T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Onsite Construction (8711-30)

8711-033 Employer-Set Project

Provider Guidance

Summer 2022

City & Guilds | eal

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1. Important information

This document contains the version specific guidance for the T Level Technical Qualification in Onsite Construction summer 2022 Employer-Set Project. **It must be read in conjunction with the 'T Level Technical Qualification, Assessment Guidance for Providers'** document which can be found under 'Assessment guidance' on the 'T Levels Resource Hub': https://www.cityandguilds.com/tlevels/resources

2. Task schedule summary

The tasks within the project are designed to be scheduled and taken in sequential order, due to the dependency of evidence being generated in one task being used by candidates in the next. For example, the research reference materials produced in task 1.1 are required for completion of task 1.2, therefore task 1.1 must be completed before task 1.2 can be attempted.

Task		Conditions	Evidence produced	Timings
1.1	Research	Supervised/ controlled	Research notes, Record of sources	3 hours
1.2	Report	Supervised/ controlled	Report	6 hours *
1.3	Induction Plan	Supervised/ controlled	Induction plan, Supporting statement	3 hours
1.4	Presentation	Supervised/ controlled	Video recording of presentation, Presentation materials – e.g. slides, handouts etc., Observation record	2 ½ hours *
2.1	Collaborative Problem-solving	Supervised/ controlled	Video recording of discussions, Written discussion notes, Email draft, Observation record	1 ½ hours *
2.2	Evaluation	Supervised/ controlled	Evaluation account	1 hour
			Total:	**17 hours**

* See over page for further breakdown

Note on timings

- Task 1.2 – the six hours allocated for this task can be split into two x three-hour sessions on consecutive days to aid manageability, if necessary. If this is the case, candidates' work must be retained and held securely between sessions.
- Task 1.4 Presentation – two hours of the allocated time for this task is for preparation of the presentation, the remaining half an hour is for the presentation itself and responding to questions.
- Task 2.1 Collaborative problem-solving – half an hour of the allocated time for this task is for group discussions, the remaining hour is for completion of the written draft recommendation.

3. Overview of document audience

	Approved audience	
Documents	**Provider Staff**	**Candidate**
Candidate Guidance	✓	✓
Provider Guidance	✓	✗
Project Brief	✓	✓ Under assessment conditions
Task 1.1 – Research	✓	
Task 1.2 – Report	✓	✓ Under assessment conditions, **once the previous task has been submitted**
Task 1.3 – Induction Plan	✓	
Task 1.4 – Presentation	✓	
Task 2.1 – Collaborative Problem-solving	✓	
Task 2.2 – Evaluation	✓	
Declaration of Authenticity	✓	✓
Observation Record (task specific) x 2	✓	✗
Evidence Checklist	✓	✗
Header templates	✓	✓

To ensure the security of live assessment materials, candidates must be provided hard copies of relevant documents (eg candidate guidance, brief and tasks) as required. These must be returned to the supervisor at the end of each assessment session.

4. Observation evidence

The below sections in each task list the minimum requirements of evidence to be submitted for external marking:

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

For tasks where a record of observation is needed, these tasks must be observed by a tutor who meets the resource requirements set out in the TQ specification, found on the Qualification's webpage.

For tasks 1.4 and 2.1, task specific observation records form part of the candidate's evidence and must describe **how well** the task has been carried out, rather than stating the specific points the candidate has covered. The notes must be descriptive and focus on the **quality** of the presentation/collaborative discussion in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker, along with the video recordings, to mark the performance using the marking grid. As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection (including video/audio recording).

Before observing task 1.4 and 2.1, tutors should read through the sample marking grid to ensure they are clear on how the candidates will be assessed against the mark grid by the examiner, this will highlight the key points they should be looking for when observing.

Identifying **what it is** about presentations/collaborative discussions that is **different** between candidates can clarify the qualities that are important to record. Each candidate may cover similar points within their task, so a checklist of this information would not help differentiate between them. However, qualitative comments on **how well** they respond to the project brief would.

Prompts are provided on the task specific 'Observation Record' to support this also, with a section for other notes. These notes will be used for marking purposes and so must be **detailed, accurate** and **differentiating**. After completing the observation, the tutor should look again at the sample marking grid to ensure they have referred to all relevant aspects.

Providers have the flexibility to determine the most appropriate means of completing their observation notes (e.g. a tablet, handwritten) within the 'Observation Record', however this should not restrict the quality of the notes. Providers must not amend the 'Observation Record' or create their own recording form.

It must be clear from the supporting video evidence which candidate it is attributed to, e.g. by the candidate stating their name and City & Guilds enrolment number during the introduction or the video file name including the name and enrolment number.

Where the minimum requirements have **not been submitted** for marking or the **quality of evidence is insufficient** to make a judgement, any judgment will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark, a mark of zero will be given.**

5. Overview of task requirements

	Task					
Conditions	**1.1**	**1.2**	**1.3**	**1.4**	**2.1**	**2.2**
Candidates will have access to a computer with word processing software	✓	✓	✓	✓	✓	✓
Candidates will have access to the Internet	✓					
Candidates will have access to the project brief document	✓	✓	✓	✓	✓	✓
All work must be completed independently	✓	✓	✓	✓		✓
During any breaks, all materials must be kept securely	✓	✓	✓	✓	✓	✓
Candidate work will be saved securely for return to the candidate for use in future tasks*	✓	✓	✓	✓	✓	
Only permitted materials allowed into the supervised session	✓	✓	✓	✓	✓	✓
No assessment materials to leave the room at any point of the assessment	✓	✓	✓	✓	✓	✓

* Following tasks, work should be saved securely for return to candidates for use in future tasks within this project. This could be facilitated through the use of memory sticks or a specific location on a secure drive (network or cloud) for work to be saved on.

6. Task-specific requirements and considerations

Task 1.1

- Candidates must have access to the Internet in order to conduct research.
- Research notes are likely to cover approximately three sides of A4.
- Candidates must be reminded to keep a record of their sources and submit these as part of their evidence.

Task 1.2

- Candidates must be reminded to include details of sources referenced. Sources and references are not included in the minimum 1,500 word count.
- To aid deliverability and manageability of assessment, sessions can be split – for example where timetabling of an appropriate location for six hours is not possible, where providers access to computer resources is limited, or where candidates are not available for six consecutive hours (e.g. due to work placement commitments). Where necessary sessions can be timetabled over consecutive days. All candidates are required to complete a declaration of authenticity along with their evidence submission.
- If the six-hour session is broken into two three-hour sessions, candidates work must be retained and held securely between sessions.

Task 1.3

- A template must **not** be provided to candidates for this task. Candidates must apply their understanding to determine what information to include to meet the brief and task requirements.
- The supporting statement is likely to be approximately 750 words.

Task 1.4

- This task has a total duration of 2.5 hours; 2 hours of that is preparation time and 30 minutes is for the actual presentation.
- It is recommended that the 2 hours of preparation time start and stop at the same time for all candidates – they must be under controlled conditions, this can be overseen by a supervisor.
- At the end of those 2 hours candidates need to submit what they are intending to present. If some candidates are completing their preparation after others, they must not observe another candidate's presentation before submitting their own materials.
- The provider can then timetable each of the 30 minutes presentation slots – these do not all need to be in one day. **A competent tutor, as defined in the TQ specification, must observe the presentation.**
- There is no requirement for candidates to observes others presentations.
- The next task cannot be started until all presentations have been delivered (with the exception of candidates who are absent through illness etc).
- Candidates do not have to use technology to present their findings, but this is encouraged. Candidates can choose the format/program they want to use for their presentation (e.g. PowerPoint, Keynote etc).

- Candidates' presentations should be scheduled and timed to include time for questioning following the presentation within the 30 minutes allocation.
- It should be clear to candidates how much time of their presentation time has been used up, for example through the use of a timer, or clarification at the start of the session that their session will end in 30 minutes time (e.g. indicating to candidates on a mutually visible clock and confirming the time the session will end). Where candidates are coming to the end of their allocated 30 minutes and have not yet responded to questions this should be indicated to them.
- It is important that providers consider the impact of cohort size on the scheduling of the presentation task. Larger cohorts may need to be split into two groups in order to accommodate presentations taking place shortly after the preparation session. Where necessary, presentation preparation/delivery sessions can be timetabled over a number of days. All candidates are required to complete a declaration of authenticity along with their evidence submission (be it physical i.e. report, or ephemeral ie presentation).
- All candidates must be asked **three** questions following their presentation (probing or clarification question not included). The nature of the questions should relate to the content of their presentation. Questions should be posed from the perspective of a client or manager within an organisation for a construction project and should allow candidates to expand upon and reinforce points covered in their presentation (Responses to questions generate evidence for the 'AO2b communication') Ideally, questions should be related to the individual candidate's presentations but could follow the following structures;
    - *What did you find the most challenging aspect of the brief?*
    - *What are the key aspects related to health and safety on this project?*
    - *What aspect has the most impact on the environment and sustainability?*
- It is recommended that before the presentation session some time is spent in group discussion to explore the types of questions that would likely be asked in similar real life situations, so that all candidates are prepared and understand that they will have to respond to this type of questioning following their presentation, and so candidates who present earlier in are not seen to be disadvantaged.
- A record of questions asked, and responses must be included on the 'Observation Record'.
- Video recordings of presentations and follow-up questions (covering the full 30 mins) must be in mp4 format with audible sound levels, well-lit etc. as per the advice detailed in the observation evidence section above.

Task 2.1

- This task has a total duration of 1.5 hours; 30 minutes of that is discussion time within a small group and 1 hour is for drafting the email.
- Candidates should be divided into groups of two or three in order to conduct the discussion element of the task. **A qualified tutor must observe each group discussion, video the group discussion and complete a task specific 'Observation Record' for each candidate**. A tutor **cannot** observe more than one group at a time.
- The video recordings of discussions (covering the full 30 mins) must be in mp4 format with audible sound levels of all members of the group, well-lit etc. as per the advice detailed in the observation evidence section above.
- Candidates should move directly to drafting the email **individually** after the discussions are conducted i.e. both activities should be conducted within the same one and a half hour session.

- The supervisor for the second part of the task (drafting an email) does not have to be a qualified tutor. This allows providers to stagger the sessions over a smaller period of time by utilising other staff.

  For example:

	9:00	**9:30**	**10:00**	**10:30**
Group 1	30 mins (Tutor)	1 hour (Supervisor)		
Group 2		30 mins (Tutor)	1 hour (Supervisor)	

- Candidates may wish to include suggestions and points raised by others in the group discussion as part of their email draft – this is acceptable; however the email must be drafted individually and in their own words.
- The email should be a minimum of 300 words long.

Task 2.2

- The evaluation account is likely to be approximately 750 words.
- Candidates should follow the guidance, structure and answer the questions posed in this task.
- Candidates must relate their account to the brief.

7. Maths, English and digital skills

Throughout the completion of the tasks within the project candidates will generate evidence towards their maths, English and digital skills as follows;

Task 1.1 Research	Digital skills
Task 1.2 Report	Maths, English and digital skills
Task 1.3 Project plan	Maths skill
Task 1.4 Presentation	English skills
Task 2.1 Collaborative problem-solving	N/A
Task 2.2 Evaluation	English skills

Demonstration of these skills will contribute towards the overall marking of the project as per the AO weightings and sample marking grid.

Get in touch

City & Guilds Technicals Quality Team

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

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

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