) that were used to determine candidate's final autumn 2023 results are also provided. **For autumn 2023, as per Ofqual guidance, the approach to grading continues to recognise that these are new qualifications and maintains the standard from summer 2023.**

More information regarding T Levels TQ grading, awarding, UMS and rules for retakes can be found in the T Levels Technical Qualifications Grading Guide available on the [City & Guilds T Levels Resources and Support Hub](#).

8715-031 Paper 1

This exam paper covers the following elements of the Management & Administration core content:

- Business context
- People
- Business behaviours

This exam paper allowed for candidates to demonstrate a broad range of subject knowledge within the Management & Administration core element.

The exam has been split into two sections. Below details the types of questions and marks available for each section.

Section A is made up of 55 marks and includes 17 short answer and medium answer questions.

Section B is made up of 45 marks and includes 4 extended response questions.

The exam is designed to provide sufficient sampling across the content and consists of a mixture of short answer questions (SAQs), some of which are structured, and extended response questions (ERQs). The exam assesses across assessment objectives (AOs) 1a/b, 2 and 3 to allow for the appropriate assessment and differentiation of candidates to support the reliable setting of boundaries. The assessment objectives represent the following:

- AO1a Demonstrate knowledge
- AO1b Demonstrate understanding
- AO2 Apply knowledge and understanding to different situations and context
- AO3 Analyse and evaluate information and issues

This was the second series of this exam component. Overall, there was a range of performance across the cohort and a full range of marks were gained on all questions.

Candidates generally did well in questions AO1a and AO1b that required them to demonstrate knowledge and understanding. Candidates did well in AO1b questions which related to more familiar 'current situations' where they could relate their thinking to 'real life' although in such questions candidates often repeated responses and so were not always able to achieve full marks.

Marks achieved in AO2 questions varied across the cohort, but these questions were generally attempted by candidates although at times answers were basic and not fully expanded with reasoning or justification. Those who scored higher marks for AO2 questions read both the scenario and the question and related their answer to these, giving a well-developed response.

Topic areas that were answered well by most candidates were:

- Recruitment channels and employment contracts - types of employment contracts (Q5) AO1a. This question was well answered with candidates giving a wide range of responses.
- Self-management approaches – Time management (Q11) AO1b. This question was well answered with candidates delivering a wide range of responses and reflecting on personal experiences.
- Methods of promoting behaviour change – The impact of not challenging poor behaviour (Q16) AO1b. This question was well answered showing the candidates had considered the scenario and the question and given clear alternative explanations. Candidates were able to give three negative impacts of not challenging the behaviour giving relevant expansions. Loss of reputation, staff leaving and business reduction were among the main answers.

Topic areas that were not answered well by most candidates were:

- Self-management approaches – Continuous Professional Development log (CPD) (Q6) AO1a. Candidates were generally able to give one correct answer but had difficulty in recognising it was a log and not a plan.
- How size, purpose and sector have an impact on organisations - Here the candidates were asked to describe three advantages of using a divisional team structure in an organisation. (Q8) AO1b. Candidates were often unable to recognise a divisional team structure and referred to a general team structure.
- Legal Entities - Explain two advantages to a business of operating as a Private Limited Company (LTD) (Q12) AO1b. A large number of candidates did not know what such a legal entity was, but those who did only tended to know one advantage.
- Legislative and regulatory frameworks that apply to organisations - Explain the potential consequences for the organisation if they had sent out sensitive data to the member of the public. (Q15) AO2. Candidates often showed repetition when responding to this question and were often unable to identify more than one consequence to the organisation.
- Approaches used by organisations to ensure that individuals develop the skills they need to contribute effectively to the organisation and its changing needs - Explain the potential benefits to the trainee managers of introducing a coaching programme. (Q17) AO2. Candidates were generally able to answer this question but failed to gain full marks due to repetition or giving benefits that related to the organisation rather than trainee managers.

Responses to extended response questions (ERQs)

The extended response questions were the questions that candidates struggled with the most across this paper. Within this section candidates often did not answer in adequate, accurate detail to gain marks in the higher bands. Little content that was relevant to the question resulted in Band 1 marks for a number of candidates. As seen in the previous series, some candidates provided an extensive response, but this contained repetition or did not show sufficient understanding of the question and scenario. In this cohort, higher performing candidates tended to achieve marks in Band 2 and occasionally Band 3 with even

fewer in Band 4. Where higher scoring marks were achieved the response flowed in a way that showed the candidate had thought about the full scenario and question and structured the response in a way that was clear and easy to follow.

In question 18 candidates were asked to analyse how a marketing strategy may support the business in their objectives for potential expansion. Candidates did show some basic understanding of a marketing strategy but did not relate their answer to the scenario. There was little analysis of how a marketing strategy could support the business in their objectives and more about what a marketing strategy is. There was recognition that the products were ethically produced but little consideration of the desire for expansion. Due to this, most candidates were limited to the lower bands.

In question 19, candidates were asked to evaluate the methods and approaches the local council may take to respond to an unexpected demand on its services, Candidates had a little more success with this question with a few more candidates achieving Bands 2 or 3 there were still a number in Band 1 with very few in Band 4. Candidates did consider various ways to increase staffing, but few thought to consider other or alternative options to this. Recruitment channels were thought of in some cases, but few expanded on this by considering the number and types of roles or of the recruitment process. Those who reached the higher bands considered collaborating with other departments or considered succession planning and future requirements.

In question 20, candidates were asked to evaluate the economic, social and environmental impact that should be considered when developing and implementing a CSR policy. Candidates were able to explain some economic, social and environmental impacts but few related them to the development of a CSR Policy which was the principal aim of the question. This lack of development resulted in most candidates only being able to access the lower mark bands for this question.

In question 21 the candidates were asked to evaluate different methods a manager may take to manage a newly merged team to minimise conflict and ensure the team's success Most candidates focused on team building and in some cases leadership styles. To gain higher marks candidates had to consider the potential impact of the merger, the different methods the manager may use, ways to minimise potential conflict and ensure the team's success. Responses showing consideration to all these elements of the question were rarely seen. As a result, most candidates were unable to achieve marks in the higher bands.

8715-032 Paper 2

This exam paper covers the following elements of the Management & Administration core content:

- Quality and Compliance
- Finance
- Policies and procedures
- Project and change management

This exam paper allowed for candidates to demonstrate a broad range of subject knowledge within the Management & Administration core element.

The exam has been split into two sections. Below details the types of questions and marks available for each section.

Section A is made up of 55 marks and includes 17 short answer and medium answer questions.

Section B is made up of 45 marks and includes 4 extended response questions.

The exam is designed to provide sufficient sampling across the content and consists of a mixture of short answer questions (SAQs), some of which are structured, and extended response questions (ERQs). The exam assesses across assessment objectives (AOs) 1a/b, 2 and 3 to allow for the appropriate assessment and differentiation of candidates to support the reliable setting of boundaries. The assessment objectives represent the following:

- AO1a Demonstrate knowledge
- AO1b Demonstrate understanding
- AO2 Apply knowledge and understanding to different situations and context
- AO3 Analyse and evaluate information and issues

Overall, the majority of candidates were able to demonstrate some knowledge and understanding of the core content, but many candidates did struggle with multiple areas of the core assessment within this paper. Generally, candidates performed better when responding to questions that were broader in topic and intention and they performed less well when asked to recall specific models, theories, tools and approaches when this information was not provided within the question.

Lower scoring candidates were able to achieve some marks by showing basic knowledge of the topic, but often lost marks by not being able to sufficiently provide additional detail or justification. Lower scoring candidates often did not attempt multiple questions within the exam.

Higher scoring candidates were sometimes able to recall the appropriate model, theory or tool requested and explain some principles within this in a specific, knowledgeable way.

Topic areas that were answered well by most candidates were:

- The role and purpose of financial reporting (Q3) AO1a. Candidates were usually able to identify the role and purpose of financial reporting.
- How revenue and expenditure (including cash and profit) are tracked and controlled (Q4) AO1a. Candidates gave different, valid reasons for a spend authorisation to be in place and often achieved full marks.
- How to support and improve projects through research, evidence, and evaluation methods (Q6) AO1a. Candidates were able to show knowledge of how project evaluation can impact a project in a positive way
- How quality is measured in different sectors through quality standards (Q7) AO1b. Candidates were mostly able to sufficiently describe the benefits of obtaining quality accreditation.

Topic areas that were not answered well by candidates were:

- Common terms used in financial reporting (Q9) AO1b. Most candidates did not correctly state types of tax, instead stating incorrect terms. They often were not able to sufficiently describe the taxes identified.
- Project management methodologies and approaches (Q12) AO1b. Most candidates were not able to correctly identify the specific principles of Six Sigma, instead, stating generic principles that could be applicable to any management methodology, showing limited knowledge of Six Sigma specifically.
- The importance of maintaining and improving quality (Q13) AO2. Some candidates misinterpreted this question and responses often included ways to reduce the number of complaints received, instead of ways to identify why complaints have increased. This limited the marks available as the question intention was not addressed.
- Sources of finance (Q15) AO2. A high number of candidates gave an inaccurate answer when discussing crowd funding, incorrectly stating that these funds would not need to be paid back. Candidates often showed only limited accurate knowledge of either of these funding methods.

Responses to extended response questions (ERQ)

Across the paper as a whole, it was the extended response questions that candidates struggled with the most. Candidates often provided responses that did not contain adequate, accurate detail to gain marks in higher bands. Answers were often generic rather than specific to the topic being discussed and points made were often repeated throughout the response.

Some candidates did not attempt one or more extended response questions within the paper.

Some candidates were able to relate their responses to the given scenario, but most candidates were not able to do this, providing very limited reference to the specific context provided in the question.

In question 18 candidates were asked to analyse the benefits and limitations of using a Gantt chart as a project management tool for a given scenario. Most candidates who attempted this question were able to identify the scheduling element of a Gantt chart and link this in a basic, accurate way to effective time management within a project. Some candidates were able to develop responses to provide more detail and justification for points made, but most candidates were not able to do this sufficiently, resulting in underdeveloped responses without detail or context. This limits marks to lower bands.

In question 19 candidates were asked to evaluate ISO and EFQM quality standards and recommend the most suitable option for the scenario provided. Most candidates were not able to recall the principles of these quality standards in an accurate or specific way. Most candidates who attempted this question identified the geographical coverage of the standards but often there were no other principles of either standard included in the response. Candidates struggled to answer this question in a knowledgeable way and their recall of these specific standards was insufficient overall to achieve high band marks for this question.

In question 20 candidates were asked to evaluate Total Quality Management system methodology and the impact of this within the given scenario. As with question 19 candidates did struggle to recall the principles of TQM to provide sufficient responses to this question. Most candidates were able to make generic points about managing quality and the impact of this, however, most candidates were not able to sufficiently show understanding of the principles of TQM methodology specifically. This limited the marks available to lower bands, as did the lack of links to the scenario given, which a high number of candidates did not refer to.

In question 21 candidates were asked to evaluate the suitability of using a PESTLE analysis in a given scenario. Most candidates did not address the question intention correctly. A high number of candidates carried out a PESTLE Analysis as their response to question 21 and did not evaluate the suitability of the tool itself in the given scenario. Marks were awarded for knowledge shown within any PESTLE analysis carried out, but these marks are limited to band 1 and 2 without a sufficient analysis of the suitability of the tool itself.

8715 Sub-Component: Exam

Best practice and guidance to providers on potential areas for improving performance in assessment

- Candidates should be encouraged, when reading through a question, to look at the marks available and take this into account when providing their answer.
- Candidates would benefit from reading the question fully to understand the point of view of what is being asked. For example, if the question is 'State the impact on the employees', the answers provided should not include the impact on the organisation.
- Many candidates repeated the question in the first part of their response. This takes time for candidates to write but does not gain any additional marks so providers should encourage candidates to focus on the response to the question.
- Candidates would benefit from understanding what different command verbs are asking of them. For example, the type of response required by an 'Explain' question requires a higher level of response than a 'Describe' question. Candidates should be reminded of the need to ensure they fully read and understand all questions before responding.
- Candidates should be encouraged to expand answers to ensure the correct number of responses are given where the question includes a quantifier. They should take care to ensure that they do repeat response using different wording.
- In the extended response questions, candidates should be encouraged to note the key areas of the scenario and how these relate to the question before writing. Well completed extended response questions were those where candidates gave an organised response, following the structure given by the stem.
- ERQ performance could be further enhanced by preparing candidates to consider in-depth explanations and analysis. To achieve the higher bands candidates needed to include more detailed conclusions and justifications in their responses.
- Some of the papers had very unclear handwriting, making it difficult for the marker to read the response. Providers should encourage candidates to ensure their handwriting is legible. Writing in block capital letters is a possible solution if a candidate's handwriting is not legible.
- It is recommended that providers utilise and deliver the sample examinations and going forward past papers as formative assessment to support candidates in preparation for summative assessment.

Support materials

Sample and Past Papers:

It is recommended that Providers utilise and deliver the **sample examinations** as well as **past papers** (Summer 2023 and Autumn 2023) as formative assessment to support candidates in preparation for summative assessment.

Sample and past papers: [T Level Technical Qualification in Management and Administration qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications-and-training/courses)

Exam Guides:

It is also recommended that Providers utilise the **exam guides** which provides general tips for candidates taking these assessments, examples of different types of questions that will appear, example candidate responses with examiner commentary and examiner hints and tips.

8715-30 Exam Guide: [M&A Exam Guide](#)

Events and Webinars:

City & Guilds run free webinars and events throughout the year on preparing for and delivering the T Level core exams. The below link provides details on upcoming in person events, live webinars, on-demand webinars and preparation for the core exams.

Link: [Events and webinars - T Levels | City & Guilds \(cityandguilds.com\)](#)

Grade boundaries

The table below shows the grade mark ranges for the Exam, along with the notional boundaries for Paper 1 and Paper 2 – **for the autumn 2023 series.**

Grade	Mark range	Notional boundaries	
		Paper 1 (8715-031)	Paper 2 (8715-032)
A*	159-200	80-100	78-100
A	138-158	71-79	67-77
B	117-137	60-70	56-66
C	96-116	50-59	46-55
D	76-95	40-49	36-45
E	56-75	30-39	26-35
Unclassified (U)	0-55	0-29	0-25

8715-033 Sub-Component: Employer-Set Project

The Employer-Set Project (ESP) assessment is a project comprised of a number of tasks, based on a scenario comparable to a real-life work-based problem in industry. 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 covers the following elements of the Management & Administration core content:

- Business context and commercial awareness
- Project management
- Communication
- Collaborative problem solving
- Applying a logical approach to problem solving
- Undertaking research
- Reflective practice

The Employer-Set Project allowed for candidates to demonstrate a broad range of subject knowledge within the Management & Administration Core element.

The ESP assesses across assessment objectives that will allow for the appropriate differentiation of candidates to support the reliable setting of boundaries. The assessment objectives represent the following:

- AO1 Planning skills and strategies
- AO2 Apply knowledge and skills to the context of the project
- AO3 Analyse contexts to make informed decisions
- AO4 Use maths, English and digital skills
- AO5 Carry out tasks and evaluate fitness for purpose

This was the second series for the Employer-Set Project. The project is based around a brief which provides information on a business project and specific relevant details and resources. Candidates must draw on their core knowledge and skills and independently select the correct processes and approaches to provide a solution and the evidence specified in the project brief. All tasks are completed under supervised/controlled conditions.

In general, candidates responded well to the ESP producing a consistent performance across all of the constituent tasks. There was an increased understanding of the briefs, with more clarity being seen in tasks such as research and project on a page. Higher performing candidates again developed their project across the range of tasks, taking their initial findings and following them through in a logical format. This demonstrated an in-depth understanding of the brief. Providers should be encouraged by the quality of the ESPs produced by candidates in this series.

Task 1.1 Investigate the project brief – undertake research and environmental, organisational and cost benefit analyses to identify and appropriate solution for the organisation.

- Overall, research was undertaken successfully and in detail by the majority of candidates.
- Higher level candidates were able to demonstrate research into all areas of the brief.
- Most candidates also produced a SWOT, PESTLE and Cost Benefit Analysis.
- There was an improvement this series in candidates identifying qualitative and quantitative outcomes of their research.
- Higher performing candidates structured the research well, completed clear referencing and used their research to present clear findings.
- SWOT and PESTLE analyses were generally well attempted with most candidates demonstrating good knowledge of these techniques.
- Lower performing candidates did not focus in on the areas they were asked to research in the task brief, producing limited research.
- Some candidates did not attempt any calculations in their cost benefit analysis or produced unclear calculations. This limited marks that could be awarded.
- A number of candidates used copy and paste to lift large amounts of information directly from websites giving no explanation or rationale around why it had been selected.
- A number of candidates misinterpreted the project brief and didn't focus in on the induction programme.

Actions providers can take to support assessment preparation for future series:

Providers are advised to ensure candidates have the opportunity to develop their understanding of Cost Benefit Analysis techniques particularly when identifying and calculating costings for their solutions.

Providers are also advised to work with candidates to improve their skills in relation to research and correct referencing, and to discourage large amounts of copying and pasting from the internet.

Task 1.2 Project Initiation Document – develop a project initiation plan for the implementation of the chosen solution.

- Most candidates were able to produce a project initiation document (PID) demonstrating their solution using the provided template.
- Higher performing candidates presented tangible information within the document for example task timings, budget breakdowns and risk mitigations.
- Project briefs and rationales were generally well attempted.
- Many candidates found this task challenging leaving one or more areas blank, restricting marks available.
- There was an improvement in candidates' understanding of quality management and evaluation techniques, although methodology was still often identified but not applied, and responses were brief.
- The information presented was often brief or lacking in detail.
- Some candidates copied and pasted objectives and aims from the brief so did not demonstrate strong understanding.

- Deliverables and budgets are areas that cause the most confusion with little evidence of breakdown in these tasks.

Actions providers can take to support assessment preparation for future series:

Providers are advised to ensure candidates develop their understanding of project tools and techniques and the content and application of these, particularly in the areas of quality management and evaluation.

Candidates should be encouraged to interpret the objectives and aims translating these into their own work rather than copying and pasting from the brief.

Task 1.3 Project Planning – develop a plan on a page to demonstrate how the solution will be implemented.

- An improvement in the application of the POAP was seen in this series with good examples being produced on platforms such as excel with key areas of the plan sectioned off into individual tabs.
- Gantt charts were also an improvement with more logical order and timings demonstrated.
- Most candidates were able to produce a plan with varying formats seen.
- Higher Performing candidates produced plans including Gantt charts clearly demonstrating task timings and deliverables.
- Most candidates produced a written statement, but this didn't always support or justify the decisions taken. Justifications sometimes did not respond to the brief.
- Some candidates copied and pasted information from task 1.2 into their plan which didn't develop the task and restricted marks available.
- Often the information presented did not detail specific actions that would be taken which are required for an effective project plan.

Actions providers can take to support assessment preparation for future series:

Providers are advised to continue to ensure candidates have the opportunity to develop and the skills required to plan a project for example Gantt charts, risk management plans and communication plans.

Candidates should try to develop the information produced in task 1.2 when producing the POAP rather than copy and paste into a new format.

Task 1.4 Presentation – presentation of the plan and how it will be monitored including budget restrictions and identified impacts

- This series there was an improvement in the delivery of the presentations with more consideration given to timing, body language and audience.
- The majority of candidates responded to the task producing and presenting their solution through a structured presentation.
- Higher performing candidates followed all areas of the brief in their slides and were able to communicate confidently to the audience using minimal notes.

- Higher performing candidates demonstrated core knowledge through responding effectively to questions asked.
- A good level of digital skills were demonstrated across the cohort of learners.
- Some candidates read from detailed notes or from the presentation itself which restricted communication and engagement with the audience.
- A number of candidates had information and details omitted due to not fully reading the requirements of the brief and previous tasks. This had an impact on marks awarded.
- Some presentations included too much text and some included too little – both scenarios impacted on the candidates' ability to communicate the required information.

Actions providers can take to support assessment preparation for future series:

Providers are advised to continue to ensure candidates have the opportunity to develop their presentation skills including the production of presentation slides and presenting information to an audience.

This series there were still some problems with the quality of recordings and difficulty with background noise. Centres are advised to ensure that recordings are of a good quality and that steps are taken to eradicate as much background noise as is reasonably possible.

Task 2.1 Collaborative problem solving – providing and justifying solutions to a problem the organisation is facing.

- Most candidates completed this task to a reasonable standard including producing the supporting email and brief.
- Preparation notes were used more in this series which helped to demonstrate that the candidates had planned and were prepared for their discussion.
- Most candidates were able to produce several ideas and solutions linking to the task brief.
- Higher performing candidates introduced the situation prior to presenting their arguments which led to a logical approach being applied.
- Higher performing candidates engaged, shared ideas, made arguments for their solutions and questioned others. Some took lead roles and helped involve others in the discussion.
- Some candidates didn't input their own ideas and instead used other people's ideas in their briefing notes and email which meant their contribution was limited.
- There was an improvement in the identification of candidates at the beginning of recordings which was pleasing to see.

Actions providers can take to support assessment preparation for future series:

Although there was an improvement this series, video evidence uploaded by some providers had poor sound quality. Providers are advised to check the quality of video evidence prior to submitting it, ensure that microphones are used, and that candidates are positioned appropriately.

Providers are also advised to ensure that candidates have their task brief available to refer to throughout the task to ensure that they remain on track.

Task 2.2 Evaluation – reflection regarding how well the task was achieved and analysis of own performance.

- There was some clear, open and honest self-reflection this series.
- Higher performing candidates followed the task brief responding to all 6 areas of the brief and their own performance – this helped to produce a balanced response.
- Lower performing candidates reflected on each task performed but didn't follow the task brief.

Actions providers can take to support assessment preparation for future series:

Providers are advised to ensure candidates have the opportunity to develop their self-evaluation skills, including evaluating their performance against the requirements of each task, and how they could improve.

Candidates should be encouraged to fully read the task brief and what they are being asked to include in their responses.

8715 Sub-Component: ESP

Best practice and guidance to providers on potential areas for improving performance in assessment

Centres are asked to ensure that evidence can be clearly identified as belonging to the candidate being assessed. This includes the clear use of the evidence checklist, use of component header sheets which are attached to the task response (not uploaded separately) and by learners clearly identifying themselves in video recordings.

Centres are encouraged to make good use of observation records for assessments 1.4 and 2.1, producing clear constructive feedback identifying the strengths and weaknesses of the individual candidates to demonstrate differentiation in the levels of each assessment.

For tasks 1.2 and 1.3, centres are advised to develop the candidates' understanding of the differences between and uses of a project initiation document and a plan-on-a-page. Learners performed best when they understood the requirements of each and were able to develop the project from 1.2 to 1.3.

For tasks 1.4 and 2.1, candidates performed best when they were positioned well and were in environments with the least amount of noise and distraction. Centres are encouraged to consider these factors when planning these assessments.

For tasks 1.4 and 2.1 centres should be mindful of following the guidance on questioning. Questions should not exceed or defer from the questions detailed in the provider guidance.

Candidates performed best when discussions were held in groups of 3. Candidates should not be assessed on their own with the tutor responding as part of the group. If only one candidate is taking the assessment another student should be asked to participate to support. Group sizes should be limited to 2 or 3 candidates to ensure all have the opportunity to contribute fully.

Candidates performed best in task 2.2 when they had clearly read the task brief and followed the outline provided. Candidates should be encouraged to read and follow the brief and ensure that they cover each section. Centres should develop candidates' ability to present a balanced review of their performance in the assessment.

Support materials

Sample and Past ESP Assessments:

It is recommended that Providers utilise and deliver the **sample ESP** as well as **past ESPs** (Summer 2023 and Autumn 2023) as formative assessment to support candidates in preparation for summative assessment.

Sample and past ESPs: [T Level Technical Qualification in Management and Administration qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications-and-training/courses)

Exemplar ESP Assessments:

It is also recommended that Providers utilise the **exemplar ESP Assessments** to help understand the standard that was required in the Autumn/Summer 2023 assessment series to achieve an A and E grade.

8715-033 ESP A grade exemplar: [ESP A Grade Exemplar](#)

8715-033 ESP E grade exemplar: [ESP E Grade Exemplar](#)

TQ Employer-Set Project Assessment Process Guide:

The guide gives support to providers in preparing for and delivering T Level Employer-Set Projects.

Link: [TQ Employer-Set Project Assessment process guide \(cityandguilds.com\)](#)

Events and Webinars:

City & Guilds run free webinars and events throughout the year on preparing for and delivering the T Level Employer Set Projects. The below link provides details on upcoming in person events, live webinars, on-demand webinars and preparation for the ESP assessment.

Link: [Events and webinars - T Levels | City & Guilds \(cityandguilds.com\)](#)

Grade boundaries

The table below shows the grade mark ranges for the Employer-Set Project – **for the autumn 2023 series.**

Grade	Mark range
A*	84-100
A	73-83
B	62-72
C	52-61
D	42-51
E	32-41
Unclassified (U)	0-31

8715-30 Management and Administration Core

The T Levels Technical Qualification (TQ) in Management and Administration core is made up of the below sub-components (and weightings).

- Exam (60%)
- Employer-Set Project (40%)

UMS grade boundaries

The table below shows the UMS values available for grades in the sub-components. It also shows the UMS values required to achieve each grade for the overall Core. This table will not vary across the series, the values are fixed for this TQ.

Grade boundary	Exam sub-component	ESP sub-component	Overall Core
A*	216	144	360
A	192	128	320
B	168	112	280
C	144	96	240
D	120	80	200
E	96	64	160
Unclassified (U)	0	0	0

Get in touch

The City & Guilds Quality team 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:

Monday - Friday | 08:30 - 17:00 GMT

T: 0300 303 53 52

E: technicals.quality@cityandguilds.com

W: <http://www.cityandguilds.com/tlevels>

Web chat available [here](#).

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