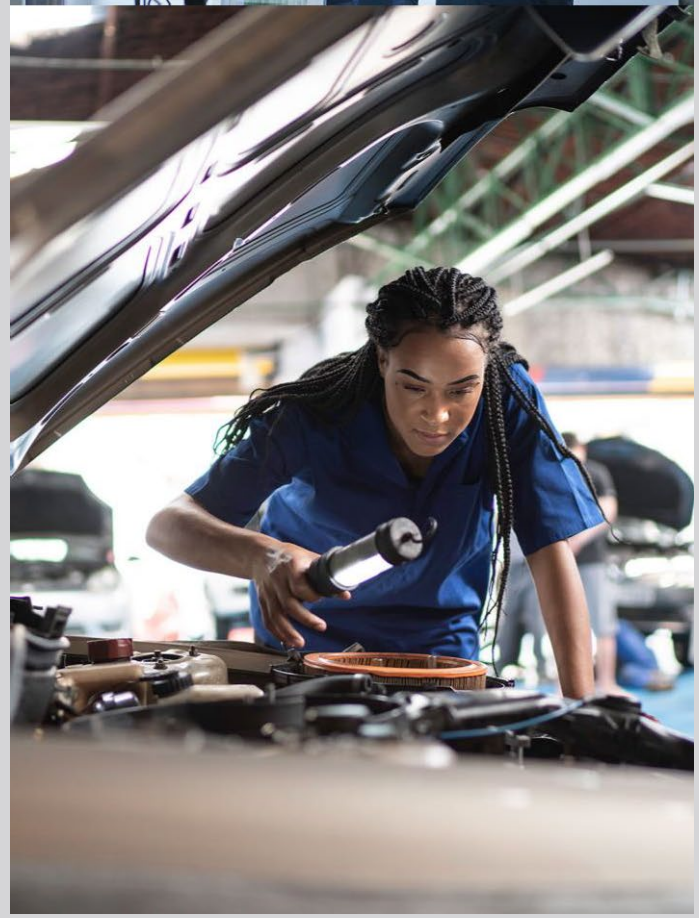
Engineering and Manufacturing T Level

Guide to delivering and marking the Maintenance, Installation and Repair for Engineering and Manufacturing Occupational Specialisms

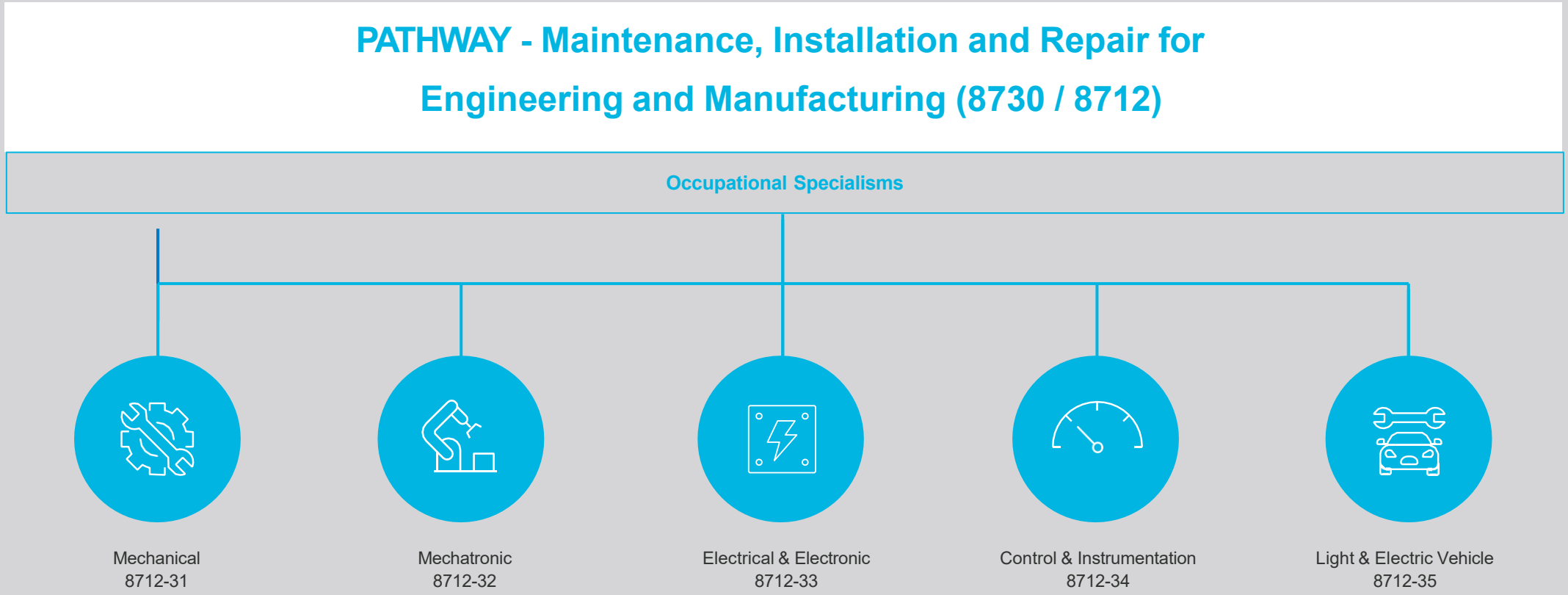
Agenda

- Overview of the occupational specialism assessment requirements
- Assessment windows of the five occupational specialisms
- Assessment documentation
- Marking process and marking guides
- Support resources

Note: This is targeted at the Maintenance, Installation and Repair Pathway, please see our readily available on demand videos for D&D (Design and Development) and MPC (Manufacturing, Processing and Control). This Video will also not include information regarding the Engineering Core.



Route: Engineering and Manufacturing



Have you downloaded the TQ Occupational Specialism Assessment process guide?

Resource Hub - T Levels | City & Guilds

TQ Occupational Specialism Assessment process guide

Assessment guidance

The following documents provide guidance on how to deliver and mark assessments which form part of the T Level technical qualifications.

Employer-Set project

Download the Employer-Set Project guidance (PDF)

T Levels/ESP Guidance

This 1 hour video and slides provide support for the Employer-Set Project autumn 2024 series. The recording details aspects of the required documentation and best practice for collecting and uploading evidence. This is useful for exams teams and curriculum teams who are responsible for capturing and uploading evidence. - Watch the video | Download the slides

This bitesize video will walk you through how to upload T Level ESP evidence for your learners - Watch the video

Occupational Specialism assessments

Occupational Specialism Student Evidence Requirements

Application of the Occupational Specialism assessment Marking Grids

Download the TQ Occupational Specialism Assessment Process Guide. (Not applicable for Management & Administration) (PDF)

Download the Occupational Specialism Assessment Process Guide. (Management & Administration Only) (PDF)

Overview of the Maintenance, Installation and Repair for Engineering

Learners must complete:

- One **synoptic** assignment

Occupational Specialism Component - Learners must complete **one** assessment component						
Assessment component	**Method**	**Duration**	**Marks**	**Weighting**	**Marking**	**Grading**
Maintenance engineering technologies: Mechanical	Externally set assignment	22 hours	90	100%	Externally moderated	All Occupational Specialism components will be awarded on the grade scale P, M, D
Maintenance engineering technologies: Mechatronic	Externally set assignment	22 hours	90	100%	Externally moderated	
Maintenance engineering technologies: Electrical and Electronic	Externally set assignment	22 hours	90	100%	Externally moderated	
Maintenance engineering technologies: Control and Instrumentation	Externally set assignment	22 hours	90	100%	Externally moderated	
Light and Electric Vehicles	Externally set assignment	22 hours	90	100%	Externally moderated	

Occupational Specialism Assessment – Practical assignments – Maintenance, Installation and Repair

Each occupational specialism assessment will comprise of a practical assignment that.

- Contains **90 marks**
- Set duration of **22 Hours**
- **Externally set, Internally marked**
- **Externally moderated** by City & Guilds
- is based on an overarching project brief
- Range of individual tasks that are mapped to the performance outcomes of the specialism; with weightings applied per performance outcome.
- Mark scheme that reflects the individual performance outcome assessed by the specialism and with banded marks to reflect the assigned weightings.

Performance Outcomes

- The weightings for each performance outcome will remain the same for every version of the practical assignment.
- This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Note: The image is for representation purposes and there are slight variations of weighting across the five pathways

Maintenance Engineering Technologies: Mechanical

Performance outcomes

The weightings for each performance outcome will remain the same for every version of the practical assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Performance outcome	Typical knowledge and skills	Weighting
PO2 Analyse requirements, specifications and technical information to enable the delivery of successful maintenance, installation, servicing and repair of mechanical plant and equipment.	Interpret requirements of a brief through the analysis and interrogation of available information sources and formats. Consider all relevant aspects of a brief challenging and confirming expectations including risks. Select and use techniques and technologies that will assist in the analysis of information available.	10%
PO3 Plan and prepare the maintenance, installation, servicing and repair of mechanical plant and equipment, taking into account the specific requirements and context.	Plan to meet the requirements of a brief effectively with consideration of required resources and technology. Identify and mitigate potential issues prior to maintenance, installation, servicing and repair activities through risk assessment and management. Prepare the work area, including required tools and equipment for maintenance, installation, servicing and repair activities.	20%
PO4 Perform relevant maintenance, installation, servicing and repair of mechanical plant and equipment, using appropriate techniques and procedures to achieve the required quality outcomes and solutions.	Maintain, install and repair mechanical electronic systems, equipment, and components. Use diagnostic and measurement techniques, tools and equipment safely and efficiently. Locate faults and carry out maintenance activities efficiently. Remove, repair and replace components in line with best practice to complete maintenance, installation, servicing and repair tasks. Re-commission and return mechanical systems to service, and reinstate the work area following maintenance, installation, servicing and repair activities	40%
PO5 Review and evaluate activities to help improve workplace systems and processes associated with maintenance, installation, servicing and repair of mechanical plant and equipment, demonstrating commercial awareness and accountability.	Deal with issues and problems quickly and efficiently, escalate issues in line with correct lines of reporting. Monitor work to ensure efficiency, and safety at all times. Carry out quality monitoring and assurance checks to review processes. Make positive contributions when responding constructively to feedback from others.	20%
PO6 Communicate mechanical operations, maintenance, installation, servicing and repair information, proposals and solutions, producing, recording and explaining relevant technical information.	Record and amend technical information, data, risks and issues to support maintenance, installation and repair activities. Use different techniques to communicate technical information effectively with consideration of audience and format, and complete handover procedures.	10%

Performance Outcomes & Assessment Themes – Maintenance Engineering Technologies: Mechanical

Performance outcome and weighting (%)	*High level tasks* *Provide specific instructions for candidates to provide evidence for and are the same for every version of the assessment*	Assessment Theme	*Typical evidence*
PO2 Analyse requirements, specifications and technical information to enable the delivery of successful maintenance, installation, servicing and repair of mechanical plant and equipment. (10%)	T1- Plan and prepare	Planning and preparation	List of requirements and resources, and method statement.
PO3 Plan and prepare the maintenance, installation, servicing and repair of mechanical plant and equipment, taking into account the specific requirements and context (20%)	T1- Plan and prepare T2 – Perform	Health and safety Planning and preparation Systems and components Health and safety Planning and preparation Systems and components	List of requirements and resources, and method statement. Risk assessment. Work area preparation
PO4 Perform relevant maintenance, installation, servicing and repair of mechanical plant and equipment, using appropriate techniques and procedures to achieve the required quality outcomes and solutions (40%)	T1- Plan and prepare T2 – Perform T3 – Review and report T4 - Handover	Health and safety Health and safety Systems and components Working with faults Health and safety Systems and components Reviewing and reporting Health and safety Reviewing and reporting	List of requirements and resources, and method statement. Risk assessment. Completed test records, updated maintenance records and control documents Annotated method statement. Maintenance activities and work area re-instatement Technical report Technical report and maintenance schedule. Handover meeting.
PO5 Review and evaluate activities to help improve workplace systems and processes associated with maintenance, installation, servicing and repair of mechanical plant and equipment, demonstrating commercial awareness and accountability (20%)	T2 – Perform T3 – Review and report T4 - Handover	Systems and components Reviewing and reporting Health and safety Reports and information	Completed test records, updated maintenance records and control documents Annotated method statement. Technical report and maintenance schedule. Handover meeting.
PO6 Communicate mechanical operations, maintenance, installation, servicing and repair information, proposals and solutions, producing, recording and explaining relevant technical information (10%)	T3 – Review and report T4 - Handover	Reports and information Reports and information	Technical report and maintenance schedule. Handover meeting

Performance Outcomes & Assessment Themes for Each Occupational Specialism

Maintenance Engineering Technologies: Mechanical – Page 107

Maintenance Engineering Technologies: Mechatronic – Page 135

Maintenance Engineering Technologies: Electrical and Electronic – Page 163

Maintenance Engineering Technologies: Control and Instrumentation – Page 192

Light and Electric Vehicle– Page 224

Engineering and Manufacturing: Maintenance, Installation and Repair Technical Qualification Specification

Example Key Dates for delivery of the OS assessment

Series Summer 2026	Asessment Code	Component	Component Name	OS window Start	OS Window End	OS Upload Deadline
Summer 2026	8712-311	OS	MET: Mechanical	23/03/2026	15/05/2026	15/05/2026
Summer 2026	8712-312	OS	MET: Mechatronic	23/03/2026	15/05/2026	15/05/2026
Summer 2026	8712-313	OS	MET: Electrical and Electronic	23/03/2026	15/05/2026	15/05/2026
Summer 2026	8712-314	OS	MET: Control and Instrumentation	23/03/2026	15/05/2026	15/05/2026
Summer 2026	8712-315	OS	Light Vehicle Repair	23/03/2026	15/05/2026	15/05/2026

OS resource list release for all four pathways is 16/2/26
OS assessment material release is 9/3/26

Please note: The dates change on an annual basis

Assessment Structure and Process

Occupational Specialism Assessment Information

The Occupational Specialism assignment consists of a project brief presented as client requirements or a specification of work that is realistic to the Occupational Specialism rather than a detailed list of instructions on what to do.

There will be several high-level tasks in every version of the assessment, and these will take the form of planning and carrying out the industry relevant practical tasks. Within each high-level task there will be several sub tasks that learners will need to complete as directed within the assessment documents. The sub tasks will reflect the project brief for that version

Page 40
Engineering and Manufacturing: Maintenance, Installation and Repair Technical Qualification Specification

Synoptic Assignments

- The Occupational Specialism synoptic assignments are based around performance outcomes and will be marked at a task level.
- Once learner evidence has been generated, internal assessors will make a holistic judgement on performance by applying the knowledge and skills that have been demonstrated to task grade descriptors within the marking grid.
- The learner will receive a total mark for each task.
- The total for each task is accumulated, giving a total mark for the synoptic assignment.
- Task grade descriptors will be common across every version of the assessment and will assess a similar range of evidence across assessment versions, ensuring comparability of demand between every version of the assessment.
- Internal assessors will be directed to specific task evidence that must be used to support judgements on performance against the grade descriptors.
- The grade descriptors will be broad enough to ensure that all the performance criteria across the specialism are assessed, supporting reliability of the assessment.

TQ Occupational Specialism Assessment process requirements – From page 30

Standardisation

- City and Guilds provides qualification specific materials for providers to use to carry out standardisation activities.
- Ensuring all markers of the Occupational Specialism have completed standardisation activities is imperative as it allows for consistency and fairness of marking across all cohorts within a centre.
- Provided with the standardisation materials are Grade Sample Exemplification Materials (GSEMs) and these are there to indicate the minimum threshold competency for a pass and distinction grade. Do not use these as guides for evidence production and please refer to the specific assessment guidance.
- Once standardisation has been completed, Centres are advised to review candidates marked by other assessors who have received the same/similar marks to confirm the work is of the same standard.

Standardisation materials for each Occupational Specialism can be found here:
T Level Technical Qualification in Maintenance, Installation and Repair for Engineering and Manufacturing qualifications and training courses | City & Guilds

Guide to Marking

General Guidance on Documentation

Marking Guidance

Please refer to the T Level Technical qualifications – marking and moderation centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

These can be found in the T Level Resource Hub, under Assessment Guidance.

The **Candidate Record Form** (CRF) is used to record:

- details of any guidance or the level of prompting the candidate has received during the assessment period
- notes bringing together relevant evidence from across tasks during marking
- summary justifications when holistically coming to an overall judgement of the mark for each assessment objective.
- if an assessment has to be stopped on the grounds of Health and Safety or if a candidate has been working in an unsafe manner.

The **Assessor Observation form** is used to record:

- descriptive information and evidence of candidate performance during an observation.

Example Candidate Record Forms

10. Candidate Record Form (CRF) - Exemplar

T level technical qualifications

(T level technical qualification – Mechanical engineering occupational specialism)

Candidate name	Candidate number
Centre name	**Centre number**

Marker Notes *– Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.*

Please record any guidance, intervention (including Health and Safety) or feedback that is given to a candidate.

Expand boxes as required.

Health and safety												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Mark	Notes and justification											
Design and planning												
Documents												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Mark	Notes and justification											
Drawings and diagrams												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Mark	Notes and justification											
Virtual modelling									
---	---	---	---	---	---	---	---	---	---
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Mark	Notes and justification								

10. Candidate Record Form (CRF) - Exemplar

T level technical qualifications

(T level technical qualification – Electrical and electronic engineering occupational specialism)

Candidate name	Candidate number
Centre name	**Centre number**

Marker Notes *– Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.*

Please record any guidance, intervention (including Health and Safety) or feedback that is given to a candidate.

Expand boxes as required.

Health and safety												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Mark	Notes and justification											
Design and planning												
Documents												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Mark	Notes and justification											
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Mark	Notes and justification											
Virtual modelling									
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	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Mark	Notes and justification								

Assessor observation forms

- Observation notes form part of the candidate's evidence and must capture evidence of candidate performance during the practical tasks.
- Notes must describe how well the activity has been carried out, rather than stating the steps/actions, the candidate has taken.
- The notes must be very descriptive and focus on the quality of the performance that are notable in relation to the quality indicators in the marking grid.
- They must provide sufficient, appropriate evidence that can be used by the assessor (and moderator) to mark the performance using the marking grid.
- Evidence captured in the observation form must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence is available, at which point full consideration of how the candidate has applied both their skills and their knowledge during the practical can be given.
- Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on how well they do it, and quantitative records of accuracy and tolerances would.
- The assessor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Assessor observation forms

The Practical Observation Records Pack will indicate the required number of observation forms for your pathway

Task 2

Task 2 Practical observation form

8714-321 Design and Development: Mechanical - Summer 2024

Candidate name	Candidate number
Provider name	**Date**

Complete the table below referring to the relevant marking grid, found in the assessment pack.
Do not allocate marks at this stage.

This observation must cover	Assessor observation should include:	Assessment Themes
Construction of the prototype	• The construction of the prototype.	• Health and Safety • Manufacturing
Testing and verification of the prototype	• The testing and verification of the prototype.	• Health and Safety • Manufacturing

Notes – *detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.*

Construction of the prototype:

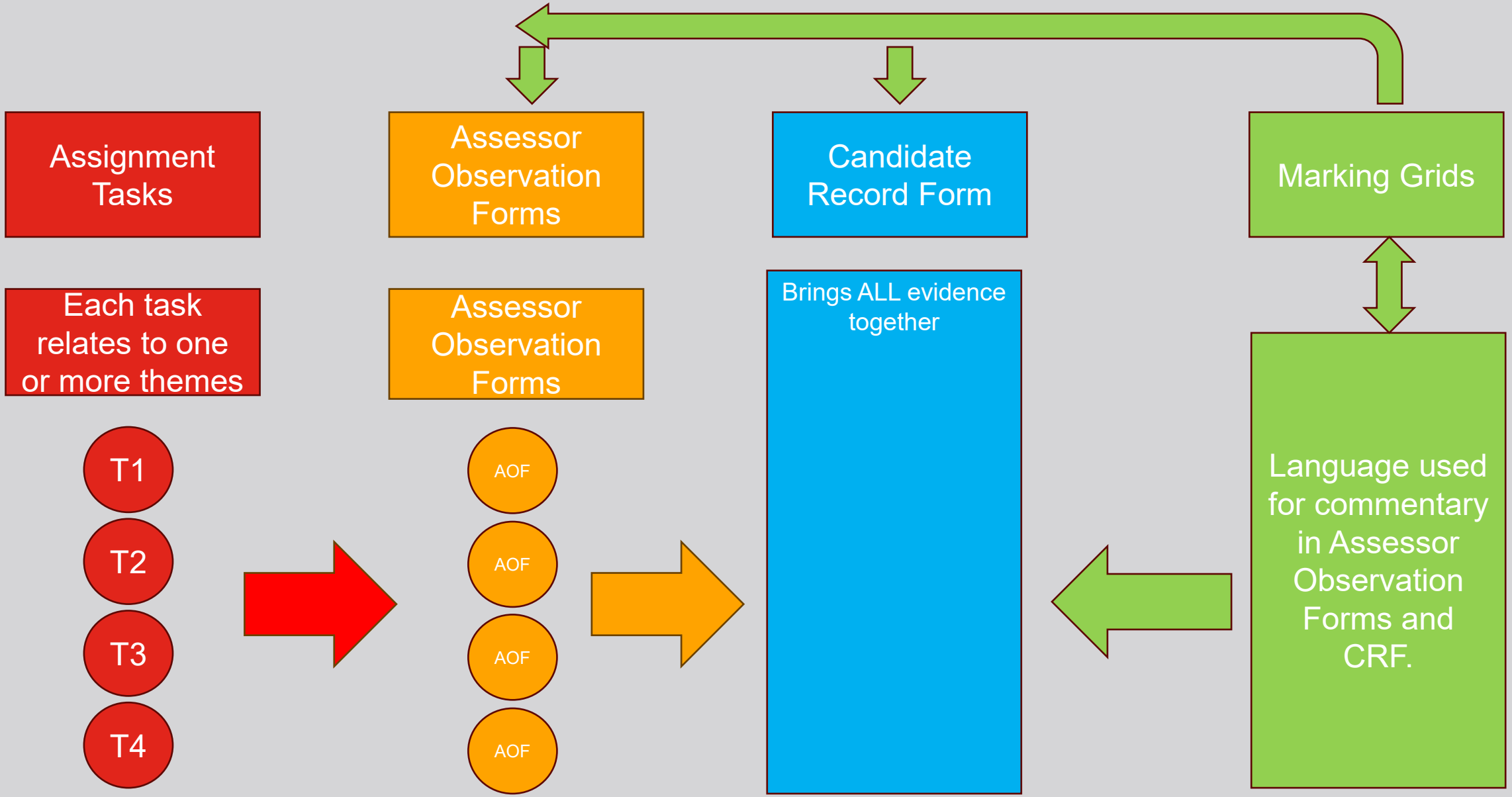
The testing and verification of the prototype:

Internal assessor signature	Date
X	

Guide to Marking

Assessment Themes

Synoptic Assignment Marking Overview



Carrying out marking using assessment themes

- The process of marking each assessment theme will become easier as the descriptors become more familiar.
- Referring to the descriptors at regular intervals will help ensure that the standard does not unintentionally change during the marking period.
- The indicative content listed in the marking grids gives an indication of the expected content that may be covered by candidates. However, it is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or may include relevant topics that are not listed.
- The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on performance in relation to the specific assessment theme.
- Evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme.
- You cannot mark an assessment theme until all the required evidence has been produced.

Process for marking each assessment theme

- Select the range of evidence required for making the judgement – this is listed in the mark scheme for each assessment theme.
- Read the candidate evidence and add notes on the CRF e.g. regarding level of support/guidance recorded, evidence captured by assessor observation forms and the indicative content and band descriptors in the mark scheme.
  - Note: for any warnings given during the assessment, the actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence.
  - Note: the evidence contained on the CRF must be considered and a judgement made on the level of performance the candidate has independently demonstrated – this will vary depending on the level of support detailed on the CRF – i.e. consider all relevant evidence and then judge the appropriate mark using the following process.
- Make an initial assessment of the evidence as a whole (acknowledging uneven performance across evidence), considering each band in turn and the level of learner performance shown in respect to the knowledge and skills in the indicative content.
- Use this to make a balanced judgement of the best band to use as a starting point.

Process for marking each assessment theme

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an evenly distributed scale:
  - if the quality of response fully aligns with the performance described by the descriptor – assign a high mark within the band.
  - if the quality of the response partially aligns with the performance described by the descriptor – assign a low to medium mark within the band.
  - consider the quality compared to a range of similar responses (e.g. relevant exemplars, responses reviewed during standardisation, and through experience) and choose a mark on the scale that would give an appropriate ranking in relation to this information and in comparison with that of the rest of the cohort for that assessment theme.

Guide to Marking

Marking Grids

Marking Grids – Assessment Themes

Required evidence for marking

Marking grid

There is a marking grid for each assessment theme that must be assessed as part of this Occupational Specialism assignment. The individual statements within the band descriptors should be treated together to make one whole descriptor and not separately.

Assessment theme – Health and safety

Guidance for assessors

Evidence from Tasks 1, 2, 3a and 4 should be used to assess performance against this assessment theme.

Task 1

- a list of requirements and resources, including justifications for the selections
- a completed risk assessment
- a method statement.

Task 2

- updated maintenance records and control documents
- annotated method statement, including any recommendations for further investigation if required.
- assessor observations of the work area preparation
- assessor observations of the service and maintenance activities
- photographic evidence showing:
  - the prepared work area
  - the working area after disassembly
  - the re-instated work area.

Task 3a

- technical report.

Task 4

- assessor observations of handover meeting

Marking Grids – Indicative Content

Note: where there is insufficient evidence to award a mark, a zero mark must be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment theme	Total marks per assessment theme
	Indicative content: Identification of risks and hazards that if not controlled could cause injury to themselves or others, that may include: • low risk - slips, trips and falls, cuts and abrasions, lifting, irritants • medium risk – burns, scalding, debris and falling objects • high risk - entanglement in moving parts, crushing and malfunction. Analysis of risk with mitigation and control measures prepared against hazards for planned tasks, including PPE. Assessment of risk as part of planning and preparing for maintenance and repair activities, including health and safety related preparatory checks on tools, equipment and the work area. Completion of safe isolation procedures: • obtain permission to start work • prove that the approved voltage indicator is functioning correctly • identify the source(s) of supply using an approved voltage indicator • isolate the supply, lock out tag out (LOTO) and retain the key • prove the system/equipment is DEAD using an approved voltage indicator • put up warning signs to tell other people that the electrical installation has been isolated • once the system/equipment is proved DEAD, work can begin • drain lubricating/cutting fluids. Application of safe working practices applied during inspection and testing, disassembly, reassembly, replacement and modification of components, sub-assemblies and systems, including: • Tidiness of work area throughout the tasks, and condition the area is left in once completed, returning tools and equipment to the storage facilities • use of PPE as identified in their risk assessment and/or list of requirements and resources, including safety glasses, gloves, workwear and boots				

Marking Grids – Marking Bands

Marks per band	1-4	5-8	9-12	N/A	12
Health and safety	Risk assessment covers the majority of risk factors and some control measures have been identified. Likelihood or severity has been considered for some risks and hazards. Some relevant potential safety issues considered as part of preparatory checks and planning activities, including all steps of safe isolation procedures. Works safely during all practical activities, following all relevant safety procedures, but when working some low risk hazards were missed that did not result in any accident or injury.	Risk assessment covers a good range of risk factors, including risk control measures identified for most of the potential risks and hazards. Likelihood and severity has been considered for most risks and hazards. Most relevant potential safety issues considered as part of preparatory checks and planning activities, including all steps of safe isolation procedures. Works safely during all practical activities, following all relevant safety procedures, with most risks and hazards that occur during the tasks correctly mitigated against as they arise.	Risk assessment is detailed and clearly identifies all of the associated risk factors, risk control measures and have been clearly identified for all potential risks and hazards. Likelihood and severity has been considered for all risks and hazards. All relevant potential safety issues fully considered as part of preparatory checks and planning activities, including all steps of safe isolation procedures. Works safely during all practical activities, following all relevant safety procedures, with all risks and hazards that occur during the tasks correctly prepared for and mitigated against as they arise.		
	Work area left in safe condition, some tools and equipment not returned to correct storage facilities, disposal of waste was carried out but with limited reference to disposal requirements and waste regulations. Minimal health and safety considerations have been included as part of reviewing, reporting or handover.	Work area left safe, clean and tidy, with most tools and equipment returned to correct storage facilities, disposal of waste was carried out but with some reference to disposal requirements and waste regulations. A good range of health and safety considerations have been included as part of reviewing, reporting and handover.	Work area returned to original condition with all tools and equipment returned to correct storage facilities, disposal of waste was carried out taking into account all of the disposal requirements and waste regulations. A comprehensive range of health and safety considerations have been included as part of reviewing, reporting and handover.		

Declaration of Authenticity

- Declarations of Authenticity are required.
- These must be signed and dated by both the candidate and the tutor.

9. Declaration of authenticity

Assessment ID	Qualification number
Candidate name	**Candidate number**
Centre name	**Centre 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).

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

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.

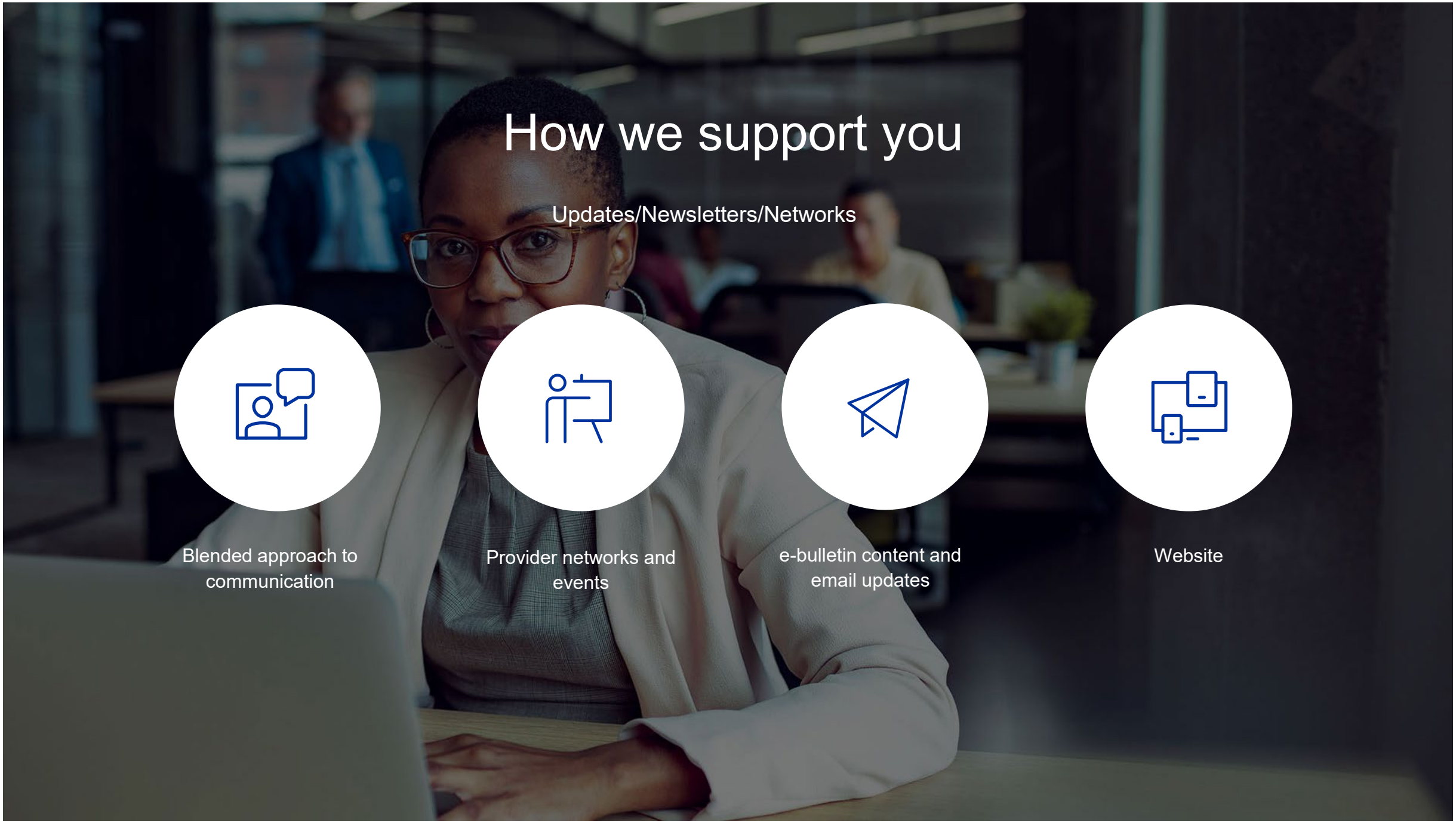
Assessor signature	Date

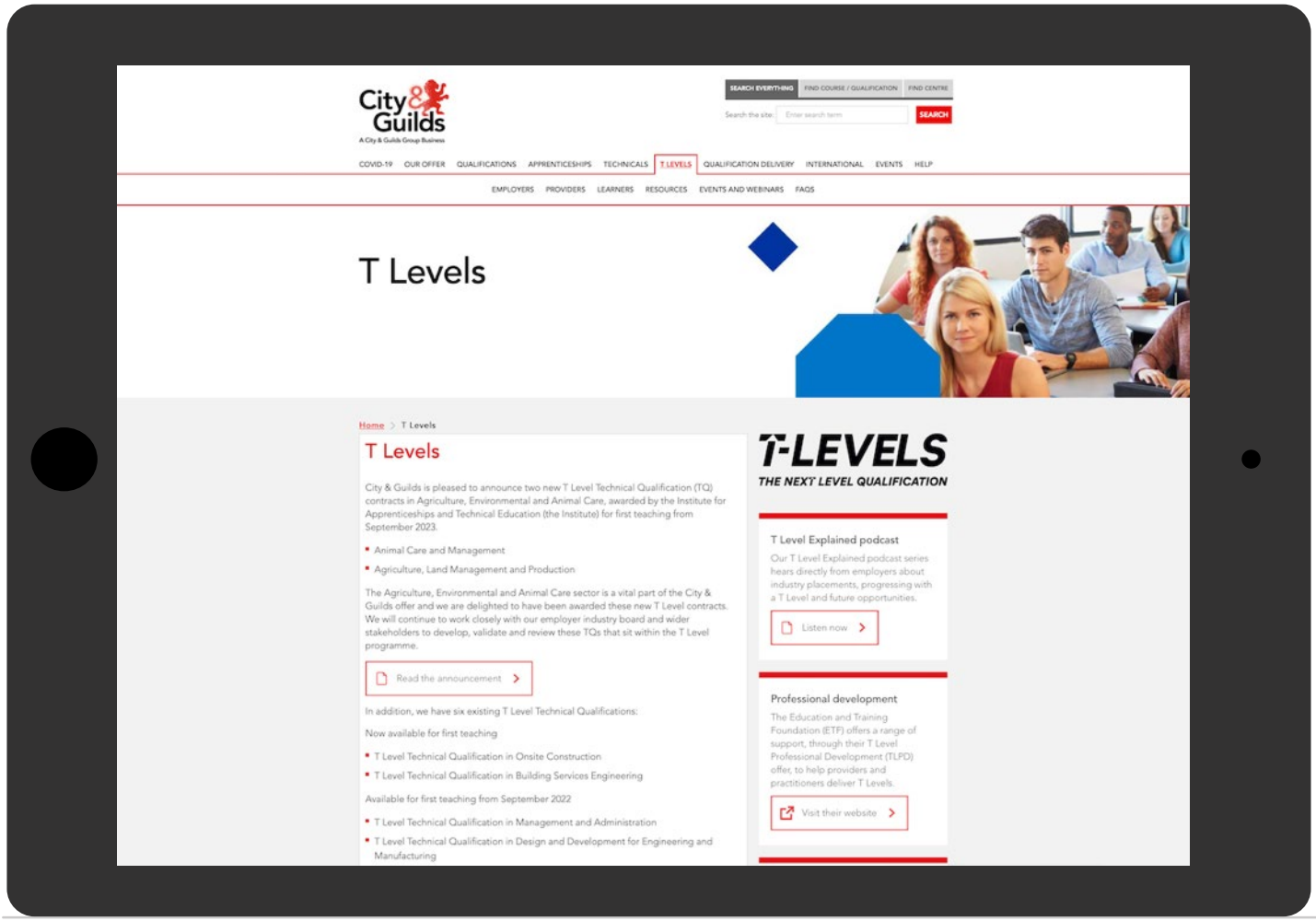
Note: Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre and this will delay the moderation process. If any question of authenticity arises, the assessor may be contacted for justification of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

Tips

- Ensure clear linking of terminology used in the marking grid to the assessor observation forms and CRFs.
- Take good quality photos and videos.
- Fully read the Assessor Pack and the TQ Occupational Specialism Assessment Guide. There is a lot of key detail in these packs.
- Make sure all markers/assessors are standardised using C&G materials as well as your own candidates' materials.

Resources and Support


How we support you
Updates/Newsletters/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

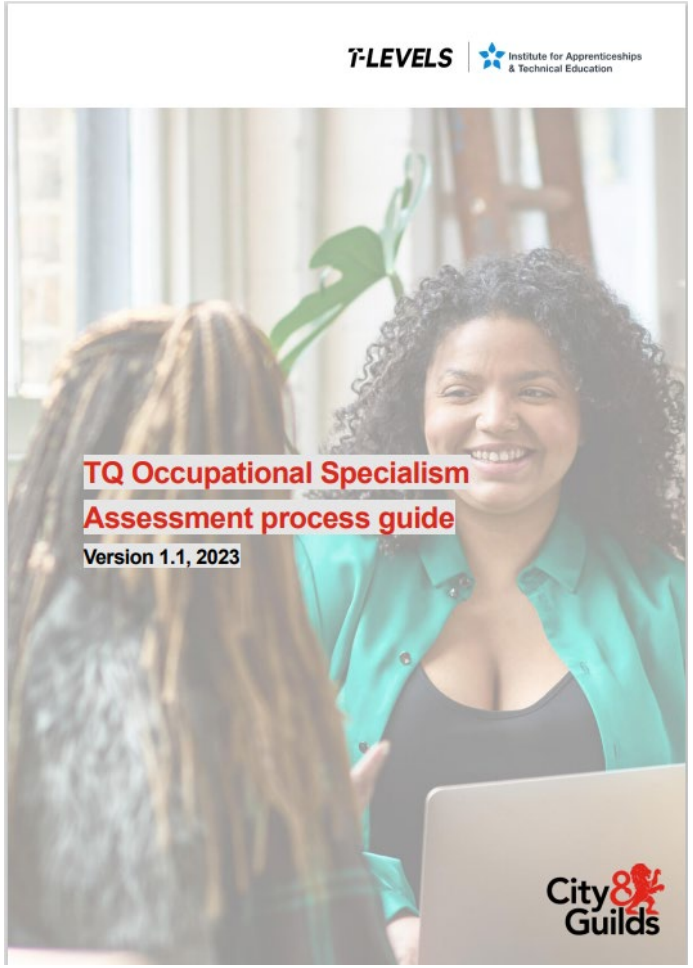
To find out more about City & Guilds T Levels, please visit our webpages

- Updated webpage for T Levels
- Provider focus groups
- Employer Industry Boards
- e-bulletins
- Resource Hub
- Dedicated Technical Advisors

https://www.cityandguilds.com/tlevels

Resources

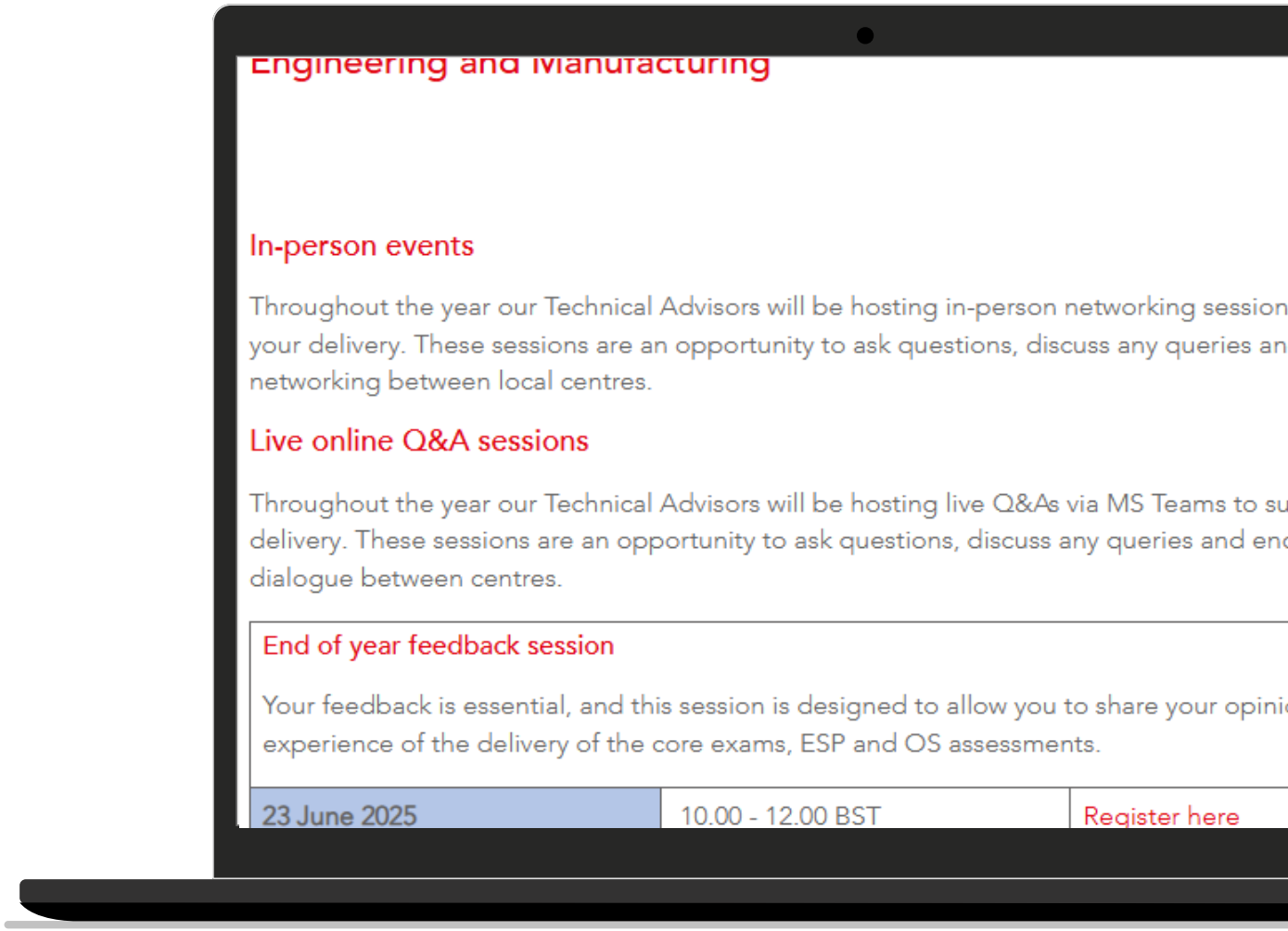
- Please visit the T Level Resources Hub for generic resources relating to the OS: Resource Hub - T Levels | City & Guilds (cityandguilds.com)
- Occupational specialism evidence requirements can be found here.
- Applying the occupational specialism marking grids video can be found here.
- The occupational specialism assessment guide can be found here.



Events and Webinars

Visit the T Levels Events & Webinars page for information on future events and to access on-demand recordings: [Events and webinars - T Levels | City & Guilds (cityandguilds.com)]

For the most up to date information regarding future events please register for our T Level ebulletins at the bottom of this webpage: [T Levels for Providers - T Levels | City & Guilds (cityandguilds.com)]



T Level Associate Vacancies

Would you like to be involved with supporting the delivery of T-Levels?

- **Principal Moderators / Moderators** 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

Associate Vacancies | City & Guilds Group Careers (cityandguildsgroup.com)