



**Occupational Specialism (OS)
Assessment process requirements:
T Level Technical Qualification in
Management and Administration (full
OS) & T Level Technical Qualification in
Animal Care and Management (OS
research projects 8717-408 and 8717-
410 only)**

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Document revision history

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1.4	Guidance amended to incorporate T Level Technical Qualification in Animal Care and Management Occupational Specialism research projects 8717-408 and 8717-410. IfATE logo replaced by HM Government logo.	October 2025

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1. Introduction

1.1. Purpose and scope

This document has been written to support providers in preparing for and delivering the T Level Technical Qualification in Management and Administration Occupational Specialism, and T Level Technical Qualification in Animal Care and Management Occupational Specialism research projects 8717-408 and 8717-410.

This document must be read alongside the assessment-specific Assessor Pack for the Occupational Specialism.

1.2. Document audience

This document has been designed for providers, particularly delivery staff, to provide information and guidance on Occupational Specialism delivery, in preparation for the release of the assessment materials.

It has not been designed to support students, however, providers may wish to, and are encouraged to share elements with students. This is to support assessment preparation and students becoming familiar with what to expect.

1.3. Overview

Each Occupational Specialism assessment is a project made up of a number of tasks. It is externally set and externally marked by City & Guilds. Providers are responsible for the delivery of the assessment in line with the guidance provided, gathering student evidence, and submitting this to City & Guilds for marking.

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

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

Students should be made aware during learning of what the Performance Outcomes are and how they are implemented in marking the Occupational Specialism, so that they will understand the level of performance that will achieve high marks. Details of the Performance Outcomes can be found in the qualification specification document.

Students must not be entered for the assessment until they have covered all the knowledge and skills in the qualification specification for the relevant Occupational Specialism, so that they are in a position to complete the Occupational Specialism assessment successfully.

2. Registration and booking

Providers must ensure that all students who they intend to enter for an Occupational Specialism (OS) assessment window are booked for the relevant assessments on Walled Garden. Students who undertake assessments without being booked risk delay or even disqualification of results.

Detailed guidance on how centres book the relevant assessments on Walled Garden is published in our registrations, assessment entries, and results guide for T Levels [here](#).

Key dates for registration and entry windows can be found in our key dates document, which can be found on our [T Level Resource Hub](#) under the relevant key dates drop down menu.

All entries must be completed by the date specified in the key dates schedule.

2.1. Preparation for the assessment

2.1.1. Key dates

Please refer to the key dates document (available on the [T Level Resources and Support Hub](#)) for important Occupational Specialism dates, such as:

- Entry windows
- Dates for release of materials
- Assessment windows (including deadlines for the uploading of evidence)
- Results dates
- Review of marking deadlines.

2.1.2. Key documents

The assessment material will consist of the following documents:

Document	Approved audience	
	Provider Staff	Student
Assessor Pack	✓	✗
Candidate Pack	✓	✓
Project brief	✓	✓
First task	✓	Under assessment conditions
Subsequent tasks	✓	✓

Document	Approved audience	
	Provider Staff	Student
		Under assessment conditions, once the previous task has been submitted
Observation records	✓	✗
Evidence checklist	✓	✗

Providers must read both the Assessor Pack and Candidate Pack before delivering the project brief or tasks. There are key assessment requirements outlined in these documents that must be understood and followed by all providers. Non-compliance with this guidance may result in maladministration and / or malpractice proceedings.

We release these documents a week before the assessment window starts to ensure providers can finalise their plans regarding the delivery of the Occupational Specialisms across the assessment window. The scheduling of individual tasks is not timetabled by City & Guilds; it is the responsibility of the provider to plan for these. This gives flexibility and manageability when timetabling these assessments, however the task order and durations must be followed.

2.1.3. Recording forms

City & Guilds will also publish the following recording forms with the assessment materials to be used by providers:

1. Declaration of Authenticity

The Declaration of Authenticity (provided by City & Guilds) must be signed by both the student and the supervisor for each completed Occupational Specialism submitted to City & Guilds. **Only one declaration is required per student**, and it must be completed at the end of the assessment **once all tasks have been submitted**. The supervisor must confirm that the assessment was conducted under controlled conditions to ensure the authenticity of student work. It also allows the supervisor to capture any support provided. Where this is not provided or the student and / or supervisor is unable to confirm authenticity through signing this declaration form, the work will not be accepted and a mark of zero will be issued by City & Guilds.

If any question of authenticity or support provided arises, the supervisor may be contacted by City & Guilds for justification of authentication or further details.

Any delay in submitting a completed declaration or responding to any queries will potentially delay the release of results.

A sample copy of the declaration is provided in [Appendix 3](#).

2. Observation Record

Observation Records may be required for some tasks with each OS.

The collection of high-quality evidence that clearly demonstrates student abilities and supports the awarding of marks is an essential part of the assessment process for specific TQs.

The activity must be observed by an assessor who meets the criteria set out in the qualification specification under Resource Requirements. Specifications can be found on the qualification pages on the City & Guilds website.

Where assessors are required to carry out observation of performance, detailed and descriptive notes must be recorded on subject / task-specific Observation Records.

These forms must be used by assessors when there is a need for observation records to be submitted as part of the evidence for that task. It will be made clear in the 'additional evidence of your performance that will be captured for marking' section of the task. The records must be completed either as the assessor is observing the student or immediately after the session. Forms have been contextualised to the tasks they are used for. We have structured these forms to give assessors prompts relating to the commentary that is needed to support marking. This form contributes to the student evidence and must be uploaded to City & Guilds.

A sample copy of an Observation Record is provided in [Appendix 1](#).

3. Evidence checklist

This form must be completed by the provider and submitted to City & Guilds along with the student's evidence. The form supports provider staff involved in the uploading of the evidence to the City & Guilds Walled Garden by identifying any evidence that is known to be missing – for example a student did not attempt a task, or the evidence has been lost. It is important to:

- include the correct 'Issue code'
- upload evidence (where available) even if it contains issues.

The table below provides a number of scenarios for how the Evidence Checklist should be populated:

Scenario	How to populate the Evidence Checklist	
	Evidence to be uploaded? (Y/N)	Issue code (if applicable)?
Leaner evidence contains no issues.	Y	
No/poor audio captured in the recording of the presentation task.	Y	P2
Student attempted the research task, but did not save the work produced.	N	L1

Scenario	How to populate the Evidence Checklist	
	Evidence to be uploaded? (Y/N)	Issue code (if applicable)?
Student submitted a project plan at the end of the controlled conditions, but has since been lost and the providers IT department have been unable to retrieve it.	N	P1
The recording of the presentation cuts off five minutes before the end.	Y	P4

An incomplete or incorrectly completed Evidence Checklist could lead to delayed results while further information is requested from the provider.

A sample copy of the 'Evidence Checklist' is provided in [Appendix 2](#). Providers will be able to highlight within the system upload where a student has not submitted **any** evidence for this entire project i.e. 'Work Not Submitted'.

4. Header templates

A cover sheet must be included for all pieces of evidence submitted for the project. This is to be used to label evidence clearly for each student. Templates are provided by City & Guilds.

It is important that providers use the forms that have been provided by City & Guilds and do not make any amendments to or replacements for these forms. Student evidence must be provided in the **same** file as the header template for each task.

A sample copy of the header template is provided in [Appendix 4](#).

5. Documents not provided

The following documents are **not included** and will not be made available:

- **T Level Technical Qualification in Management and Administration templates for students (e.g. Project Plan template)**

During the development of the 8715 T Level Technical Qualification in Management and Administration, it was agreed that templates for tasks such as the Project Plan would not be provided by City & Guilds. This is because the way a student presents and organises information forms part of the evidence that informs marking and can be used as a differentiator of performance between students to demonstrate their knowledge and understanding.

Providers **must not** provide students with templates for any of the tasks within the Management and Administration Occupational Specialism unless specified in the Assessor Pack.

- **Marking Grids**

Providers are not responsible for marking the T Level Technical Qualification in Management and Administration OS or the T Level Technical Qualification in Animal Care and Management OS research projects 8717-408 and 8717-410. This is carried out by City & Guilds markers; therefore providers will not initially have access to the marking grid. City & Guilds will release the marking grid once results have been issued. Students must not have access to the full (or sample) marking grids during the assessment.

2.1.4. Preparing students

Students should be aware of which aspects of their performance will help them to achieve higher marks in assessments. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment (although, for the avoidance of doubt, this level of assistance must not be carried out during live / summative assessments).

Although students will not have access to the marking grids during the assessments, students should be aware of what higher and lower performance looks like by referring to and formatively being assessed against band descriptors as part of their learning programme.

During the learning programme, direct tutor instruction in how to approach tasks through modelling, support, guidance and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessments. This support is not valid for summative assessments.

The purpose of summative assessments is to confirm the standard the student has reached as a result of participating in the learning process. Students should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to.

Please refer to the teaching, learning and assessment guide available on our T Level Resource Hub under the teaching, learning and planning resources menu for further information on preparing students for the assessment.

2.1.5. Access arrangements

If a student has an access arrangement as part of their normal way of working within the provider and meets the published criteria for the arrangement, then it will normally be permitted for the Occupational Specialism as well. For information on how to apply for access arrangements, please see the access arrangements section in the [Centre Document Library](#) on the City & Guilds website.

Access arrangements must be in place prior to the assessment taking place.

The provider must ensure that all relevant staff are aware of any access arrangements which need to be applied for the assessment.

2.2. Access the assessment material

City & Guilds will use the [T level Service Portal](#) (on Learning Assistant) to release the live Occupational Specialism assessment materials securely to providers. The materials will only be made available to those providers who are approved, have valid registrations and have booked their students onto the particular Occupational Specialism for the specific assessment series.

Once downloaded, providers must keep all assessment materials stored securely at all times.

If you have any technical difficulties with the portal, you should contact the Quality team on 0300 303 53 52.

2.3. Release to students

Materials must be released to students under controlled conditions. We recommend materials are shared in paper-based format rather than electronically. If sharing electronically, controls must be in place to prevent access by students outside of the controlled conditions. Sharing via email is not permitted.

The project brief and associated brief documents must be released to students at the start of the first scheduled task assessment.

The tasks within the project are designed to be scheduled and taken in order, due to the dependency of evidence being generated in one task being used by students in the next.

The tasks must be issued separately to students, at the start of each scheduled assessment session. Students can retain the brief throughout the duration of the assessment time. Students are not permitted to return to tasks to make any further amends once the task duration has been met and the work has been submitted on a task-by-task basis.

Students are permitted to have copies of their final evidence from previous tasks in subsequent assessment sessions. The use of this evidence is solely to support students to refer to previous work. The purpose of only providing copies is to ensure that students are unable to rework any of their previous responses. Students can have read-only access to their work once it has been submitted.

Students should be provided with 30 minutes of non-assessed time at the start of this session to read and review the brief, before being provided with the first task. It must be made clear to students when the 30 minutes of non-assessed reading and review time starts and ends.

Where a task has to be split over two sessions, students can also have 10 minutes at the beginning of every assessment session of non-assessed time, to re-familiarise themselves with the materials.

Note: Non-assessed time means time should not be deducted from the assessment duration.

Students must only be given individual tasks one at a time and must not be given the next task until the duration of the previous task has been completed and the evidence has been handed in.

2.4. Assessment conditions

The assessment conditions that are in place for the Occupational Specialism are to:

- ensure the rigour of the assessment process
- provide fairness for students
- give confidence in the outcome.

They can be thought of as the rules that ensure that all students who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

These do not affect any formative assessment work that takes place, although it is advised that students are prepared for the conditions they will need to work under during summative assessments.

The evidence for the tasks that make up the assessment must be completed under the specified conditions. This is to ensure authenticity, prevent malpractice, and assess and record student performance in the tasks. It is the centre's responsibility to ensure that local administration and oversight gives the assessor sufficient confidence to be able to confirm the authenticity of the student's work.

2.4.1. Supervised conditions

The majority of the tasks must be carried out under supervised controlled conditions. A definition of this is given below:

- Students must be in direct sight of the supervisor at all times
- Use of resources is tightly prescribed
- Students must complete all work independently
- Students must not communicate with each other
- No assistance can be given to students
- No access to email or the internet is allowed.

There are some tasks where elements of the above definition may be relaxed – this will be explicitly stated within the 'Assessor Pack' document.

A supervisor is a competent member of staff, who is aware of the delivery and security requirements relating to the assessment. The tutor can act as the supervisor.

There are some tasks where a competent assessor must be present – this tends to be tasks where an observation record of performance is required as a part of the student's evidence. Throughout this guide we have tried to use the language of supervisor and tutor to differentiate where a tutor must be present and where the assessment can be overseen by a supervisor.

When working under supervised conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring all students have vacated the room, and the room is locked once the break begins. All materials must be kept securely during the break.

2.4.2. Internet access

Where internet access is allowed as part of a task, this is detailed within the 'Assessor Pack'. Students must be advised that this is the case and reminded of the importance of submitting their own work and the seriousness of plagiarism, malpractice and collusion. Students should be advised that their browser history can be monitored, and they may be asked to provide a screenshot of their browser history following tasks for the supervisor to check.

Where students are allowed the use of computer equipment, but not the use of the internet for a task, equipment must be provided with internet capability disabled (e.g. Wi-Fi disabled, machine disconnected from network etc). In cases where this is not possible, as above, browser history must be checked following the task and a screenshot taken.

2.4.3. Use of Artificial Intelligence (AI)

Students should be reminded that the purpose of the Occupational Specialism is to reflect their own abilities at responding to and generating evidence for the tasks. AI misuse constitutes malpractice which may result in malpractice sanctions for the student involved. Centres should ensure students are aware of the guidance on the use/misuse of AI.

What is permitted

AI may be used by a student as a source where use of the Internet is allowed for a research task or where production of evidence is allowed outside of controlled/supervised conditions. You must check the relevant Occupational Specialism assessment pack/guidance for information on what is permitted for each assessment. The student must be able to demonstrate that the work is their own. Where students use AI, they must acknowledge its use and show clearly how they have used it. How students have decided to use it could impact on the overall mark they are allocated.

What is not permitted

AI misuse is where a student uses an AI tool in an assessment or fails to appropriately reference it in an assessment where Internet use is permitted.

Examples include the following:

- Copying sections of AI-generated content so that the work is no longer the student's own will be treated as plagiarism.
- Copying whole responses of AI-generated content will be treated as plagiarism.
- Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.
- Failing to reference use of AI tools when they have been used as a source of information.
- Incomplete or poor referencing of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the [JCQ Suspected Malpractice: Policies and Procedures](#).

We encourage centres to read and reference this guidance. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification.

2.4.4. Resources

Students are not permitted to bring any existing notes or materials completed prior to the assessment into any of the assessment sessions unless explicitly stated in the live assessment materials. Any industry-recognised resources that need to be made available to support with any research / planning tasks will be stated in the Assessor Pack.

Students are permitted to have read-only access to / copies of their final evidence from previous tasks in subsequent assessment sessions. The use of this evidence is solely to support students to refer to previous work. The purpose of only providing copies is to ensure that students are unable to rework any of their previous responses.

2.5. Delivery of the assessment

2.5.1. Compliance with timings

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

If the task completion is permitted to run over more than one session, this is detailed in the Assessor Pack. When there is a break in the completion of a task, students must be reminded that no assessment information can be shared / discussed with other students.

2.5.2. Managing student absence

If a student misses a scheduled assessment (for example through illness) but returns with sufficient time to complete the remaining tasks within the assessment window of the Occupational Specialism, the provider can reschedule any remaining tasks in the order dictated within the assessment. This can take place at the discretion of the provider. If the student returns to the provider outside of the assessment window, then the full assessment needs to be retaken in the next series or a future series.

2.5.3. Group tasks for sole students

If there are no other students completing the task, a group discussion can be completed with members of staff instead. Any participants should take part in the discussion as if they were another student. This approach can be used either where only one student is entered for that assessment in that series or where a student needs to complete the assessment on a different day due to absence.

2.5.4. Evidence

The below sections in each task detail the typical evidence to be submitted for external marking:

- What you must submit on completion of this task
- Additional evidence of your performance that must be captured for marking.

Where the minimum requirements have not been submitted as a result of the student not adhering to the evidence requirements of the tasks or the quality of student evidence is insufficient to make a judgement, any judgement will be based on the evidence that has been submitted. Where this is insufficient to provide a mark, a mark of zero may be issued by City & Guilds.

Providers must use the 'Evidence Checklist' as a reminder of what students are expected to submit for marking, and therefore what must be uploaded to City & Guilds.

Providers should consider the format of evidence produced for a task to facilitate it being uploaded.

Where the evidence requirements of the assessment outline typical word counts, these should be used as approximates for guidance to support the production of sufficient evidence. Students should be advised that approximate word counts / page lengths have been given within the task guidance in order to act as a guide to support the completion of the tasks. These are provided as a guide only, and there will be no penalisation of marking based on if the word count / page length is above or below the indicative guidance provided. The marking will relate to the quality of the evidence produced and not whether the tolerances of the word count have been met.

2.5.5. Observation evidence

When an observation is required as part of the evidence that must be produced for marking, the activity **must** be observed by an assessor. The assessor must meet the criteria set out in the TQ specification under Resource Requirements. Specifications are found on the qualification pages on the City & Guilds website.

As part of internal quality assurance, we recommend that, where possible, providers trial the planned arrangements for the observation of assessments before the assessments themselves take place. This will allow for review of the quality of evidence captured and identification of any manageability issues.

Consideration should be given to:

- Number of assessors
- Number of students
- Location of assessment
- Required equipment
- Time required for the task.

The key factor to consider is the logistics of collecting sufficient high-quality evidence for every student. We would recommend that for straight-forward observations, (and unless otherwise specified within the Assessor Pack) no more than eight students should be observed by a single assessor at one time.

Considering and referring to the Performance Outcomes is a key aspect of identifying how students performed in the task(s). Assessors should outline the strengths and weaknesses in the student's performance.

Assessors should also consider the marking band, found within the Sample Assessment Materials, and link

their commentary to the marking band descriptors. The forms have been designed to support this with key prompts of what will be considered when marking the task.

2.5.6. Video evidence

For tasks within the project where there is a requirement to submit video evidence, the evidence must meet the following minimum requirements:

- Providers must ensure that this evidence can be easily matched to the correct student and task, is clearly shot, well lit, shows the areas of particular interest in sufficient detail and clarity, and has clear audio for assessment.

Further guidance around video evidence can be found in the [City & Guilds / ILM Quality Assurance Standards: Centre Assessment](#) document under Appendix 1, found on the City & Guilds website within the Centre Document Library.

Before delivering any task that requires video evidence to be captured, it is important that the video and audio is tested before (e.g. a trial run) and after. This includes understanding the video file size that will be generated; video quality may need to be reduced to ensure manageable file sizes.

You must ensure all files are no more than 2.5 GB in size. It is recommended that lower resolution formats for videos are used when recording to achieve this.

In order to manage the size of the video files, we suggest recording videos at a resolution of 720p (1280 x 720) rather than 1080p (1920 x 1080). A resolution of 720p will likely result in files less than half the size of 1080p, usually with no significant impact on quality.

Typical file sizes for videos are 4 – 90 MB per minute for 720p and 6 – 130 MB per minute for 1080p, depending on compression settings and the amount of movement recorded in the scene. By sticking to 720p, you should be able to ensure that all video files recorded have a file size of less than 2.5 GB, as required.

A microphone separate from the recorder should be considered to ensure good quality audio can be captured. For presentation tasks, the microphone should be close to or on the student (e.g. a lapel microphone). For group discussions, the microphone should be placed between the students i.e. the area they are projecting their voice towards – this may not be towards the video recorder (e.g. use of a desk microphone).

Where video evidence is unclear, or does not meet these minimum requirements, examiners will disregard it.

Please ensure that larger files such as videos are compressed to reduce their size. We do not require video files to be of Full High Definition (HD) quality; they just need to be of reasonable quality and without pixelation. If the compression of video files is required, then there are tools which can support you with this activity.

2.5.7. Use of video conferencing programmes to present

For the Occupational Specialism, students are required to deliver their presentations **live and in-person** to a face-to-face audience. Remote presentations are **not** permitted. Here are the key points to follow:

1. In-Person Requirement:

- Students must deliver their presentations in the same room as their assessor.
- The presentation **cannot** be delivered remotely via video conferencing tools such as MS Teams or Zoom.
- The student must be physically present in the room with the assessor during the presentation.
- Virtual presentations via video conferencing are not allowed.

2. Recording the Presentation:

- Video conferencing tools (e.g., MS Teams, Zoom) can be used to record the video and audio of the presentation.
- The recording should capture the full length of the student standing next to their presentation displayed on a screen.

By following these guidelines, centres can ensure that their students' presentations meet the requirements for Occupational Specialisms.

2.5.8. Permitted file formats

To ensure City & Guilds markers can access / view student evidence, the below table lists the permitted file types that can be uploaded to City & Guilds.

Type	Formats
Image	.jpeg .jpg .gif .png
Audio	.mp3 .wav
Video	.mp4
Word	.doc .docx
Excel	.xls .xlsx .csv
PowerPoint	.ppt .pptx
PDF	.pdf

Where a provider has accepted or generated evidence in other formats, these must be converted to the above before uploading. It is up to the provider to convert where required, and this must be planned in advance to avoid late submissions which could result in late results.

2.5.9. File naming convention

Clear labelling supports the assessment process, as it indicates what piece of evidence each file contains and how it relates to the project.

Evidence must have a file name that clearly indicates the content of the document (City & Guilds enrolment

number / task / type of evidence).

Examples:

- XYZ1234 8715-313 Task 1 PESTLE analysis
- XYZ1234 8717-408 Task 3 Presentation slides
- XYZ1234 8710-410 Task 3 video recording

Labelling must be consistent throughout the cohort, with each student's evidence using the same file-naming conventions. **Each piece of evidence (including Observation Records) must be in a separate file.**

Each file name must contain a City & Guilds Enrolment Number, which must match the record it is being uploaded against on Walled Garden. Walled Garden will not accept the file if the Enrolment Number is not included.

2.5.10. Accessibility and fairness

Where a student has special requirements, providers should refer to the access arrangements and reasonable adjustments section of the City & Guilds website.

Supervisors can support access where necessary by providing clarification to any student on the requirements or timings of any aspect of the Occupational Specialism. Supervisors must not provide more guidance than the student needs as this may impact on the student's grade – see the guidance and feedback section.

All students must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

2.5.11. Guidance and feedback

Guidance must only support access to the project and must not provide feedback for improvement. The level and frequency of clarification and guidance must be made available for external marking.

The level and frequency of clarification and guidance must be recorded fully on the student's Evidence Checklist. This will then be taken into consideration as part of the marking process. The marker will decide if the guidance the student has required suggests they are lacking in any area and consider the severity of the issue when applying the marking criteria. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at appeal.

Supervisors must not provide feedback on the quality of the performance or how the quality of evidence can be improved to students. This would be classed as malpractice. However, this does not apply if the assessor asks questions as part of the assessment process. Such requirements will be specifically stated within the Assessor Pack.

Supervisors should however provide general reminders to students throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission. Students can rework any evidence that has been produced for each task during the time allowed / duration of that task.

What is, and is not, an appropriate level of guidance:

A supervisor **must**

- only prompt the student by asking them to confirm whether they have covered all the requirements of the assessment, if a student is not on course to be able to submit the full range of evidence required
- only offer the minimum amount of support via prompts throughout the assessment to ensure that the student's own performance is being fairly assessed without impacting on marks awarded
- record a detailed account of all prompts, clarification and guidance given to the student on the Declaration of Authenticity, so that this can be considered during marking
- Proceed with caution if a student requires further guidance or clarification following prompts.

A supervisor **must not**

- detail how a student can improve and should only reinforce the requirements of the task in order to support access to the project
- provide guidance that the student's work is not at the required standard or how to improve their work
- explicitly state any specific areas that have been missed as this would potentially disadvantage other students. In this way, students are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge that will be credited during marking
- produce any templates, proformas, work logs etc. to support students presenting their responses to the tasks
- adapt any of the recording forms provided by City & Guilds.

2.5.12. Extensions

Extensions to the assessment window will only be granted where a need has been identified relating to a Special Consideration. Extensions are granted on a student-by-student basis, and each request must have a separate Special Consideration request form submitted. Further detail on our Special Consideration Policy and the form used to request Special Consideration can be found within the City & Guilds [Centre Document Library](#) under Access Arrangements.

2.6. Security of assessment materials

City & Guilds requires providers to receive, handle and store all assessment materials (such as the brief and the tasks) and all evidence produced by students in a way that maintains their security at all times. This is a requirement of approval, as set out in the Provider Approval Criteria 'F' (secure live assessment and administration). See [here](#) for further information.

2.6.1. Student evidence

Student evidence must be kept secure to prevent unsupervised access by the student or others. Where evidence is produced over a number of sessions, the supervisor must ensure students 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.

At the end of each assessment session, the task evidence must be treated as final and submitted by the student and retained securely by the provider for external marking. There should be no opportunity for the

student to rework this evidence following initial submission. The student's final submitted evidence must be copied (either in soft or hard copy format, depending on how the evidence has been produced), with the original retained securely by the provider for external marking, and, where permitted, the copy provided to the student to allow them to refer to it for support in the subsequent assessment sessions. Copies of the student's work must be retained by the provider between different assessment sessions.

The original evidence must be retained securely by the provider in locked cupboards to ensure that the evidence is not amended following initial submission by the student.

Where evidence is created using software which has the potential for cloud-based retrieval / sharing, this feature must be disabled where possible (e.g. in software settings or through restriction of internet connection). Where not possible, students must be reminded that the evidence generated for the tasks can only be produced within the scheduled assessment times and also of the implications of sharing or plagiarising content from cloud-based content.

Where a student naturally develops their responses, for example, an early idea in Task 1 is further developed with additional ideas or a more refined response in subsequent tasks, then this should be captured within the task where the student developed the revision / refinement. Students can use evaluation within later tasks to outline how and why their thought process may have changed as they further undertook the project.

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

While technological methods which support the capturing or creating of evidence can be helpful, the final evidence must be converted to a suitable format which cannot be lost / deleted or amended after the end of the assessment period (e.g. screen prints, PDF files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the provider's responsibility.

After the production of evidence, both the supervisor and student must sign declarations of authenticity.

In the case of a security breach, either to the assessment materials or student evidence, please contact City & Guilds immediately.

2.7. External marking

The T Level Technical Qualification in Management and Administration Occupational Specialism and T Level Technical Qualification in Animal Care and Management Occupational Specialism research projects 8717-408 and 8717-410 are marked by City & Guilds. Providers must not attempt to undertake any form of marking activity or try to evaluate the performance of any individual.

Marking grids will not be available to providers until results have been released for the assessment window.

Providers should be familiar with the marking approach and the marking grid found within the sample assessments (available on the qualification page) to support students in their preparation for the assessments. This will also support in understanding the differentiation within the marking bands to aid the recording of qualitative statements within evidence such as the Observation Record, which in turn will demonstrate the student's level of performance to the City & Guilds marker.

3. Download the Occupational Specialism assessment materials

For 2026 we will use the [T Level Service Portal](#) (on Learning Assistant) to release the Occupational Specialism assessment materials securely to providers.

This is the same service that is currently being used by existing providers and new providers to submit evidence for approval.

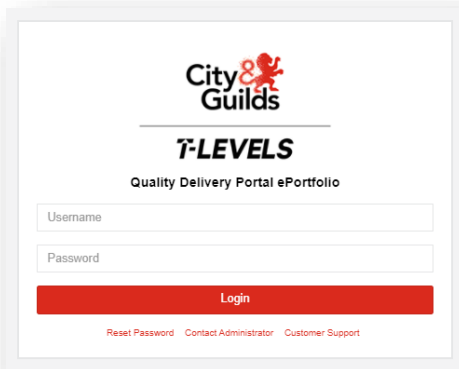
You will only use this portal to access the assessment securely; you **must not** upload any completed Occupational Specialism evidence using this portal.

Step 1

Access the portal using the following link: <https://system.learningassistant.com/QDP/>

Step 2

Log in to the portal. Each provider is issued with two primary users. This will be your allocated **T Level Primary Contact** and your **T Level Exams Officer Primary Contact**. Please contact the City & Guilds Quality team should you have any issues accessing the service.



The image shows a login page for the City & Guilds T-LEVELS Quality Delivery Portal ePortfolio. At the top, the City & Guilds logo is displayed, followed by the text 'T-LEVELS' and 'Quality Delivery Portal ePortfolio'. Below this, there are two input fields: 'Username' and 'Password'. A red 'Login' button is positioned below the password field. At the bottom of the page, there are three links: 'Reset Password', 'Contact Administrator', and 'Customer Support'.

Step 3

From the homepage, select the **Submissions** option in the left-hand menu.

The screenshot shows the City & Guilds Learning Assistant interface. On the left, a dark navigation menu contains the City & Guilds logo, 'Learning Assistant', and icons for 'TL', user profile, and a speaker. Below these are menu items: 'Homepage' (with a house icon) and 'Submissions' (with a person icon), which is highlighted with a red box. The main content area is white and features a header with 'Hello Test' and 'Homepage'. A welcome message reads 'Hi Test, Welcome to Learning Assistant'. Below this is a large banner with a photo of a young woman and the text 'T LEVEL SERVICE PORTAL'. The banner also includes the City & Guilds logo and the T-LEVELS logo with the text 'Institute for Apprenticeships & Technical Education'. Below the banner, a welcome message says 'Welcome to the City & Guilds T Level Service Portal'. Three informational cards are listed: 1. A person icon with a plus sign and the text 'Please click [here](#) if you require additional account holders for your provider.' 2. A cube icon and the text 'Visit our [T Level Resource Hub](#) for the latest information on approvals as well as other support materials.' 3. An information icon and the text 'Download the [Portal User Guide](#) for detailed information on how to upload evidence for approval.' At the bottom, a section titled 'Contact the Quality team' includes a phone icon with the number '0300 303 53 52' and an email icon with the address 'technical.quality@cityandguilds.com'.

Step 4

Using the **Course** search filter, select the option for **Occupational Specialism** and then click **Search Submissions**.

The screenshot displays the 'Search Submissions' interface within the City Guilds Learning Assistant. The interface includes a sidebar on the left with navigation options: 'TL' (with a group icon), 'Homepage', 'Submissions' (highlighted in red), and a back arrow. The main content area is titled 'Learners' and contains a search form with the following fields:

- Package:** Select a package (dropdown)
- Course:** Select a course (dropdown)
- Company:** Text input field
- Find courses:** A dropdown menu with a red box around it, showing the selected option: 'TL-OS (TL-OS) - T Level | Occupational Specialism (OS)'. Above this option, the text 'Unenrolled Submissions' is visible.
- Submission Status:** Active (dropdown with a close icon 'x')
- Submission:** Select a learner (dropdown)

At the bottom of the form, there is a 'Reset Search Form' button and a 'Search Submissions' button, both highlighted with red boxes.

At the bottom of the page, there are links for 'Terms & Conditions', 'Changelog', 'Customer Support', and 'Logout'. The City Guilds Learning Assistant logo is in the bottom right corner.

Step 5

Click on the relevant Occupational Specialism that you need to access from the list. You'll only see the Occupational Specialisms that you have students booked onto.

City & Guilds Learning Assistant

Learners / Learners

T Levels

Search Submissions

Package: Select a package

Course: TL-OS (TL-OS) - T Level | Occupational Specialism (OS)

Company: Select a company

Find courses: Please select...

Submission Status: Active

Submission: Select a learner

Reset Search Form Search Submissions

Submissions

Print Settings

Status: Not Started Started Completed Verified Referred

Displaying 1 to 1 of 1 Results 25 per page 1 of 1

SUBMISSION / COURSE	EQA	ACTIONS
TL-OS -- T Level Occupational Specialism (OS) (TL-OS) Submissions: 1		
OS for Management and Administration, (999990) 8715-OS (999990) City & Guilds	Allocation, Awaiting	

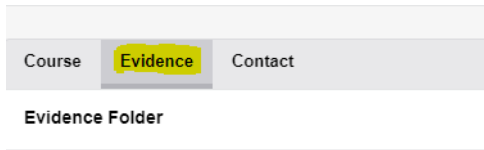
Displaying 1 to 1 of 1 Results 25 per page 1 of 1

[Terms & Conditions](#) // [Changelog](#) // [Customer Support](#) // [Logout](#)

City & Guilds Learning Assistant

Step 6

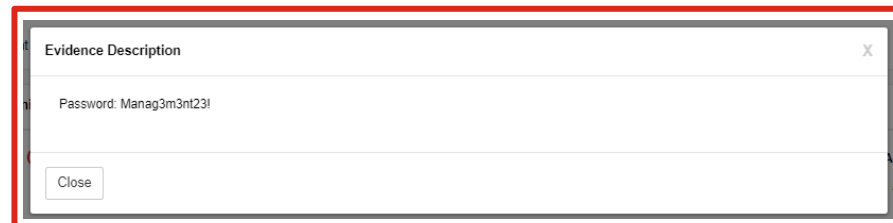
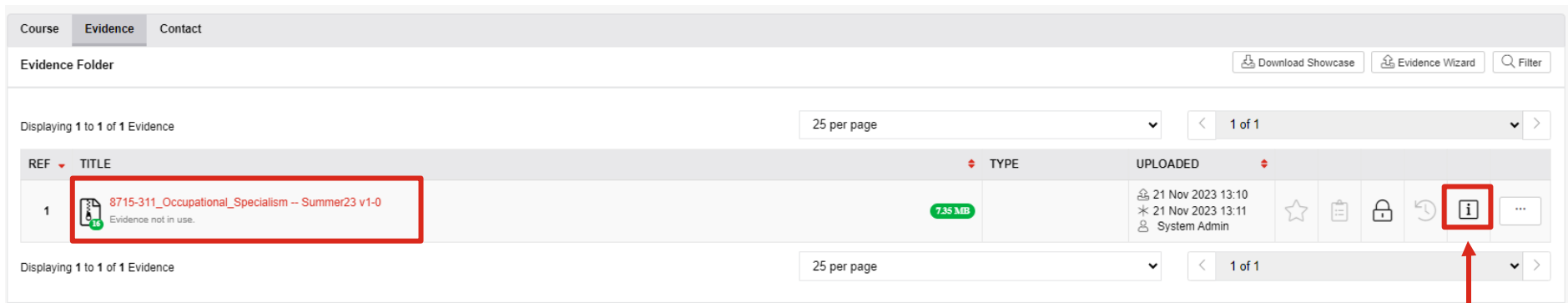
When you're in the folder click on the **Evidence** tab.



Step 7

You should then see a link to download the relevant live assessment material.

Click on the 'i' icon to the right of the screen to access the passwords to open the downloaded files.



Step 8

Click the file to start the download.

Step 9

The file will download as a zip file, which you can then open to access all of the live assessment materials.

The screenshot displays the City & Guilds Learning Assistant interface. On the left, a navigation sidebar includes 'City & Guilds Learning Assistant', '7L', 'Home', and 'Submissions'. The main content area is titled 'Evidence Folder' and shows the course '(999990) 8715-OS OS for Management and Administration - TL-OS: T Level | Occupational Specialism (OS) (TL-OS)'. A file explorer window is open, showing a list of 16 files in a folder named 'evidence-21Nov2023-1308'. The files are listed in a table with columns for 'Name' and 'Type'. The files include various documents such as 'Coaching plan', 'Self-reflection', 'Meeting minutes', 'Observation record', 'Recording of sharing a meeting', 'Email to the team', 'Team meeting agenda', 'Time management plan', 'Stakeholder engagement plan', 'Stakeholder map', 'Presentation slides', 'Role and cover log', 'SMART Chart', 'Strategic project plan', 'Comparative analysis', 'Forecasting budget', 'Growth report', 'SWOT analysis', 'Video recording of teaching', 'Observation record form', 'Personal development plan', 'Summary of situation', 'Action plan', 'Evidence checklist', and 'Declaration of authenticity'. The file explorer window is highlighted with a red border.

Name	Type
01 FRO27N 8715-012 Task 1.1 Coaching plan	Microsoft Word Doc.
02 FRO27N 8715-012 Task 1.2 Self-reflection	Microsoft Word Doc.
03 FRO27N 8715-012 Task 1.3 Meeting minutes	Microsoft Word Doc.
04 FRO27N 8715-012 Task 1.4 Observation record	Microsoft Word Doc.
05 FRO27N 8715-012 Task 1.5 Recording of sharing a meeting	MP4 Video
06 FRO27N 8715-012 Task 1.6 Email to the team	Microsoft Edge Pdf.
07 FRO27N 8715-012 Task 1.7 Team meeting agenda	Microsoft Word Doc.
08 FRO27N 8715-012 Task 1.8 Time management plan	Microsoft Word Doc.
09 FRO27N 8715-012 Task 1.9 Stakeholder engagement plan	Microsoft Word Doc.
10 FRO27N Task 1.1 Stakeholder map	Microsoft Word Doc.
11 FRO27N 8715-012 Task 1.2 Presentation slides	Microsoft PowerPoint.
12 FRO27N 8715-012 Task 1.3 Role and cover log	Microsoft Word Doc.
13 FRO27N 8715-012 Task 1.4 SMART Chart	Microsoft Word Doc.
14 FRO27N 8715-012 Task 1.5 Strategic project plan	Microsoft Word Doc.
15 FRO27N 8715-012 Task 1.6 Comparative analysis	Microsoft Word Doc.
16 FRO27N 8715-012 Task 1.7 Forecasting budget	Microsoft Word Doc.
17 FRO27N 8715-012 Task 1.8 Growth report	Microsoft Word Doc.
18 FRO27N 8715-012 Task 1.9 SWOT analysis	Microsoft Word Doc.
19 FRO27N 8715-012 Task 1.10 Video recording of teaching	MP4 Video
20 FRO27N 8715-012 Task 1.11 Observation record form	Microsoft Word Doc.
21 FRO27N 8715-012 Task 1.12 Personal development plan	Microsoft Word Doc.
22 FRO27N 8715-012 Task 1.13 Summary of situation	Microsoft Word Doc.
23 FRO27N 8715-012 Task 1.14 Action plan	Microsoft Word Doc.
24 FRO27N 8715-012 Evidence checklist	Microsoft Word Doc.
25 FRO27N 8715-012 Declaration of authenticity	Microsoft Word Doc.

Step 10

Transfer the documents to a secure location that is accessible only to those directly involved with the assessment delivery. The location **must not** be accessible to students.

Step 11

To open some of the documents, you will need to use the password provided via the portal. Return to **Step 7** where this is explained.



Do not use this portal to upload completed student evidence for the Employer-Set Project or Occupational Specialism. This should be completed via Walled Garden or the Moderation Portal, as specified for the type of assessment.

4. Submitting completed OS assessments

Providers will need to upload the following to [Walled Garden](#) by the specific Occupational Specialism submission deadline referenced in the T Levels key dates document:

- All completed student evidence (with header templates inserted)
- Observation Record forms
- Declaration of Authenticity
- Evidence Checklist.

You need to complete an action for each student that has an entry for the Occupational Specialism:

- Submit evidence for all completed tasks, or
- Confirm no evidence is to be submitted for marking (Work Not Submitted).

If a student has not completed the assessment in full (e.g., they have not completed a specific task) you should still submit all available evidence via Walled Garden for marking.

4.1. Preparation prior to submission

Prior to uploading and submitting any evidence to Walled Garden, you must ensure that all evidence has been collated and labelled correctly and with the correct naming convention. See [Section 3.5.9](#) above for further details.

When you upload evidence, you will need to do this at a student level, uploading each piece of evidence for the student you need to submit and then tagging the evidence clearly against the specific task(s) the evidence covers. This is clearly explained in the guidance below and it is imperative that this is followed to ensure there are no errors.

Where any errors are identified (such as missing / incorrect evidence or evidence uploaded to the incorrect student) this will result in delays to the external marking process and may result in late release of results.



You must ensure the correct assessment entry has been made to upload student evidence in Walled Garden. If an entry is missing, you will not be able to upload the student's evidence.

4.2. File size and type

Please ensure that larger files, such as MP4 videos, are compressed to reduce their file size. We do not require video files to be of high definition quality; they just need to be of reasonable quality and without pixelation. The larger the file size, the longer it will take to upload to Walled Garden, and this is also dependent on your system capability and internet speed. Larger files may also create further complexity for our markers, who will need to access student evidence to complete the marking process.

Accepted file formats are explained in [Section 3.5.8](#) and repeated below:

Type	Formats
Image	.jpeg .jpg .gif .png
Audio	.mp3 .wav
Video	.mp4
Word	.doc .docx
Excel	.xls .xlsx .csv
PowerPoint	.ppt .pptx
PDF	.pdf

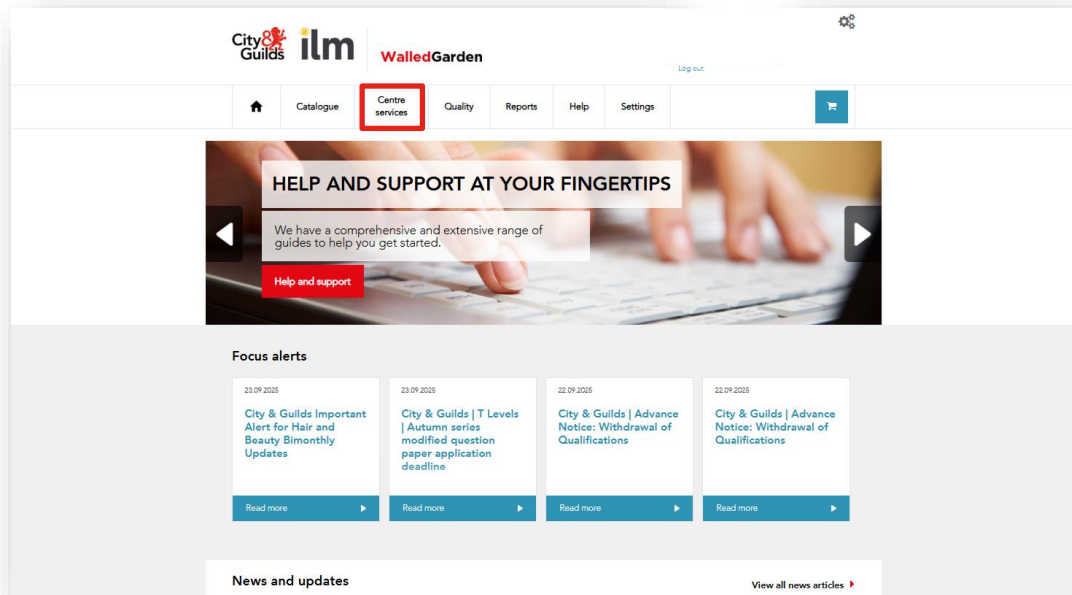


File sizes must not exceed 2.5GB per file. Please compress larger video files prior to upload.

4.3. Submitting evidence via Walled Garden

The following steps explain how to upload and submit evidence for each student who has completed their assessment (in full or in part). Once you have submitted the evidence via the platform, it will be sent for marking.

Step 1 Open evidence tool



1. Log in to [Walled Garden](#) with your user account.
2. From the homepage, click on **Centre services** across the top menu.

If you can't see the **Centre services** tab, you'll need to request this from your centre's Primary account holder.

If you are having issues with your login please contact Centre Support:

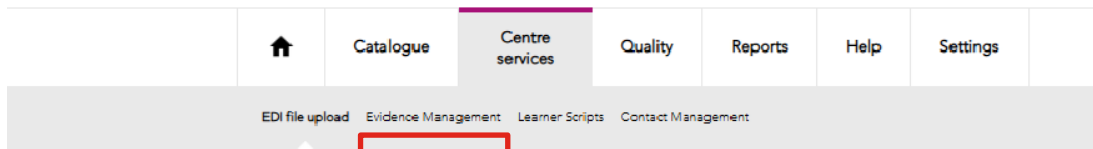
T: 01924 930 800

E: customersupport@cityandguilds.com



If you don't have a Walled Garden account or you can't see the **Centre services** tab, you'll need to request this from your centre's primary account holder.

We are not permitted to set up accounts or change access permissions. This is completed within your centre.



Select organisation: City & Guilds

Search

Define the report by using the search criteria below. The fields may change depending upon the selections made. Click Search to continue.

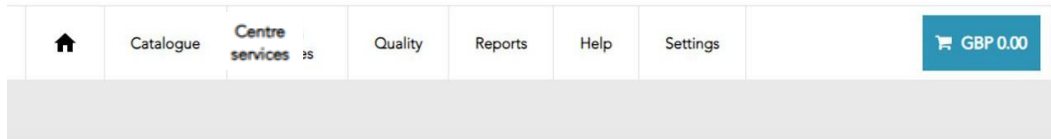
I want to: Upload EDI Files

Search

You may be familiar with this area, as this is where you upload and track EDI files as well as exception orders etc.

1. Click on **Evidence Management** in the grey sub- menu bar

Step 2 Locate student records



You can search for bookings that require evidence to be uploaded using the search filters below.

Centre number *	<input type="text" value="999990"/>	Assessment code *	<input type="text" value="8715-312"/>
Qualification number	<input type="text"/>	Status	<input type="text" value="- Select -"/>
Sales order	<input type="text"/>	Learner name	<input type="text"/>
Enrolment number	<input type="text"/>	<input type="button" value="Search"/>	
Learner DOB	<input type="text" value="Day"/> <input type="text" value="Month"/> <input type="text" value="Year"/>		

Bookings

Centre	Qual No	Assessment Code	Assessment Title	Window	Sales Order	Enrolment No	Learner Name	Status
999990	8715-30	8715-312	Occupational Specialism	Summer 2024	0114119870-3010	FTG5766	HANNAH MORRIS	Not Started

1. In the **Centre number** field, you'll need to enter your six digit centre number (plus any suffix letter where applicable).

It's important that you enter this correctly, and the centre number which entries have been made against for your students.

You can't search for records at centres which your Walled Garden account is not linked to.

2. In the **Assessment code** search field, enter the assessment number which you want to view records for.
3. Click **Search**.

You can search for bookings that require evidence to be uploaded using the search filters below.

Centre number *
 Assessment code *

Qualification number
 Status

Sales order
 Learner name

Enrolment number

Learner DOB

Bookings

Centre	Qual No	Assessment Code	Assessment Title	Window	Sales Order	Enrolment No	Learner Name	Status
999990	8715-30	8715-312	Occupational Specialism	Summer 2024	0114119870-3010	FTG5766	HANNAH MORRIS	Not Started

There are additional search fields that can be used to refine your search:

- Sales order,
- Enrolment number (ENR)
- Student DOB (date of birth)
- Student name
- Status

4. Where entries have been made for students for the selected assessment, these will then display in the Bookings table

The records are displayed one line per student, including their student name and Enrolment Number, as well as the status of the record.

5. Select the student record you want to start uploading evidence for by clicking on the row in the table.

Please note:

When searching for students, Walled Garden only displays 20 records on initial search.

Ensure to expand the list by clicking **View more** at the end of the table so you don't miss out any students.

Step 4 Upload evidence for a student

[← Back to bookings](#)

Booking

Centre number	999990 - SAP TEST UK CRONE	Assessment	8715-312 Occupational Specialism
Qualification	8715-32 - T Level Team Leader/ Management	Window	Summer 2024
Sales order	0114119870-3010	Learner name	HANNAH MORRIS
Enrolment number	FTG5766	Submission Date	
Status	Not Started		

Evidence

[Upload Files](#)

There are no files uploaded for this booking.

Save

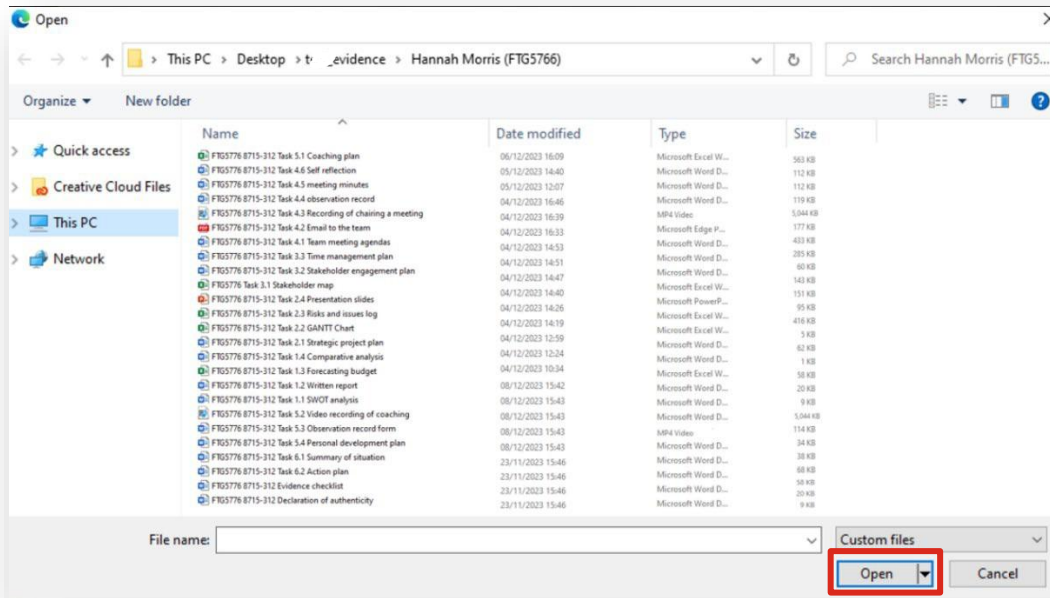
Work Not Submitted

Submit

The student record will load.

The status message will indicate whether the evidence upload process has been started for the student.

1. Check the student details are correct before you start the evidence upload.
2. Under the **Evidence** header, click on **Upload Files** to start the process.



3. The file explorer pop-up will display. You should locate the relevant student folder on your drive.

4. Select the evidence you want to upload for the student. The exact files you will upload will depend on the assessment.

You can select multiple pieces of evidence and upload this at the same time. To do this use the **Ctrl** and **A** keys to select all files or hold the **Ctrl** key and select the specific files you require.

5. Click **Open** in the file explorer window when you are ready to upload*

Please **do not** upload zip files into the platform as these cannot be tagged correctly to the individual tasks.

* Screenshots provided are from Windows 10 using Edge web browser. Views may differ depending on which operating system or web browser you use.

Evidence

Upload Files

Upload complete

File Name	Upload Date	Upload User	File Type	File Size	Tags	Actions
FTG5776 declaration of authenticity.docx	14.05.2024	Business Assurance	Word	67.68 KB		Delete
FTG5776 evidence checklist.docx	14.05.2024	Business Assurance	Word	57.68 KB		Delete
FTG5776 Task 1.1 research notes.docx	14.05.2024	Business Assurance	Word	11.82 KB		Delete
FTG5776 Task 1.2 report.pdf	14.05.2024	Business Assurance	pdf	195.07 KB		Delete
FTG5776 Task 1.3 induction plan.pdf	14.05.2024	Business Assurance	pdf	195.07 KB		Delete
FTG5776 Task 1.4 observation record.docx	14.05.2024	Business Assurance	Word	58.14 KB		Delete
FTG5776 Task 1.4 presentation.pptx	14.05.2024	Business Assurance	PowerPoint	32.68 KB		Delete

6. Whilst the evidence is being uploaded, a status bar will display, including the percentage uploaded. Please wait for the evidence to upload in full.

Depending on the number and size of your files this may take anywhere between a few seconds to several minutes.

Large files such as videos will take considerably longer to upload, and speed will depend on your bandwidth, so please be patient.

7. When the files have been uploaded, the Evidence table will update to show a record for each uploaded file.

The table will display:

- File name
- Date uploaded
- Upload user
- File type
- File size.

Step 5 Tagging evidence

Evidence

Upload Files

Upload complete

File Name	Upload Date	Upload User	File Type	File Size	Tags	Actions
FTG5776 declaration of authenticity.docx	29.04.2022	Business Assurance	Word		<div style="border: 1px solid red; padding: 2px;">1.1: Research 1.2: Report 1.3: Project Plan 1.4: Presentation</div>	Delete
FTG5776 evidence checklist.docx	29.04.2022	Business Assurance	Word			Delete
FTG5776 Task 1.1 research notes.docx	29.04.2022	Business Assurance	Word	11.82 KB		Delete
FTG5776 Task 1.2 report.pdf	29.04.2022	Business Assurance	pdf	195.07 KB		Delete
FTG5776 Task 1.3 induction plan.pdf	29.04.2022	Business Assurance	pdf	195.07 KB		Delete
FTG5776 Task 1.4 observation record.docx	29.04.2022	Business Assurance	Word	58.14 KB		Delete
FTG5776 Task 1.4 presentation.pptx	29.04.2022	Business Assurance	PowerPoint	32.68 KB		Delete
FTG5776 Task 1.4 recording.mp4	29.04.2022	Business Assurance	Video	297.8 MB		Delete
FTG5776 Task 2.1 discussion notes - Copy.docx	29.04.2022	Business Assurance	Word	57.12 KB		Delete

Each piece of evidence uploaded must then be tagged against the relevant assessment task that it relates to.

You must ensure this is accurate as it sets out how the City & Guilds examiner accesses and views the evidence for marking.

1. To tag evidence click on the icon.

2. The list of available tags will depend on the assessment.

Select the relevant task or evidence type from the list.

Make sure to upload and tag the **Declaration of Authenticity** and the completed **Evidence Checklist** for the student.

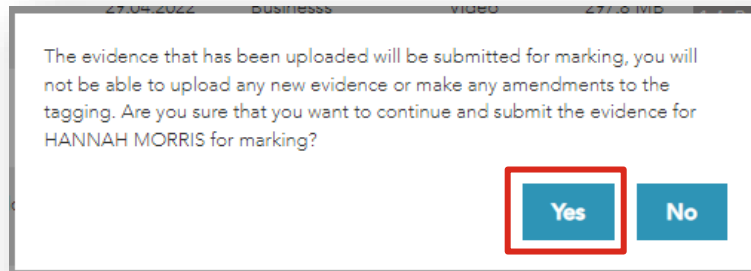
3. Complete the tagging process for all evidence recorded and displayed in the **Evidence** table.

FTGS776 Task 1.4 presentation.pptx	29.04.2022	Business Assurance	PowerPoint	32.68 KB	1.4: Presentation	Delete
FTGS776 Task 1.4 recording.mp4	29.04.2022	Business Assurance	Video	297.8 MB	1.4: Presentation	Delete
FTGS776 Task 2.1 discussion notes - Copy.docx	29.04.2022	Business Assurance	Word	57.12 KB	2.1: Collaborative Proble...	Delete
FTGS776 Task 2.1 discussion notes.docx	29.04.2022	Business Assurance	Word	57.12 KB	2.1: Collaborative Proble...	Delete
FTGS776 Task 2.1 drafted email.docx	29.04.2022	Business Assurance	Word	57.12 KB	2.1: Collaborative Proble...	Delete
FTGS776 Task 2.1 observation record.docx	29.04.2022	Business Assurance	Word	57.12 KB	2.1: Collaborative Proble...	Delete
FTGS776 Task 2.1 recording.mp4	29.04.2022	Business Assurance	Video	297.8 MB	2.1: Collaborative Proble...	Delete
FTGS776 Task 2.2 evaluation.pdf	29.04.2022	Business Assurance	pdf	195.07 KB	2.2: Evaluation	Delete

Save **Work Not Submitted** **Submit**

4. You can save at any point, but make sure to click **Save** when you have completed the tagging.

Step 6 Submitting evidence for marking



1. When you've completed the upload of evidence for the student record, you should do a final check to ensure you have not missed anything or made any errors with the tagging process.

2. Click on **Submit**.

You will need to confirm you understand that after the next step, evidence that has been uploaded will be submitted for marking.

You will not be able to upload any new evidence or make amendments to the tagging.

3. Click **Yes** to confirm you want to submit.

Booking

Centre number	999990 - SAP TEST UK CRONE		
Qualification	8715-32 - T Level Team Leader/ Management	Assessment	8715-312 Occupational Specialism
Sales order	0114119870-3010		
Enrolment number	FTG5766	Window	Summer 2024
Status	Submitted		
	Learner name	HANNAH MORRIS	
	Submission Date	29.04.2022	

Evidence

File Name ^	Upload Date	Upload User	File Type	File Size	Tags
FTG5776 declaration of authenticity.docx	29.04.2022	Business Assurance		67.68 KB	Declaration of Authentici...
FTG5776 evidence checklist.docx	29.04.2022	Business Assurance		57.68 KB	Evidence Checklist
FTG5776 Task 1.1 research notes.docx	29.04.2022	Business Assurance		11.82 KB	1.1: Research
FTG5776 Task 1.2 report.pdf	29.04.2022	Business Assurance		195.07 KB	1.2: Report

999990	8715-32	8715-312	Occupational Specialism	Summer 2024	0114122104-3060	FTJ5072	CALUM LENNOX	Submitted
999990	8715-32	8715-312	Occupational Specialism	Summer 2024	0114122104-3070	FTJ5095	CALUM HOUSTON	Work Not Submitted
999990	8715-32	8715-312	Occupational Specialism	Summer 2024	0114122104-3080	FTJ5107	CALUM NEWTON-JOHN	Not Started

View more

The page will refresh and the student record will update, locking in the evidence and the tags.

4. Check the **Status** has updated to show as **Submitted**.
5. Click on **Back to bookings** at the top of the page to return to the student record.
6. Complete the process set out above in steps 2 to 6 for each student record until you have submitted all evidence for marking.

Please note:

When searching for students, Walled Garden only displays 20 records on the initial search results.

Expand the list by clicking **View more** at the end of the table so you don't miss out any students.

4.4. Work not submitted

Where there is an entry for a student where you are not submitting evidence for marking, you must confirm this in Walled Garden in the student record. Follow the steps below to confirm Work Not Submitted. Please **do not** leave the student record with the status Not Started.

Step 1 Locate student record

[← Back to bookings](#)

Booking

Centre number	999990 - SAP TEST UK CRONE	Assessment	8715-312 Occupational Specialism
Qualification	8715-32 - T Level Team Leader/ Management	Window	Summer 2024
Sales order	0114119870-3010	Learner name	HANNAH MORRIS
Enrolment number	FTG5766	Submission Date	
Status	Not Started		

Evidence

[Upload Files](#)

There are no files uploaded for this booking.

[Save](#) [Work Not Submitted](#) [Submit](#)

1. Locate the student record using the steps set out in [Section 4.3](#).
2. Click into the student record.
3. Check the student record details are correct, and that this is a student where you are not submitting evidence for marking.
You should also check whether any evidence has been previously uploaded and saved.

Step 2

Set record as 'Work Not Submitted'

[← Back to bookings](#)

Booking

Centre number	999990 - SAP TEST UK CRONE	Assessment	8715-312 Occupational Specialism
Qualification	8715-32 - T Level Team Leader/ Management	Window	Summer 2024
Sales order	0114119870-3010	Learner name	HANNAH MORRIS
Enrolment number	FTG5766	Submission Date	
Status	Not Started		

Evidence

[Upload Files](#)

There are no files uploaded for this booking.

[Save](#) [Work Not Submitted](#) [Submit](#)

This booking will be updated as 'Work Not Submitted'. This signifies that no work has been submitted for the candidate, no marking will take place and any uploaded evidence will be deleted. Are you sure that you want to continue and submit no work for JOE COOKE against this booking?

[Yes](#) [No](#)

Learner name: JOE COOKE

1. At the bottom of the student record, click on **Work Not Submitted**.

2. A message box will appear asking you to confirm the student entry should be set to Work Not Submitted.

When you're happy to confirm this, click **Yes**.

Please note that any evidence previously uploaded for the student will be deleted, and you cannot reverse this action.

[← Back to bookings](#)

Booking

Centre number	999990 - SAP TEST UK CRONE	Assessment	8715-312 Occupational Specialism
Qualification	8715-32 Team Leadership/ Management	Window	Summer 2024
Sales order	0114119870-3020	Learner name	JOE COOKE
Enrolment number	FTG3656	Submission Date	14.05.2024
Status	Work Not Submitted		

Evidence

There are no files uploaded for this booking.

3. Check that the **Status** has updated to show as **Work Not Submitted**.

4.5. Amending records and deleting evidence

You can only amend student records and / or delete evidence from a student record where the record has not been submitted.

Step 1 Locate student record

Booking

Centre number: 999990 - SAP TEST UK CRONE

Qualification: 8715-32 Team Leadership/ Management

Assessment: 8715-312 Occupational Specialism

Sales order: 0114119868-3030

Window: Summer 2024

Enrolment number: FTG5717

Learner name: HALEEMA CARNEY

Status: Not Started

Submission Date:

Evidence

Upload Files

Upload complete

File Name	Upload Date	Upload User	File Type	File Size	Tags	Actions
FTG5776 declaration of authenticity.docx	14.05.2024	Business Assurance	Word	67.68 KB	Declaration of Authentici...	Delete
FTG5776 evidence checklist.docx	14.05.2024	Business Assurance	Word	57.68 KB	Evidence Checklist	Delete
FTG5776 Task 1.1 research notes.docx	14.05.2024	Business Assurance	Word	11.82 KB	1.1: Research	Delete
FTG5776 Task 1.2 report.pdf	14.05.2024	Business Assurance	pdf	195.07 KB	1.2: Report	Delete

1. Locate the student record using the steps set out in [Section 5.3](#).
2. Click into the student record.
3. Check the student record details are correct, and that this is a student you wish to amend.

Step 2 Delete evidence

FTG5776 Task 1.4 presentation.pptx	14.05.2024	Business Assurance	PowerPoint	32.68 KB	1.4: Presentation	Delete
FTG5776 Task 1.4 recording.mp4	14.05.2024	Business Assurance	Video	297.8 MB	1.4: Presentation	Delete
FTG5776 Task 2.1 discussion notes - Copy.docx	14.05.2024	Business Assurance	Word	57.12 KB	2.1: Collaborative Problem Solving	Delete
FTG5776 Task 2.1 discussion notes.docx	14.05.2024	Business Assurance	Word	57.12 KB	2.1: Collaborative Problem Solving	Delete
FTG5776 Task 2.1 drafted email.docx	14.05.2024	Business Assurance	Word	57.12 KB	2.1: Collaborative Problem Solving	Delete
FTG5776 Task 2.1 observation record.docx	14.05.2024	Business Assurance	Word	57.12 KB	2.1: Collaborative Problem Solving	Delete




Are you sure you want to delete the file: [file name] uploaded against this booking?

1. To delete a piece of evidence which has been uploaded to a student record, click the **Delete** button at the right of the evidence record.
2. A message box will appear asking you confirm the deletion. Click **Yes**.
3. Check the student record details are correct, and that this is a student you wish to amend and/or delete evidence.

Step 3 Amend record tagging

File Name	Upload Date	Upload User	File Type	File Size	Tags	Actions
FTG5776 declaration of authenticity.docx	14.05.2024	Business Assurance	Word	67.68 KB	Declaration of Authenticity	Delete
FTG5776 evidence checklist.docx	14.05.2024	Business Assurance	Word	57.68 KB	Evidence Checklist	Delete
FTG5776 Task 1.1 research notes.docx	14.05.2024	Business Assurance	Word	11.82 KB	1.1: Research	Delete
FTG5776 Task 1.2 report.pdf	14.05.2024	Business Assurance	pdf	195.07 KB	1.2: Report	Delete

File Name	Upload Date	Upload User	File Type	File Size	Tags	Actions
FTG5776 declaration of authenticity.docx	14.05.2024	Business Assurance	Word		Declaration of Authenticity + x	Delete
FTG5776 evidence checklist.docx	14.05.2024	Business Assurance	Word	57.68 KB	Evidence Checklist	Delete
FTG5776 Task 1.1 research notes.docx	14.05.2024	Business Assurance	Word	11.82 KB	1.1: Research	Delete

1. You can amend the tag(s) assigned to a piece of evidence by clicking on the  icon.
2. Existing tags can be removed using the  icon next to the tag name.
3. You can add additional tags by clicking the  icon and then selecting the relevant option from the list.
4. Make sure you click **Save** when you have completed the amendments.

5. Frequently Asked Questions (FAQs)

5.1. Research tasks

Question: For the research task, the assessment guidance states students are permitted access to the internet, can students also use textbooks as part of their research?

Answer: Yes, students can access textbooks as well as the internet. Though as City & Guilds markers may not have access to the textbook used by the student, the provider must validate the source(s) and provide commentary of this as part of the uploaded evidence.

5.2. Presentation tasks

Question: Can my students present their presentation remotely via video conferencing?

Answer: No, for all Occupational Specialisms students must present a live presentation to a face-to-face audience (not remotely) ie the assessor must be in the room with the student. Video conferencing (eg MS Teams / Zoom) may be used to **record** the presentation (video and audio), but the video must show the full length of the student standing next to the presentation on a screen (or similar).

Question: Do students need to present to fellow students?

Answer: No, students are required to present to the assessor / supervisor. The assessor will take on the role of the audience (as per the occupational specialism brief and Assessor Pack). It is recommended another member of staff is also involved to test and manage the video recording and support with note taking (where required).

Question: Can I prompt students during their presentation, e.g. if they are struggling?

Answer: No, prompting is not permitted. This includes asking the students to introduce their presentation. Students must be given the opportunity to present their content without prompting or other forms of input from the audience (with the exception of any task-specific Assessor Pack that advises otherwise).

Question: Do I need to check the video and audio quality for presentation tasks (and collaborative discussions where applicable)?

Answer: Yes, it is critical to test the video and audio (including generated file sizes and format) **before** delivering assessments to students as well as **after** for each individual student once completed. Each video must be checked prior to upload to ensure it's of sufficient quality for marking.

5.3. Assessment Conditions

Question: Do I need to upload the student's internet search history to confirm assessment conditions have been followed?

Answer: No, this does not need to be uploaded. The centre must review the internet search history to ensure the authenticity of the student's work (e.g. to check that they have not accessed a private cloud storage). The Declaration of Authenticity is sufficient evidence that these checks have been carried out to apply assessment conditions. Please ensure the Declaration of Authenticity is signed and uploaded.

5.4. Administration related to the T Level Technical Qualification in Management and Administration OS and T Level Technical Qualification in Animal Care and Management OS research projects 8717-408 and 8717-410

Question: How do we use the header templates?

Answer: It is envisaged that header templates are provided to students to complete and add their content on the following pages / slides / tabs. It is recommended students are advised on the required file name conventions (including having their Enrolment Number in each file name etc).

Question: Do I need to scan / convert documents to PDF before uploading?

Answer: Electronic documents do **not** need scanning / converting to PDF if the files produced by the students align with our acceptable file formats for uploading (see [section 3.5.8](#)). Other file formats, handwritten notes / sketches / drawings / completed forms (e.g. Declaration of Authenticity) will need to be scanned into PDF format.

Centres must check that any scanning has accurately captured all of the student's evidence and that detail has not been lost during scanning.

It is expected that most of the student evidence can be uploaded to City & Guilds as produced by the student.

Question: How many declarations of authenticity are required per student?

Answer: Only **one** is required per student for the chosen Occupational Specialism. This will cover all tasks and all evidence produced.

Question: How can we prevent students from amending work produced for previous tasks?

Answer: This could be achieved electronically or by utilising hard copies.

- Electronically: Providers must retain a secure set of files that cannot be amended by students. A **separate** version can be provided to the student (during controlled conditions only) for them to refer to when completing future tasks. They must be advised that any changes to previous tasks will **not** be submitted for marking.
- Hard copies: Providers / students may produce hardcopies to be retained by the provider to share with the student (during controlled conditions only) for them to refer to when completing future tasks.

Question: Does a supervisor / assessor have to observe every controlled condition session (i.e. the delivery of the tasks)?

Answer: No, many tasks can be observed by an **Invigilator** to reduce the burden on supervisors / assessors. Invigilators must be made aware of the requirement for delivering the task(s) (e.g. duration, access to the internet, taking in student work etc). There are some exceptions, e.g. the delivery of the presentations and collaborative discussions (where applicable) where an assessor / supervisor must observe.

Appendix 1 | SAMPLE: Occupational Specialism Observation Record

(Task 3 Presentation)

Student name	
City & Guilds student No.	
Date	

Provider name	
City & Guilds Provider No.	

Record observation notes below to inform external marking. Notes must be detailed, accurate and differentiating. They should identify areas of strength and weakness to distinguish different levels of performance quality for each of the prompts below. Notes do not need to duplicate information that will be seen by markers in other evidence submitted for the task, eg presentation slides, instead they should focus on things that are observed.

Evidence of core knowledge and skills being applied to the brief

Presentation technique and use of technical language

Communication with the audience

Use of digital skills

Empty text area for digital skills.

Any other aspects

Empty text area for other aspects.

Tutor signature

Date

X

Empty date field.

If completing electronically, double click next to the 'X' to add an electronic signature once the record is **finalised**.

Appendix 2 | SAMPLE: Occupational Specialism - Evidence Checklist

Student name	
City & Guilds Student No.	
Date	

Provider name	
City & Guilds Provider No.	

I confirm that all files (as appropriate) have been checked for (please tick):

- c Adherence to City & Guilds filename convention requirements
- c Video quality
- c Audio quality
- c Acceptable file size (less than 2.5Gb)

Task	Evidence expected for marking	Evidence to be uploaded? (Y/N)	Issue code (if applicable)? See list and guidance on following page
1 Project Planning	PESTLE analysis		
	Project plan		
	Timeline of project plan		
	Waste proposal document		
2 External Stakeholder Engagement	Stakeholder map		
	Stakeholder engagement plan		
	Meeting materials		
	Objection report		
3 Policy Development	SWOT analysis		
	Policy document		
	Presentation materials		
	Video recording of presentation		
4 New Manager Documentation	Observation record form		
	Transaction summary with costs		
5 Coaching	Sign-off approval request		
	Information pack		
6 Business Data Analysis	Coaching plan		
	Questions		
	Date inventory document		
	Data analysis spreadsheet		
	Recommendation report		

Where evidence cannot be provided **or** it contains issues, please use the appropriate code below:

Student related	Provider related
L1 – Evidence generated by student but not saved by student L2 – No evidence generated by student L3 – Other student issue (please provide details in table below)	P1 – Evidence lost by provider P2 – No/poor audio on recording P3 – No/poor visual on recording P4 – Incomplete recording P5 – File has been corrupted P6 – Other provider issue (please provide details in table below)

Provider comments:

Task	Comments

Name	
Signature	<div style="text-align: center; margin-bottom: 10px;">X</div> <hr style="border: 0; border-top: 1px solid black; width: 100%;"/>
Role	
Date	

If completing electronically, double click next to the 'X' to add an electronic signature once the record is **finalised**.

Appendix 3 | SAMPLE: Declaration of Authenticity



Assessment ID	Qualification number
Student name	Student number
Provider name	Provider number

Additional Support

Has the student 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).

Student:

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

Student signature	Date

Assessor:

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

Assessor signature	Date

Note: Where the student and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the Provider and this will delay the marking process.

If any question of authenticity arises, the assessor may be contacted for justification of authentication

Appendix 4 | SAMPLE: Student evidence header template

Header pages must be inserted at the front of all student evidence (i.e. the front page of a document).

Templates are provided as a guide by City & Guilds for Word, PowerPoint and Excel. If a provider adopts their own style, it must include all of the following information, in a table and in the same order.

Assessment number (eg 1234-033)	
Assessment title	
Student name	
City & Guilds student No.	
Provider name	
City & Guilds provider No.	
Task(s)	
Evidence title / description	
Date submitted by student	



HM Government

Get in touch

The City & Guilds 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:

T: 01924 930 800

E: centreoperations@cityandguilds.com

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

W: www.cityandguilds.com/tlevels

Visit our [T Levels Resource Hub](#).

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