# Welcome to the T Level Engineering & Manufacturing

The webinar will begin shortly

February 2023

# Engineering and Manufacturing

## Delivering the Employer Set Project for Design & Development Pathway

T-LEVELS | Institute for Apprenticeship & Technical Education

City & Guilds | eal

# Using the webinar platform

Our action plan supports the planning and delivery stages to prepare for the TQ launch

Send any questions in the question area throughout the webinar

All attendees will be set to mute

Webinar resources will be shared on our website shortly after

# Agenda

| Agenda | |
|---|---|
| 1 | Overview of the core assessments |
| 2 | Employer set Project (ESP) |
| 3 | Assessment window-tasks-timings-evidence required |
| 4 | What's being assessed |
| 5 | Assessment objectives |
| 6 | Q&A |

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

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

# Q&A

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 on 6th March 2023 via your T Level portal. You will be notified how you can access this. All 4 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 opens on 13th March and closes on 31st March 2023.

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

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

Yes there is an opportunity for a resit/retake in the autumn series which runs from 6th November to 24th November 2023

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

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

**What does each task consist of ?**

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

**Q&A**

**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 Assessment for Engineering & Manufacturing

**Learners must complete:**

- **Two** externally set exams covering knowledge from the Engineering core (component 680)
- **One** employer-set project covering knowledge and skills from either pathway. **Note:** ESP is different for each pathway (component 680)

## Technical Qualification scheme of assessment overview– Design & Development Pathway **(page 20 specification)**

**Core component –** Learners must complete all assessment components

| Assessment component | Method | Duration | Marks | Weighting | Marking | Grading |
|---|---|---|---|---|---|---|
| Exam paper 1 | Externally set exam | 2.5 hours | 100 | 35% | Externally marked | This component will be awarded on the grade scale A* -E |
| Exam paper 2 | Externally set exam | 2.5 hours | 100 | 35% | Externally marked | |
| **Employer-set project** | **Externally set project** | **18.5 hours** | **90** | **30%** | **Externally marked** | |

# Timelines for ESP assessments windows (inc. retake/resit)

| Core Assessments<br>Summer 2023 assessment dates/windows | |
|---|---|
| Employer-Set Project (ESP) materials release | 6 March 2023 |
| Employer-Set Project (ESP) delivery window | 13 March 2023 to 31 March 2023 |
| Employer-Set Project (ESP) evidence upload deadline | 31 March 2023 |
| Exam Paper 1 | 6 June 2023<br>9:30-12:00* |
| Exam Paper 2 | 13 June 2023<br>9:30-12:00* |
| Special consideration requests deadline | Five working days after the exam/submission date |

*Provisional until after General Qualifications (GQs) exam dates confirmed

Dates will change annually, refer to Key dates in T Level resource hub

| Core Assessments<br>Autumn 2023 assessment dates/windows | |
|---|---|
| Employer-Set Project (ESP) materials release | 30 October 2023 |
| Employer-Set Project (ESP) delivery window | 6 November 2023 to 24 November 2023 |
| Employer-Set Project (ESP) evidence upload deadline | 24 November 2023 |
| Exam Paper 1 | 28 November 2023<br>9:30-12:00* |
| Exam Paper 2 | 5 December 2023<br>9:30-12:00* |
| Special consideration requests deadline | 5 working days after the exam/submission date |

# Technical Qualification – Employer Set Project

# What is the ESP ?

The employer-set project is a classroom-based assessment undertaken in controlled conditions, (*not invigilated conditions)* as prescribed within the candidate and centre guidance packs.

The core employer set project (ESP) sub-component assesses the skills and application of the core knowledge of the TQ.
Each project will be developed together with employers in the industry to reflect realistic types of developments, activities and challenges.

The project is linked to the core skills:  the candidate and centre guidance packs.

The project is made up of a number of tasks which all relate to the same Employer-set project brief; Each ESP will have different tasks relating to the specific pathways. For example in Design & Development the tasks are:

- Research
- Design
- Plan
- Present

The ESP is in the form of a realistic brief to be achieved through completion of research, plan, present, review tasks designed to elicit appropriate evidence for assessment under specified assessment conditions.

A new brief and tasks will be set each series covering different topics.

# More Information on the 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 (each pathway has different core skills):

**Design & Development core skills (page 16 onwards in the specification).**

- Core Skill A (**DD-CSA**) Planning and preparation
- Core Skill B (**DD-CSB**) Communication
- Core Skill C (**DD-CSC**) Developing proposals and concepts
- Core Skill D (**DD-CSD**) Evaluation

**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 Engineering & Manufacturing common core

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

# How the Employer Set Project (ESP) is structured for D&D

| Task | | Conditions | Evidence produced | Evidence submitted? | Timings | Marks available |
|---|---|---|---|---|---|---|
| 1 | Research | Supervised/ controlled | Technical brief, research notes, list of references/sources | Yes | 3 hours | 15 |
| 2 | Design | Supervised/ controlled | Sketches and drawings, calculations | Yes | 8 hours | 24 |
| 3 | Plan | Supervised/ controlled | Programme of work, supporting statement | Yes | 5 hours | 18 |
| 4 | Present | Supervised/ controlled | Presentation materials (slides, handouts, notes etc), video recording of observation | Yes | 2.5 hours | 24 |
| | | | | **Total** | 18.5 hours | 81 |
| | | | | **Maths, English and digital skills*** | | 9 |
| | | | | **Total marks** | | 90 |

*10% of the marks (i.e. 9 marks) allocated to maths, English and digital skills across all tasks.

- ***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 for D&D

## Scheduling of the Employer-set project assessments

The Employer-set project assessment window will occur from March to May annually. Specific dates will be released annually through the key date schedule for the following academic year.

| Task | Scheduling | Task duration |
|---|---|---|
| 1 Research | City & Guilds sets the assessment window for the centre to timetable | 3 hours |
| 2 Design | City & Guilds sets the assessment window for the centre to timetable | 8 hours |
| 3 Plan | City & Guilds sets the assessment window for the centre to timetable | 5 hours |
| 4 Present | City & Guilds sets the assessment window for the centre to timetable | 2.5 hours |

A supporting document and guidance will be shared in advance of the assessment to support timetabling and planning for centres, for example outlining any required resources or conditions. This will be released to centres as part of the Key Dates Schedule.

## Employer-set project

| Assessment objective | Typical evidence | *Approximate weighting |
|---|---|---|
| **AO1** Plan approach to meeting the brief | Evidence of a planned approach to work, considered sequence of activity, evidence of prioritisation, review and iterative working. Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and use of sources, response completed meeting required parameters, sources used effectively and integrated into response, effective use of time allocation available for presentations. | 13% |
| **AO2** Apply core knowledge and skills as appropriate | Linking knowledge principles and ideas and applying them in context of the brief when considering compiling response use of materials, concepts etc. Applying core skills e.g. communication, planning etc appropriately throughout tasks within project. | 50% |
| **AO3** Select relevant techniques and resources to meet the brief | Analysis of key issues, drawing together considerations and considering impacts of elements on each other (not just in isolation), consideration and analysis of the reasons for doing things in a particular way. | 13% |
| **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), use of calculations/diagrams etc appropriately, consideration of the use of ICT and digital methods both in brief response and in evidence presentation. | 10% |
| **AO5** Realise project outcome and review how well the outcome meets the brief | Considered analysis and evaluation of project outcome, response conclusion or evaluation, identification of solutions in response to brief problem with evidence of evaluation of other options and reasons for rejection of other options where not appropriate. | 13% |

*Weightings are rounded to the nearest whole number

# Assessment Objectives for Design & Development

## Assessment objectives

The Employer-Set Project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

| AO Ref | Assessment Objective |
|---|---|
| AO1 | Plan their approach to meeting the project brief. |
| AO2 | Apply core knowledge and skills as appropriate: |
| • AO2a | ○ core knowledge |
| • AO2b | ○ core skills:<br>i) **planning and preparation** e.g. interpret and confirm project requirements; plan and scope project (e.g. timescales, requirements, resources, cost); develop project plans<br>ii) **communication** e.g. interpret, use and produce engineering representations and drawings (including graphical language or conventions), interpret and use relevant technical information in a range of formats and media, communicate appropriately with technical and non-technical audiences (using appropriate technology, as appropriate)<br>iii) **develop and manufacture** e.g. design or devise a proposal to meet the brief, develop, model and revise concept(s)<br>iv) **evaluation** e.g. carry out appropriate tests, evaluation and analysis (at relevant stages), confirm appropriate model for final realisation, testing for suitability, evaluate how well the final product meets the brief (e.g. quality, time, resources, cost). |
| 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 the brief was met, the quality of the outcome in relation to the brief. |

D&D ESP Sample Marking Grid Page 5

# ESP Marking Distribution - Design & Development

## Employer-Set Project mark distribution

This table illustrates how the 90 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 | AO5a | AO5b | Total | AO4a | AO4b | AO4c | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Research | 3 | 3 | 6 | 3 | 0 | 0 | 15 | 3 | 3 | 3 | |
| 2. Design | 3 | 6 | 6 | 3 | 3 | 3 | 24 | | | | |
| 3. Plan | 3 | 6 | 6 | 3 | 0 | 0 | 18 | | | | |
| 4. Present | 3 | 6 | 6 | 3 | 3 | 3 | 24 | | | | |
| Total | **12** | **21** | **24** | **12** | **6** | **6** | **81** | **9** | | | **90** |
| AO marks | 12 | 45 | | 12 | 12 | | - | 9 | | | 90 |
| AO % | 13.3% | 50% | | 13.3% | 13.3% | | - | 10% | | | 100% |

NB - AO2 collectively must be at least 50% (i.e. 45 marks).

D&D ESP Sample Marking Grid Page 6

# Task 1 Research

(Planning, core knowledge, selecting techniques and resource) **(3hrs) (15 marks)**

**(The logical investigation into and study of materials and sources in order to establish facts and reach new conclusions).**

| Tasks | AO1 | AO2a | AO2b | AO3 | AO5a | AO5b | Total |
|---|---|---|---|---|---|---|---|
| 1. Research | 3 | 3 | 6 | 3 | 0 | 0 | 15 |

**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.**

**Evidence Required:**

- Technical brief (typically 1500 words - three A4) hard copy or file saved securely
- List of references/sources (copied and paste website used).
- Research notes * font sizes

**Task-specific requirements and considerations**

- Candidates should have access to the Internet in order to conduct research.
- The technical brief will typically be 1500 words.
- Candidates should be reminded to keep a record of their sources as these have to be submitted as evidence.

# Task 2 Design

(Planned approach, selecting techniques, Realise outcome, review outcome) **(8hrs) (24 marks)**

| Tasks | AO1 | AO2a | AO2b | AO3 | AO5a | AO5b | Total |
|---|---|---|---|---|---|---|---|
| 2. Design | 3 | 6 | 6 | 3 | 3 | 3 | 24 |

**Evidence Required:**

- The drawings evidence (annotated sketches and CAD drawings) will typically be four A3 size drawings.
- Supporting calculations will typically be two sides of A4.
- Notes detailing how the design meets the brief requirements will typically be 500 words.

**Task-specific requirements and considerations**

- Candidates should **not have** access to the Internet
- Session may be split into two sessions to aid delivery, with the first session being six hours and the subsequent session the remaining two hours.
- Sessions must be timetabled over consecutive days.
- Candidates should be reminded that their drawing submissions should include both initial sketches and fully realised designs.
- All candidates are required to complete a 'Declaration of authenticity' along with their evidence submission. This declaration formally confirms that the assessment has been conducted within the conditions and assessment windows set by the awarding body.
- If the eight hour session is broken into two sessions, candidates work must be retained and held securely between sessions.

# Task 3 Plan

(Plan approach, select techniques/resources) **(5hrs) (18 marks)**

**(A project plan outlines everything that's needed to create a successful project)**

| Tasks | AO1 | AO2a | AO2b | AO3 | AO5a | AO5b | Total |
|---|---|---|---|---|---|---|---|
| 3. Plan | 3 | 6 | 6 | 3 | 0 | 0 | 18 |

**Evidence Required:**

- Programme of work plans can be presented in an industry recognised format of the candidate's choice (typically one side of A4).
- The supporting statement will typically be 1000 words (two sides of A4).

**Task-specific requirements and considerations**

- Candidates should **not have** access to the Internet
- Candidates will have access to copies of responses to the previous tasks (for review purposes only)*

* pdf version

# Task 4 Present

(Plan approach, select techniques/resources, Realise outcome, review outcome) **(2.5 hrs) (24 marks)**
**(conveys information from a speaker to an audience)**

| Tasks | AO1 | AO2a | AO2b | AO3 | AO5a | AO5b | Total |
|---|---|---|---|---|---|---|---|
| 4. Present | 3 | 6 | 6 | 3 | 3 | 3 | 24 |

**Evidence Required:**

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

**Task-specific requirements and considerations (please refer to centre guidance for full explanation)**

- The candidate is allocated a **two-hour session in order to create the presentation** and allocated **half an hour to deliver and answer questions.**
- Candidates must use digital technology to present their findings. Candidates can choose the format or program they want to use for their presentation (e.g. PowerPoint etc).
- Candidates will have access to copies of their responses to the previous tasks (for review purposes only) as well as any presentation materials/notes (e.g. PowerPoint slides).
- All candidates must be asked three questions following their presentation (probing or clarification questions not included). The nature of the questions should relate to the content of their presentation.

# Task 4 Present (continue)

(Plan approach, select techniques/resources, Realise outcome, review outcome) **(2.5 hrs) (24 marks)**
**(conveys information from a speaker to an audience)**

**Task-specific requirements and considerations (please refer to centre guidance for full explanation)**

- The presentation should be presented by candidates individually (not in a group).
- I would recommend more than one member of staff.
- Given within the presentation one qualified member of staff will need to assume the role of ‘the audience’ and will need to ask three questions that are contextualised to the candidates’ presentation.
- The question asker will need 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

# Example breakdown of AOs and marks for Task 1

| | Band 1 descriptor | | | Band 2 descriptor | | | Band 3 descriptor | | | AOs (marks) | Total marks available |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Task 1** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **AO1 (3)**<br>**AO2a (3)**<br>**AO3 (3)** | **9** |
| **Research**<br>**(Planning, core knowledge, selecting techniques and resource)** | **Indicative Content – Sample version**<br>**AO1** - The candidate has planned their research. This may be evidenced in the coherence of structure of the technical brief and research notes and also in their details of research approach and how they planned their research. The consistency of coverage of the technical brief in relation to required aspects of the task. Clarity of section references to sources of guidance and industry standards.<br><br>**AO2a** - The candidate's confidence and appropriateness of use of terminology within the technical brief. The accuracy of the brief content in relation to sources. Evidence of the candidate narrowing and refining the bollard product design specification given in task 1. Extent to which the candidate has selected and defined the properties of a sustainable material for the bollard casing and a further material for the internal structure. Definition of properties may involve specifying the thickness of the material, the yield strength or the ductility. The candidate's determination of a light source for the bollard and how well it meets the required lux level for illumination. The choice of technology for counting the people who pass by the bollard, the level of detail it is specified to and how appropriate the method of power supply is. The candidate's comments on the acceptable fixing of the bollard to the ground and any further developed guidance on the overall shape and aesthetics.<br><br>**AO3** - The candidate's selected techniques and resources to meet the brief and their relevance. This will be evidenced by the selection of sustainable materials, people counting, power, lighting, foundation and base connection solutions for the bollard. The clarity of solutions and how closely and clearly they are derived from industry guidance and manufacturer proprietary literature e.g. PAS 68:2010 and PAS 69:2006. | | | | | | | | | | |

D&D ESP Sample Marking Grid Page 7

# Example breakdown of AOs and marks for Task 1 – part 2

| | Band 1 descriptor | Band 2 descriptor | Band 3 descriptor | AOs (marks) | Total marks available |
|---|---|---|---|---|---|
| | **Marking descriptors – All versions** | | | | |
| | Some evidence of a planned approach to research. (AO1) | Approach to research and collation of information shows planning and consistency. (AO1) | Brief requirements are considered consistently throughout the research and information collation – clear evidence of methodical and thorough approach to research and information gathering. (AO1) | | |
| | Some elements of core knowledge referenced but focus may be imbalanced and more focused on one area than another. (AO2a) | The application of core knowledge is referenced consistently for example in relation to technology, selection of bollard materials and development of initial ideas. (AO2a) | Core knowledge applied in all areas of the brief requirements including - technology, construction materials, and idea summation. (AO2a) | | |
| | Research techniques and resources detailed as part of evidence submission. (AO3) | Evidence of a range of techniques and resources used and referenced, with different source types considered. (AO3) | Evidence of comprehensive research techniques, use of resources, and full range of sources. All sources fully detailed and presented fully and consistently. (AO3) | | |

D&D ESP Sample Marking Grid Page 7

# Example breakdown of AOs and marks for Task 1 – Part 1

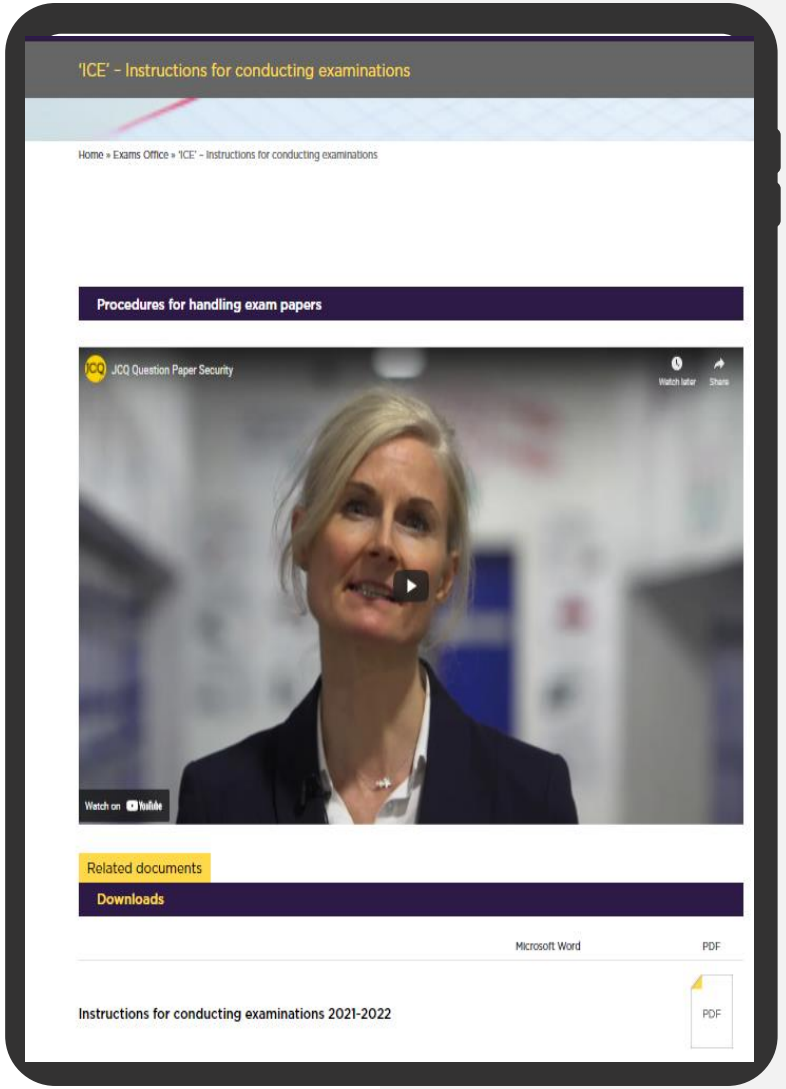
| | Band 1 descriptor | | Band 2 descriptor | | Band 3 descriptor | | AOs (marks) | Total marks available |
|---|---|---|---|---|---|---|---|---|
| **Task 1** | **1** | **2** | **3** | **4** | **5** | **6** | **AO2b (6)** | **6** |
| **Research (Core skills)** | **Indicative Content – Sample version**<br>**AO2b** - The candidate's demonstration of judgement and reasoning in relation to the refinement of the product design specification given in task 1. The level of synergy of initial ideas for the bollard into a written evaluation covering required elements - the aesthetics, sustainable materials, people counting technology, method of lighting, power supply and foundation fixing for the bollard. The candidate's effectiveness of communication of refined technical requirements for the bollard – clarity and conciseness of delivery. Expression of ideas in written evaluation and level to which they are supported e.g. through inclusion of images and level of referencing to sources. Evidence of a planning in technical brief in terms of consistency and balance of response (time spent consistently on elements). | | | | | | | |
| | **Marking descriptors – All versions** | | | | | | | |
| | Some basic elements of core skills drawn on and evidenced within task response - limited use of skills in relation to brief requirements. (AO2b) | | A range of core skills applied and evidenced consistently in task response in relation to different elements of project brief. (AO2b) | | Core skills applied consistently and comprehensively throughout task completion with - full range of core skills evidenced. (AO2b) | | | |

D&D ESP Sample Marking Grid Page 7

# 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.

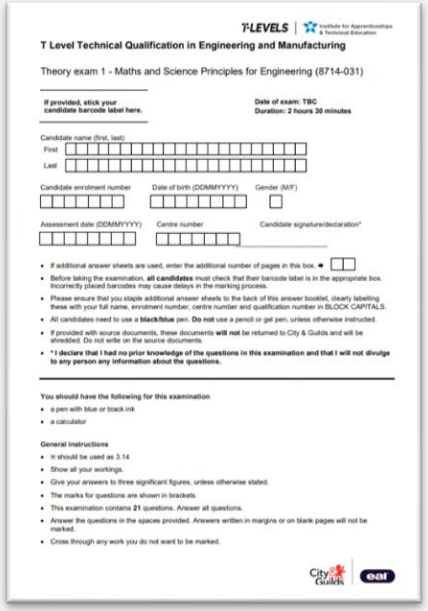
https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/




https://youtu.be/q-2rFfsf5Iw

# How the ESP is marked and graded

The ESP is externally marked by C&G using evidence you will need to upload.

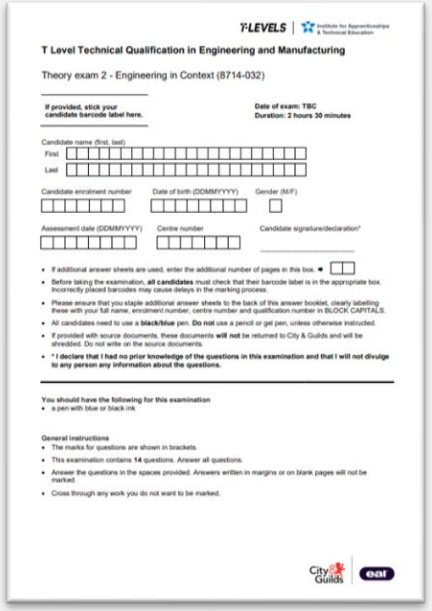



Exam paper 1

raw marks

(actual marks)

+




Exam paper 2

raw marks

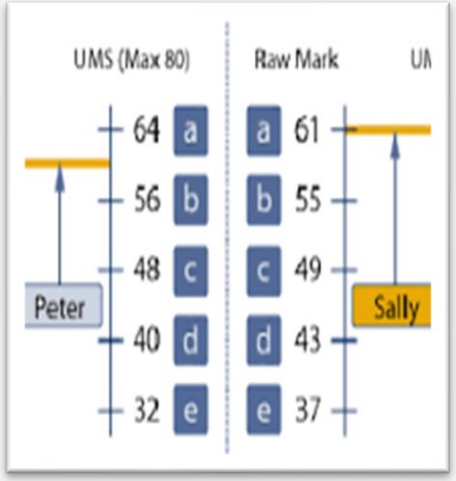
are combined and

Converted using a uniform mark scale (UMS)

+

ESP raw mark is converted to a UMS

=




Final core grade of A*-U generated

# To summarise - Evidence required by C&G

| Task | Evidence expected for marking |
|---|---|
| 1 - Research | Technical brief (typically 1500 words) , research notes, list of references/sources |
| 2 - Design | Drawings evidence (annotated sketches and CAD drawings) will typically be four A3 size drawings.<br>Supporting calculations will typically be two sides of A4.<br>Notes detailing how the design meets the brief requirements will typically be 500 words. |
| 3 - Plan | Programme of work (one side of A4),<br>Supporting statement (1000 words.) |
| 4 - Present | Presentation materials including presentation file and any handouts,<br>Video recording of presentation<br>Observation record |

**Key dates recap:**

- The ESP will be available to centres on the 6th March. You will be notified how you can access this. All four (4) tasks will be released to you at the same time to help you plan your assessments. Please refer to the assessment guidance on our Resource Hub Page - ESP Guidance

- The ESP is administered to learners during the assessment window which opens on 13th March and closes on 31st March 2023.

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

**Design & Development core skills (page 16 onwards in the specification).**

- Core Skill A (**DD-CSA**) Planning and preparation
- Core Skill B (**DD-CSB**) Communication
- Core Skill C (**DD-CSC**) Developing proposals and concepts
- Core Skill D (**DD-CSD**) Evaluation

12.4 **Risk assessment**.

**Range:**

Stages of **risk assessment** – Identification of hazards (hazard and operability study (HAZOP), hazard identification (HAZID)), evaluation of risks (likelihood, severity, number of people affected), implementation of control measures (hierarchy of control: elimination, reduction/substitution, isolation, controls, administration/training/safe system of work, PPE).

| What do learners need to learn? | Skills |
|---|---|
| The hazards associated with engineering and manufacturing contexts (equipment, stored energy, tools, electricity, harmful substances including gases, environments). | DD-CSC |
| Common industrial injuries that can occur without appropriate precautions. | |
| Methods of identifying hazards. | |
| How to evaluate risks. | |
| The hierarchy of control for control measures. | |
| Types of control measures typically used in engineering (guarding, machine isolation, PPE (eye protection, safety shoes, ear protection, gauntlets, helmets). | |

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

# How we support you

Updates/Topics/Networks

Blended approach to communication

Provider networks and events

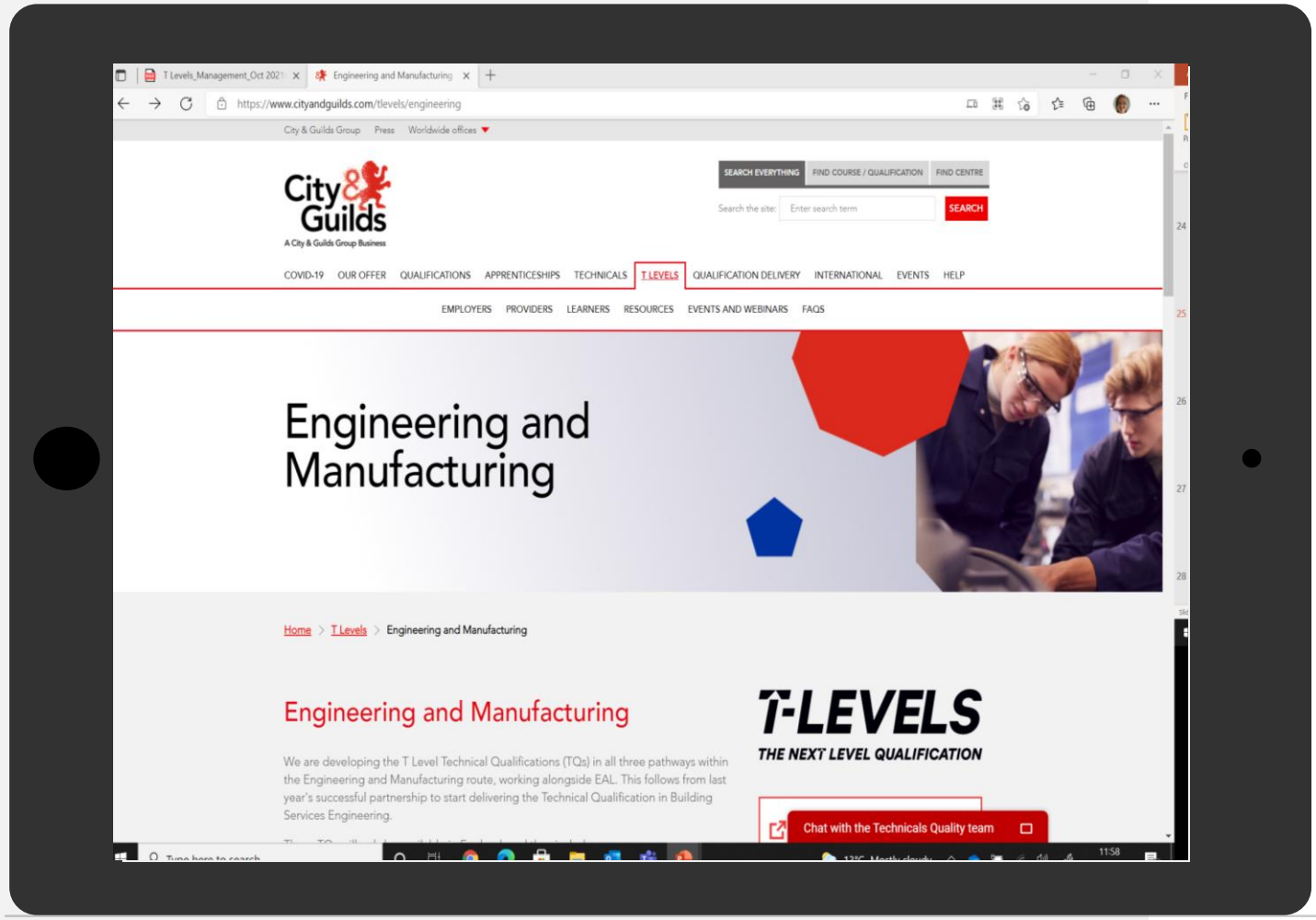
e-bulletin content and email updates

Website

# Support and Guidance

Ready to support eligible providers and stakeholder engagement

- Timeline
- Provider focus groups
- Employer Industry Boards
- e-bulletins
- Specification
- Resource Hub https://www.cityandguilds.com/tlevels/resources
- Learner flyer t-levels-learner-flyer-engineering-and-manufacturing
- Dedicated Technical Advisors




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

# Events & Webinars

- Face-to-face events
- Events, networks and webinars are located on our T Level Home page here under the accordion Engineering & Manufacturing. Here you will also find copies of the slide decks presented in the events, networks and webinars.
- Recorded webinars on our dedicated Engineering Go To Webinar Channel here.
- For the most up to date information regarding future events please register for our T Level e-bulleting at the bottom of this webpage, here.

**Next Event:**

(**22.02.23**, 15:00-16.00 GMT) Delivering the Employer Set Project for Engineering & Manufacturing T Level - MIR Part 1

(**23.02.23**, 11:00-12.00 GMT) Delivering the Employer Set Project for Engineering & Manufacturing T Level - MPC Part 1

**T Level in delivery, preparing for core assessment face to face network London -** City and Guilds London Office

Tuesday, 7 March 2023 at 10:00 GMT

https://www.eventbrite.co.uk/e/t-level-in-delivery-preparing-for-core-assessment-face-to-face-network-tickets-503234055607

**T Level preparation for core assessment face to face network Wakefield**

City and Guilds Wakefield Office

Wednesday, 8 March 2023 at 10:00 GMT

https://www.eventbrite.co.uk/e/t-level-preparation-for-core-assessment-face-to-face-network-wakefield-tickets-503261758467

# Websites to Support Providers

**T Level Industry Placement Delivery Guidance**
T Level industry placements delivery guidance - GOV.UK (www.gov.uk)

**Introduction to T levels**
T levels - GOV.UK (www.gov.uk)

**How T Levels are funded**
How T Levels are funded - GOV.UK (www.gov.uk)

**T Levels capital fund**
T Levels capital fund - GOV.UK (www.gov.uk)

**T Levels resources for teachers and careers advisers**
T Levels resources for teachers and careers advisers - GOV.UK (www.gov.uk)

**T Levels: next steps for providers**
T Levels: next steps for providers - GOV.UK (www.gov.uk)

**Supporting with delivering T Levels**
Support with delivering T Levels

**T Level Transition Programme Framework for 2022 – 2023**
T Level Transition Programme Framework for Delivery 2022 to 2023 - GOV.UK (www.gov.uk)

**ETF Foundation – T Levels**
T Level Professional Development - Education & Training Foundation (et-foundation.co.uk)

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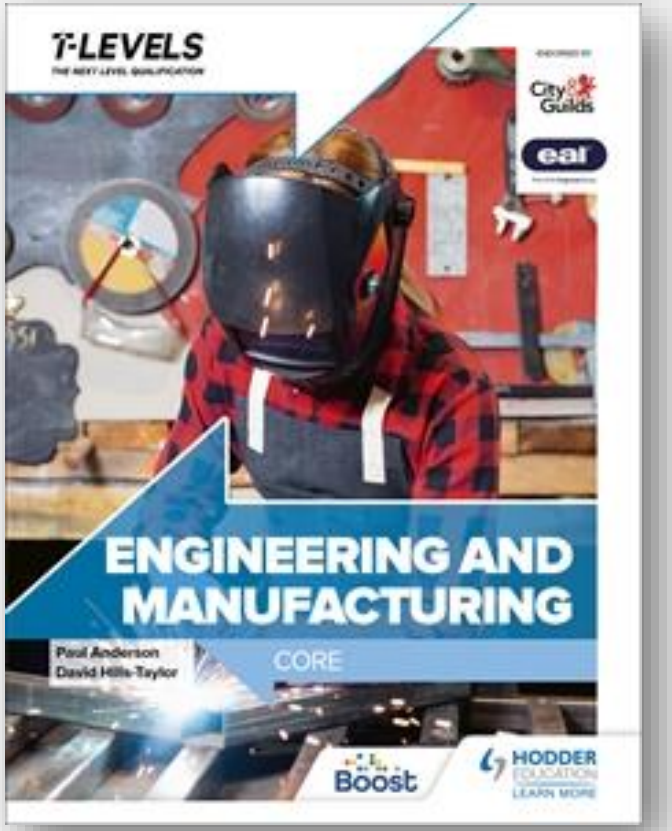


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Ensure a standardised and consistent approach to quality assurance, moderation, feedback and processes

- **Technical Qualification Associates (TQAs)**

Review Eligible Provider approval applications, including supplementary evidence and carry out approval and support activities.

- **Chief/Principal Examiners**

Produce and submit assessment materials and participate in all stages of the production process until sign off.

- **Marking Examiners**

Mark candidates' scripts/evidence in accordance with the agreed marking scheme/criteria within the agreed timescale

For further information, please contact Samantha.Ashman@cityandguilds.com or visit our website on the attached link: Associate Vacancies | City & Guilds Group Careers

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## Questions?
## Thank you for attending

February 2023

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