



Welcome to the T Level Core Component Assessment Practices and Principles

On-site Construction

The workshop will begin shortly

Using the Teams platform



If you need to comment, or have a question, please raise your hand. You can use the chat function as well to ask questions.



Please mute when not speaking to avoid background noise. We are delivering from home so apologies for any background noise



This session is not being recorded



Agenda

- | | |
|---|---|
| 1 | Introduction to the core assessments /overview of curriculum planning resources |
| 2 | Technical Qualification theory exam overview |
| 3 | Employer set project overview of assessment |
| 4 | Q&A |



- Overview of curriculum planning support resources
- The assessment requirements of these knowledge outcomes



- Occupational specialisms
- Progression
- Industry placements
- Reviewing content



Introduction to the workshop panel



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Curriculum planning

- Link to examples of curriculum planners

<https://www.cityandguilds.com/tlevels/construction-bse>

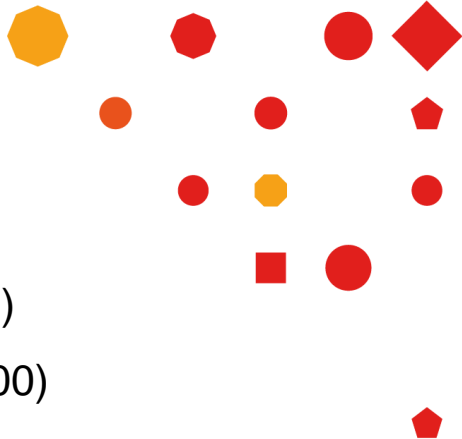
- Link to curriculum planning webinar

https://youtu.be/QQ0A_A5qXZY

- Link to curriculum planning slides [here](#)
- Exam dates- draft

Overview of assessment for core content

Overview of the Core Assessments



Learners must complete:

- **Two** externally set exams covering knowledge from the on-site construction core content (component 300)
- **One** employer-set project covering knowledge and skills from the on-site construction core (component 300)

Technical Qualification Scheme of Assessment overview

Core Component – Learners must complete all assessment components						
Assessment component (number)	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1 (031)	Externally set exam	2 hours	90	35%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2 (032)	Externally set exam	2 hours	90	35%	Externally marked	
Employer set project (033)	Externally set project	17 hours	100	30%	Externally marked	

- 280 marks in total aggregated to one total score

<https://www.markcalculate.com/calculators/marks-percentage-calculator>

Core Theory Exam Paper 1

The exam has been split into two sections which will be made up of different question types that include short answer questions, structured questions, and extended response questions

Each exam paper is made up of two parts:

- Part A (70%)
- Part B (30%)
- **Section A** is made up of 60 marks and includes 18 short answer and medium answer questions.
- **Section B** is made up of 30 marks and includes 3 extended response questions.

Both core exams will follow the same structure but each core exams covers different technical content.

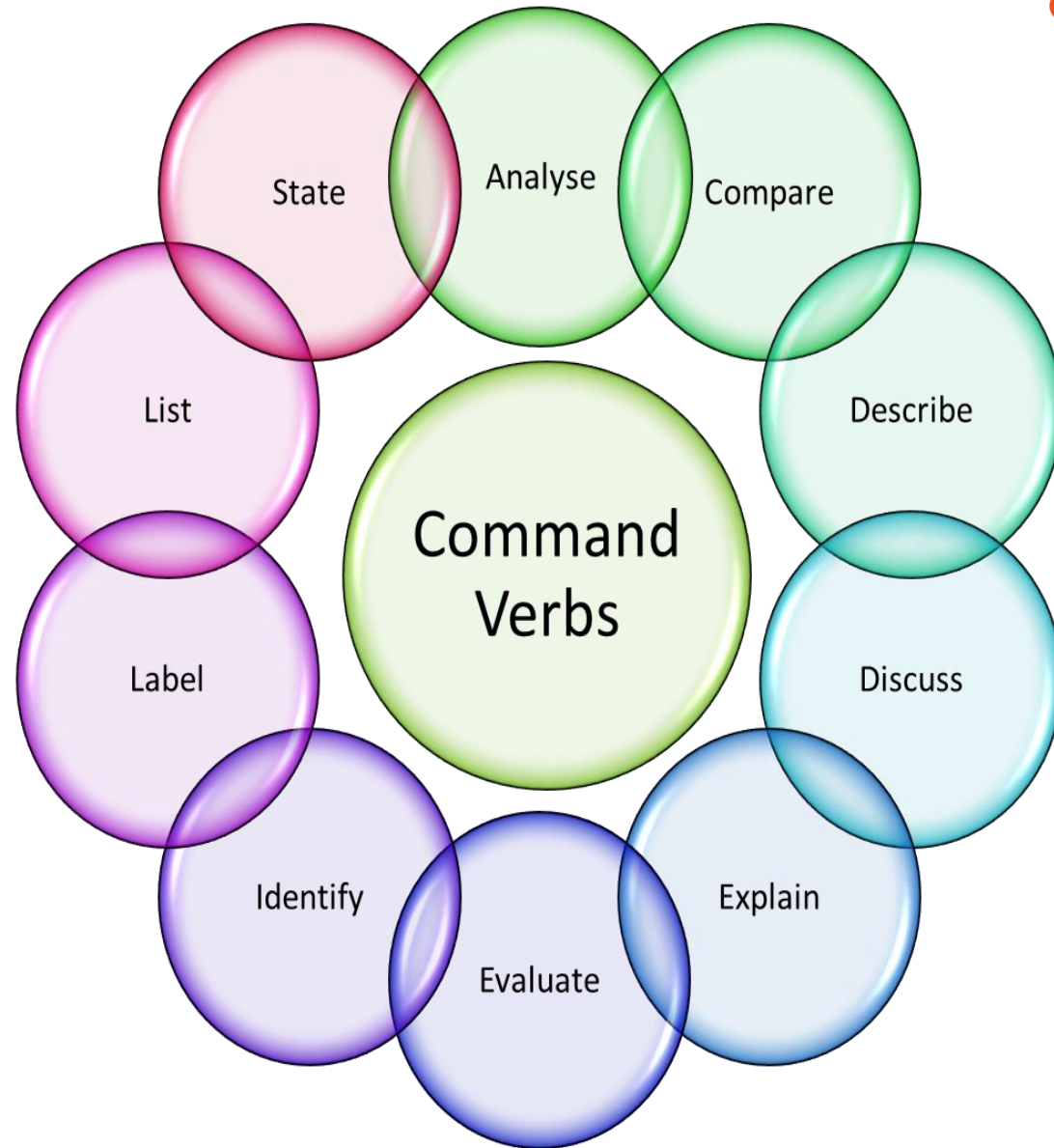
The level of difficulty will increase through the paper with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

Content overview:

- Health and safety in construction
- Construction design principles
- Construction and the built environment industry
- Construction sustainability principles
- Building technology principles
- Tools, equipment, and materials

Exam Preparation

In examinations, certain words, often called command words, are used as prompts to give an indication to learners of the type of response that is expected by the question. These words include 'state', 'describe', 'explain' and 'discuss'.



Understanding of Command Verbs in Questions

What are command verbs?

Command verbs in exam papers are the words your learners need to understand. These tell you what response the examiner is looking for.

Below are some examples of command verbs that you may well see in the technical qualification theory exam papers.

Explain, define, describe, compare, identify, summarise, calculate, illustrate, outline

It's really important learners understand what is being asked of them.

Typical command verbs to test knowledge : define, describe, label, list and state

Typical command verbs to test understanding : explain..., why..., suggest reasons for...identify

Typical command verbs to test applied learning: these usually require candidates to discuss, or explain a topic in some detail

Application of Command Verbs in Questions

AO1 a Demonstrate knowledge-all AOs require the ability to recall knowledge. AO1a) refers to instances where the learner is simply required to demonstrate basic recall. (10% weighting)

AO1 b Demonstrate understanding- The ability to explain principles and concepts beyond recall (25% weighting)

AO2 Apply knowledge and understanding to different situations and context (45% weighting)

AO3 Analyse and evaluate information and issues (20% weighting)

- Short, lower-tariff (marks) question types, 'state, list'-type, recall questions typically require a separate point per mark
- Medium- tariff (marks) question types, 'explain'-type questions may require a point or limited explanation for 1 mark with a further mark available for more depth or explanation
- Higher tariff 6-12 mark question types, 'discuss'-type questions expect a higher quality of response for higher marks, and these are usually marked using level of response marking (bands).

Activity for your learners : give a meaning to the typical theory exam command verbs

1. explain
2. define
3. describe
4. compare
5. identify
6. summarise
7. calculate
8. illustrate
9. outline
10. discuss

Answers can be found in the link below

https://www.macmillandictionary.com/dictionary/british/outline_1

Answer Guide for Tutors Command Verbs

Explain-Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects. Give example(s)

Define-Give the meaning of, technical vocabulary, terms, etc.

Describe-Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc

Compare-(...and contrast) or describe the similarities/differences)

Identify-Recognise a feature, usually from a document, image, etc and state what it is

Summarise-Give a brief statement of the main points (of something)

Calculate-Work out the answer to a problem using mathematical operations

Illustrate-Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

Outline-to give the main ideas of a plan without giving specific details

Discuss-Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it

Question Types



6. You are contracted to assist in the refurbishment of a grade II listed building.

State the **two** main cost factors that would need to be consider during the planning and design stage of the refurbishment.

[2 marks]

.....

.....

.....

Command verb is **State**-give the relevant points briefly

Q6

You are contracted to assist in the refurbishment of a grade II listed building.

State the **two** main cost factors that would need to be consider during the planning and design stage of the refurbishment of the Grade 2

Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
Award marks for a suitable answer that covers the following points: <ul style="list-style-type: none">Listed buildings require specialist materials which cost moreUse of specialist labour skills which cost morePaying for professional fees	Award 1 mark for each up to a maximum of 2	2	3.1 AO1b

KO

KO3 Construction design principles

13. A small domestic dwelling is to be built on land with a good bearing capacity.

Suggest the most suitable type of foundation that would be used for this project, giving a detailed explanation or your recommendation

[6 marks]

The command verb is **suggest** with an instruction to **give a detailed explanation or recommendation**

Q13

A small domestic dwelling is to be built on land with a good bearing capacity.

Suggest the most suitable type of foundation that would be used for this project, giving a detailed explanation or your recommendation.

Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
<p>Strip foundations (1).</p> <p>Award marks for answers that explain the reason for using a strip foundation in this context.</p> <p>Reasons:</p> <ul style="list-style-type: none">• Suitable for land to be built on (i.e. good bearing capacity) (1)• Cost effective (1)• Easy to build (1)• Ability to withstand great loads (1)• Very long service life (1)	<p>Award 1 mark for the answer and up to a maximum of 5 marks for the reasons</p> <p>Accept alternative suitable reasons that are relevant to the context</p>	<p>6</p>	<p>7.2</p> <p>AO2</p>

Q. A building has suspected asbestos in the walls, ceilings, and pipe insulation. The structure of the building needs to be partially demolished as part of the installation work of building services equipment, which includes the removal of the pipe insulation.

Explain what must be considered to deal with the hazard before work proceeds.

[4 marks]

Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
<p>Award marks for answers that demonstrate understanding of the considerations of dealing with asbestos relative to the context, to include</p> <ul style="list-style-type: none">• Management of demolition (1)• Extends beyond unlicensed work (1)• Pipe lagging is licenced (1)• Specialist contractors must be used to remove and dispose of these items (1)	<p>Award marks for any other suitable explanations that is relevant to the context</p>	4	1.3 AO2

Command verb is explain-make clear

Part B type questions-extended response

Picking out the relevant information

A client wants a two-story extension constructed on the back of an office. The site has very easy access for materials and machinery. The main constraint is that the time allowed for the construction work on site, from commencement to handover, is extremely limited.

Discuss the construction method most suitable for this time constraint.

These type of questions are designed for stretch and challenge for more able learners.

You may need to break these types of questions down during formative assessments to support learners to access marks.

Part B type questions-extended response

Picking out the relevant information

A client wants a two-story extension constructed on the back of an office. The site has very **easy access for materials and machinery**. The main **constraint is that the time** allowed for the construction work on site, from commencement to handover, is extremely limited.

Discuss the **construction method most suitable** for this **time constraint**.

Command verb is **discuss**-Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it

These type of questions are designed for stretch and challenge for more able learners.

You may need to break these types of questions down during formative assessments so learners can maximise marks.

Indicative content

As the amount of time allowed on site is extremely limited, a modular or premanufactured superstructure is the best option. This is where the main structure of the building is constructed elsewhere or off-site and then broken down into sections, moved to site then assembled or put together in a much shorter time.

As the site has easy access, the items can easily be delivered and lifting equipment can place it in correct position for quick assembly. This system requires long planning times for construction. Co-ordination between superstructure size and sub-structure installation and dimensions is very important to minimise problems.

Discussion can also be negative such as reasons for not using traditional methods of construction due to the time taken on site to set out, build, and cure. It is important for the discussion to note the risks such as the super structure and sub-structure being built in different places, so communication is key to ensure correct dimensions.

Band 1

1-3 marks

Demonstrates a basic use of analysis of the different types of construction methods. Demonstrates basic application of knowledge and understanding of the use of different construction methods relevant to the time constraints. Demonstrates basic evaluative skills with limited reasoning to which method would be most suitable

Band 2

4-6 marks

Demonstrates a good use of analysis of the different types of construction methods. Demonstrates good application of knowledge and understanding of the use of different construction methods relevant to the time constraints. Demonstrates good evaluative skills with clear reasoning to which method would be most suitable.

Band 3

7-9 marks

Demonstrates a thorough use of analysis of the different types of construction methods. Demonstrates thorough application of knowledge and understanding the use of different construction methods relevant to the time constraints. Demonstrates thorough evaluative skills with thorough reasoning and justifications to which method would be most suitable.

Core Theory Exam Paper 2

The exam has been split into two sections which will be made up of different question types that include short answer questions, structured questions, and extended response questions

Each exam paper is made up of two parts:

- Part A (70%)
- Part B (30%)
- **Section A** is made up of 60 marks and includes 20 short answer and medium answer questions.
- **Section B** is made up of 30 marks and includes 3 extended response questions.

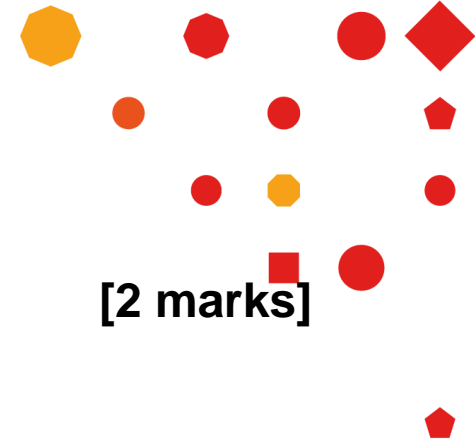
Both core exams will follow the same structure but each core exams covers different technical content.

The level of difficulty will increase through the paper with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.

Content overview:

- Construction science principles
- Construction measurement principles
- Construction information and data principles
- Relationship management in construction
- Digital technology in construction
- Construction commercial/business principles

Question types



1. **State** the **two factors**, along with Force, used to **determine** the mechanical power required to move a load.

[2 marks]

Already given one example

Q2	State the two factors, along with Force, used to determine the mechanical power required to move a load.			
	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
	Distance Time	Award 1 mark for each	2	2.4 AO1a
KO	KO2 Construction science principles			

Q. A new build office is to be illuminated. The client is considering the installation of light tunnels in the roof space to allow for natural lighting and has asked for your opinion.

Describe **four** benefits of utilising natural lighting in a building with regards to a person's **health**.
(4 Marks)

Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
The utilisation of natural light in a building can provide health benefits such as creating a more comfortable environment (1), preventing seasonal affective disorder (1), help to regulate a person's body clock (1) and improve concentration (1). Natural light will also help reduce any mould or mildew developing (1).	Award 1 mark for each benefit up to a maximum of 4 marks Accept any other suitable answer that is relevant to the context	4	2.6 A02
KO2 Construction science and principles			



Q. Analyse and evaluate, using examples, how collaborative working impacts the completion of a construction project.

Question Intention: To allow learners to consider how collaborative working can impact the completion of construction project.

Indicative content:

- Range of different stakeholders from designers to operatives
- Types of work to include design, construction, civil engineering, maintenance sectors
- Specialist contractors
- LOSC, agencies and main contractors
- Produce the work, activities include housing, infrastructure, services, education, hospitals, retail
- Roles and responsibilities
- Health and safety
- Efficiencies
- Project planning
- Communication
- Effective working
- Sharing information/ innovations

Band 1 (1-3 marks)

Demonstrates a basic use of analysis on the range of collaborative working methods on construction projects
Demonstrates basic application of knowledge and understanding on how collaborative working can be made on construction projects
Demonstrates basic use of evaluative skills on the impact of collaborative working on construction projects

Band 2 (4-6 marks)

Demonstrates a good use of analysis on the range of collaborative working methods on construction projects
Demonstrates a good use of application of knowledge and understanding on how collaborative working can be made on construction projects
Demonstrates a good use of evaluative skills on the impact of collaborative working on construction projects

Band 3 (7-9 marks)

Demonstrates a thorough use of analysis on the range of collaborative working methods on construction projects
Demonstrates a thorough use of application of knowledge and understanding on how collaborative working can be made on construction projects
Demonstrates a thorough use of evaluative skills on the impact of collaborative working on construction projects

Any Questions so far?

Overview of Employers Set Project (ESP) tasks

Employer set project (ESP) sample

Consists of a number of different tasks

Task	Time allocated	Marks
1.1 – Research	3 hours	9 marks
1.2 – Report	6 hours	26 marks
1.3 – Project plan	3 hours	24 marks
1.4 – Presentation	2 ½ hours	18 marks
2.1 – Collaborative problem-solving	1 ½ hours	15 marks
2.2 – Evaluation	1 hour	8 marks
	Total time 17 hours	Total marks 100 marks

- Tasks will be released in order of sequence
- The time allocated and allocation of marks are not related.
- It is the weighting and level of skills being assessed that determine the marks for each task.

More Information on the ESP

- The employer-set project samples knowledge drawn from across the core content. However, due to their importance all versions of the employer-set project will cover content from the following core underpinning knowledge outcomes of :
 - Health and safety in construction
 - Construction design principles
 - Construction sustainability principles

Assessment overview:

- The employer-set project is an assessment made up of several tasks that will take place within controlled conditions, assessing the knowledge and skills learned as part of the core element of the T Level.
- The project only draws on the content from the common core knowledge that sits across all specialisms for onsite
- Students will be marked on the quality and accuracy of the written work they produce

Assessment Objectives and Weightings-Employer Set project

Assessment objective	Typical evidence (examples in brief)	Approximate weighting
AO1 Planning skills and strategies	Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and sources	14%
AO2 Apply knowledge and skills to the context of the project	Relevant core knowledge applied to respond to brief, references relevant legislation, building controls, materials, concepts, waste disposal and site access considerations.	54%
AO3 Analyse contexts to make informed decisions	Analysis of key issues, evidence of risk rating and prioritisation of key issues relating to brief.	10%
AO4 Use maths, English and digital skills	Use of correct terminology, abbreviations, units of measurement in context, (technical versus nontechnical wording), use of calculations/graphs etc appropriately, consideration of the use of ICT in presentation.	16%
AO5 Carry out tasks and evaluate for fitness for purpose	Considered analysis and evaluation of project outcome, what went well and what could be improved.	6%

Employer-Set Project mark distribution

This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Research	2	3	0	2	0	0	2	0	0	9
1.2 Report	6	6	6	2	2	2	2	0	0	26
1.3 Project plan	4	10	6	2	2	0	0	0	0	24
1.4 Presentation	2	6	6	2	0	2	0	0	0	18
Total	14	25	18	8	4	4	4	0	0	77
Part 2										
2.1 Collaborative problem-solving	0	6	5	2	0	0	0	2	0	15
2.2 Evaluation	0	0	0	0	0	4	0	0	4	8
Total	0	6	5	2	0	4	0	2	4	23
AO	14	54		10	16			6		100

Employer-set project assessment

Assessment objectives

The employer-set project is assessed against five assessment objectives. The assessment objectives are mapped against each task within the marking grids:

	Assessment Objective
AO1	Plan their approach to meeting the project brief
AO2	Apply core knowledge and skills as appropriate
• AO2a	○ core knowledge
• AO2b	○ core skills - i) communication e.g. providing information and advice to customers and / or wider stakeholders on the potential risks of a change to an industrial system, or making a presentation to a stakeholder on the implications of change - ii) work collaboratively with other team members and stakeholders eg to develop content to bid for a construction project - iii) applying a logical approach to solving problems , identifying issues and proposing solutions eg through setting criteria for successful implementation of a system, using cost / benefit analysis of the introduction of new procedures or equipment - iv) primary research eg obtaining measurements related to a design and / or customer requirement.
AO3	Select relevant techniques and resources to meet the brief
AO4	Use maths, English and digital skills as appropriate
• AO4a	○ maths
• AO4b	○ English
• AO4c	○ digital
AO5	Realise a project outcome and review how well the outcome meets the brief
• AO5a	○ realise a project outcome – was the right outcome achieved
• AO5b	○ review how well the outcome meets the brief, how well was the brief met, the quality of the outcome in relation to the brief



Research 1.1

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

Employer-Set Project mark distribution										
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Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Research	2	3	0	2	0	0	2	0	0	9

Task-specific requirements and considerations Task 1.1

- Candidates should have access to the Internet in order to conduct research
- Research notes are likely to cover approximately 3 sides of A4
- Candidates should be reminded to keep a record of their sources.

(3 hours) (9 marks)

1.2 – Report

(written account of something that has been investigated).

Employer-Set Project mark distribution

This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
1.2 Report	6	6	6	2	2	2	2	0	0	26

Task 1.2

- Candidates should 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 – e.g. where timetabling of an appropriate location for six hours is not possible, where centres 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.

1.3 – Project plan

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

Employer-Set Project mark distribution										
This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.										
Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.3 Project plan	4	10	6	2	2	0	0	0	0	24

Task 1.3

- A programme of work plan
- The supporting statement is likely to be approximately 750 words.

(3 hours) (24 marks)

1.4 – Presentation (conveys information from a speaker to an audience)

Employer-Set Project mark distribution

This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.4 Presentation	2	6	6	2	0	2	0	0	0	18
Total	14	25	18	8	4	4	4	0	0	77

Task 1.4 (please refer to centre guidance for full explanation)

- Candidates do not have to use technology to present their findings, but this is encouraged
- Candidates' presentations should be scheduled and timed to include time for questioning following the presentation within the 30 minutes allocation
- 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 tendering for a construction project and should allow candidates to expand upon and reinforce points covered in their presentation
- Examples of types of questions to include are in the centre guidance

2.1 – Collaborative problem-solving

(A team approach, a collaboration between peers who help one another solve a problem).

Employer-Set Project mark distribution

This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
2.1 Collaborative problem-solving	0	6	5	2	0	0	0	2	0	15

Task 2.1 (please refer to centre guidance for full explanation)

- Candidates should be divided into groups of two or three in order to conduct the discussion element of the task
- Candidates should move directly to drafting the email after the discussions are conducted
- A record of candidates' discussions, interactions collaboration must be included on the assessor observation record - in addition all discussions must be video recorded to support observation records to be completed
- The email should be a minimum of 300 words long.

2.2 – Evaluation

How well did the project outcome meet the requirements of the brief

What went well? what didn't go well? what would I do differently?

Employer-Set Project mark distribution

This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
2.2 Evaluation	0	0	0	0	0	4	0	0	4	8
Total	0	6	5	2	0	4	0	2	4	23
AO	14	54		10	16			6		100

Task 2.2

- The evaluation account should be a minimum of 750 words long.
- Candidates can structure their evaluation account in the way they feel is most clear and appropriate.

(1 hour) (8 marks)

Task schedule summary

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 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	Evidence submitted?	* Timings
1.1	Research	Supervised/ controlled	Research notes, record of sources	Yes	3 hours
1.2	Report	Supervised/ controlled	Report Record of sources	Yes	6 hours
1.3	Project plan	Supervised/ controlled	Programme of work and supporting statement	Yes	3 hours
1.4	Presentation	Supervised/ controlled	Video recording of presentation Presentation materials – e.g. slides, handouts etc. Assessor observation record	Yes	2 ½ hours
2.1	Collaborative problem- solving	Supervised/ controlled	Video recording of discussions Written discussion notes Email draft Assessor observation record	Yes	1 ½ hours
2.2	Evaluation	Supervised/ controlled	Evaluation account	Yes	1 hour
Total timing					17 hours

Assessment Objectives and Weightings-Employer Set project

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2.1 Collaborative problem-solving	0	6	5	2	0	0	0	2	0	15
2.2 Evaluation	0	0	0	0	0	4	0	0	4	8
Total	0	6	5	2	0	4	0	2	4	23
AO	14	54		10	16			6		100

Assessment objectives

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

	Assessment Objective
AO1	Plan their approach to meeting the project brief
AO2	Apply core knowledge and skills as appropriate
• AO2a	○ core knowledge
• AO2b	<ul style="list-style-type: none">○ core skills<ul style="list-style-type: none">- i) communication e.g. providing information and advice to customers and / or wider stakeholders on the potential risks of a change to an industrial system, or making a presentation to a stakeholder on the implications of change- ii) work collaboratively with other team members and stakeholders e.g. to develop content to bid for a construction project- iii) applying a logical approach to solving problems, identifying issues and proposing solutions e.g. through setting criteria for successful implementation of a system, using cost / benefit analysis of the introduction of new procedures or equipment- iv) primary research e.g. obtaining measurements related to a design and / or customer requirement.
AO3	Select relevant techniques and resources to meet the brief
AO4	Use maths, English and digital skills as appropriate
• AO4a	○ maths
• AO4b	○ English
• AO4c	○ digital
AO5	Realise a project outcome and review how well the outcome meets the brief
• AO5a	○ realise a project outcome – was the right outcome achieved
• AO5b	○ review how well the outcome meets the brief, how well was the brief met, the quality of the outcome in relation to the brief

Questions & answers!

Survey Link

<https://forms.office.com/Pages/ResponsePage.aspx?id=KTVTy09n106NoplvWJ6pS50Mzlp9eMVKp7Z0j8JQGY9UQ0UzQ0xRV1MzWE1STFIWVzFCQUVN MVM3NS4u>



Thank you

