City & Guilds
Technical Qualifications

On-boarding 2019

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On-boarding

Important information for centres delivering Technical qualifications level 2 and 3 - 2019/20

Contents

1. What's available, progressing to HE, new for 2019 and UCAS information

2. Key information on delivery

3. Marking and moderation

4. Learning support

5. Over to you

Hints and tips – consider pausing the recording at key stages to carry out activities or to repeat and confirm understanding

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How to stay updated

To stay updated with exam dates, moderation updates etc. please complete and return the centre update form
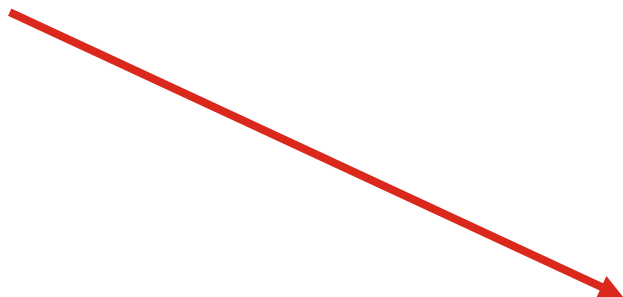
Activity 1 – Complete contact update form and return

Contact us

Technicals & Moderation Support

T: 01924 206 719

E: moderationsupport@cityandguilds.com

Please ensure that we have your most up to date contact information by completing our contact update form.

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Technical Advisor Contact Details

Industry Area	Technical Advisor	Email
Post 16 and HEI	Alison Whittle	alison.whittle@cityandguilds.com
Land & Animal	Bee Esdaile	bee.esdaile@cityandguilds.com
	John Wray	john.wray@cityandguilds.com
Hair & Beauty	Sarah Fillaudeau	sarah.fillaudeau@cityandguilds.com
	Emma Kite	emma.kite@cityandguilds.com
Hospitality & Catering	Amelia Bodle	amelia.bodle@cityandguilds.com
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Technical on-boarding

1. What's available, progressing to Higher Education, new for 2019 and UCAS information.

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Technical Qualifications overview

	Level	Type of qualification	Size (GLH)	Age Group
Key Stage 4	2	Technical Award	120	14 –16
Key Stage 5	2	Technical Certificate	360 / 450	16 +
Key Stage 5	3	Advanced Technical Certificate / Diploma / Extended Diploma	360 / 450 / 540 / 720 / 1080	16 +

For KS5 only:

• Available at Levels 2 and 3, delivered over one or two years. *Sizes and levels vary
per subject area

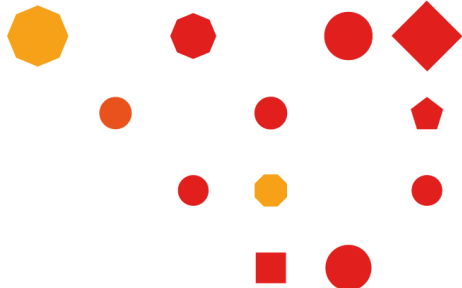**Activity 2** – Identify GLH and qualification title of your sector

Approved by the DfE to appear on Performance Tables

for information visit: cityandguilds.com

Progression to university
City & Guilds Technical Qualifications

A level grade	UCAS points
A*	56
A	48
B	40
C	32
D	24
E	16

Grade UCAS points	Level 3 Advanced Technical Certificate 360 GLH	Level 3 Advanced Technical Diploma 450 GLH	Level 3 Advanced Technical Diploma 540 GLH
Distinction *	56	56	84
Distinction	48	48	72
Merit	32	32	48
Pass	16	16	24

Granularity of Grading

Our granularity of grading will provide you with clear qualification grading and aligns with other awarding organisations

Providing a clearer message
to learners, parents and universities
on their achievements

New grade scales will be applied for learners completing 720 and 1080 Guided Learning Hours (GLH) Technical Qualifications from summer 2019.

- Double grading for the Advanced Technical Extended Diplomas (720 GLH)
- Triple grading for the Level 3 Advanced Technical Extended Diplomas (1080 GLH).

The 360, 450 and 540 GLH Technical Qualifications are not affected and will retain the existing pass/merit/distinction/distinction* grade scale.

To work out how many UCAS points a learner's qualifications are worth, please refer to the updated UCAS tariff calculator.

We've put together useful frequently asked questions about the changes to our new grade scales.

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720 GLH Advanced Technical Extended Diplomas- double grading

Sectors that have Advanced Technical Extended Diplomas 720 GLH are:
Digital Technologies
Engineering
Construction and the Built Environment
Land-based
Automotive

Qualification	Grade	Size GLH	UCAS tariff Points
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	D*D*	720	112
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	D*D	720	104
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	DD	720	96
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	DM	720	80
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	MM	720	64
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	MP	720	48
City & Guilds Level 3 Advanced Technical Extended Diploma (720 - double grading)	PP	720	32

1080 GLH Advanced Technical Extended Diplomas-triple grading

Sectors that have Advanced Technical Extended Diplomas 1080 GLH are:
Land-based, Construction and the Built Environment, Health & Care

Qualification	Grade	Size GLH	UCAS tariff Points
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	D*D*D*	1080	168
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	D*D*D	1080	160
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	D*DD	1080	152
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	DDD	1080	144
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	DDM	1080	128
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	DMM	1080	112
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	MMM	1080	96
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	MMP	1080	80
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	MPP	1080	64
City & Guilds Level 3 Advanced Technical Extended Diploma (1080 - triple grading)	PPP	1080	48

Technical Qualifications

2. Key information for delivery

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Where would I find supporting documentation?

From the homepage click
'Technicals and TechBac'

Where would I find supporting documentation?

Then from the menu on the right hand side click 'Resources and support'
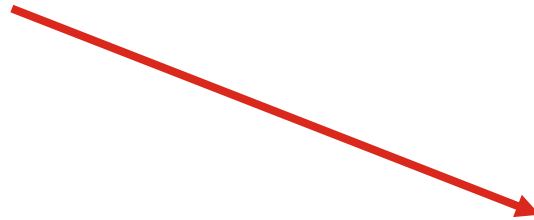
TECHNICALS & TECHBAC

→ Techbac

→ Deliver Technical Qualifications

→ Study Technical Qualifications

→ Workplace Skills

→ Subject areas

→ Resources and support

→ Events and webinars

→ T Levels

→ Technicals Case Studies

→ Work with us

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Where would I find supporting documentation?

This page will give you a host of drop down menus to various areas of support.
You may wish to familiarise yourself with the menu and various contents, much of which we will discuss throughout this presentation

Updates	⌄
Teaching and learning resources	⌄
Newsletters	⌄
Events and webinars	⌄
Moderation portal	⌄
Results and grades information	⌄
Curriculum plans	⌄
Online teaching and support resources	⌄
KS4 Technical Award resources	⌄
Maths and English support	⌄

Where would I find supporting documentation?

Example of the drop down
menu showing various
support
information resources

Technical Qualifications
Welcome pack
To support your 2019/20 delivery

Teaching and learning resources

These documents provide essential guidance and information for the delivery, assessment and administration of the Technical Qualifications.

- Technical Qualifications: Welcome pack 2018/19
- Technical Qualifications: Checklist for delivery 2018/19
- Technical Qualifications: Exams timetable for 2020
- Technical Qualifications: Contact update form
- Technical Qualifications: Guide to teaching, learning and assessment
- Technical Qualifications: Guide to booking assessments
- Technical Qualifications: Webinar for booking assessments
- Technical Qualifications: Employer Involvement centre guidance
- Technical Qualifications: Marking and moderation guide
- Technical Qualifications: Generic forms
- Technical Qualifications: Requirements for uploading evidence
- Technical Qualifications: Employment Involvement planner and tracker
- Technical Qualifications: Employer Involvement planner and tracker exemplar
- Technical Qualifications: List of qualifications which require a visit by a moderator
- Technical Qualifications: On-boarding support

Free resources to support effective delivery updated for 2019/2020
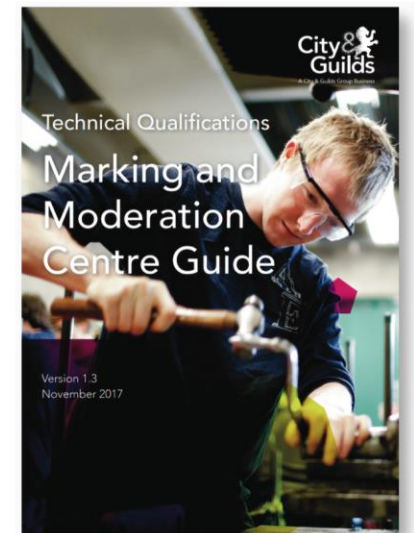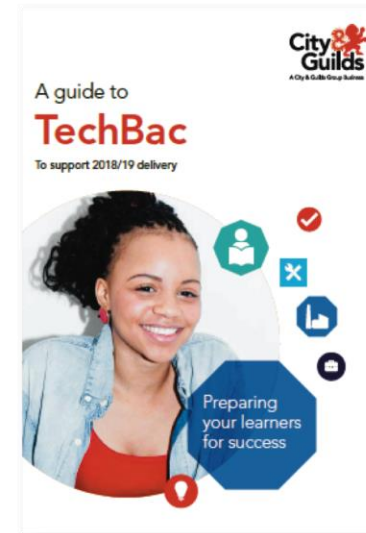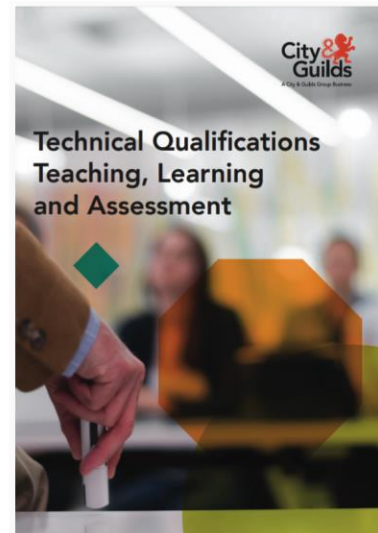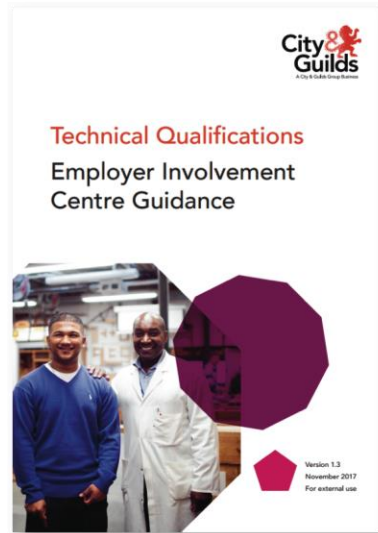
Booking Assessments

All assessments including examinations must be booked through the walled garden by the deadline date specified. If this is not completed by the deadline, a centre risks delay or even disqualification from assessment.

- Technical Qualifications: Guide to booking assessments - this guide will assist exams teams or the relevant centre staff to book the assessment

- Exam timetable 2020

Technicals Checklist

- Technicals checklist - the checklist will assist in ensuring nothing is missed. The checklist shows keys dates for registrations, booking dates for exams, employer involvement and booking window for synoptic assessments along with the deadlines.

Sample below from 2018 but the checklist is fully updated for 2019/2020 available from our website

2018			
September	**October**	**November**	**December**
3 September Learner registrations open		**2 November** Deadline for learner registrations **Complete?** ☐	**22 December** Deadline for booking first and second spring exam series (February/March/April 2019) **Complete?** ☐
3 September Booking window for spring (February/March/April 2019) and summer (May/June 2019) exam series opens			**22 December** Deadline for booking synoptic assignments, optional assignments and any other centre assessed components (if applicable) and employer involvement (KS5 only) **Complete?** ☐
3 September Booking window for synoptic assignments, optional units opens (if applicable) and Employer Involvement (KS5 only)			

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Key information for delivery - Website

Where do I find key
information on delivery?

Most of the information you
need will be on
the qualification
handbooks available on the
website.

How do I find this? Search
using title or the 4
digit code

Level 2

Assessment materials

Centre Documents

4292-20 L2 Technical Award Qualification handbook v4-1 pdf	506 KB	24 Jul 2018	
4292-20 Automotive Resources pdf	359 KB	24 Jul 2018	
4292-20 Qualification Report 2018 pdf pdf	452 KB	12 Oct 2018	
4292-21 L2 Technical Certificate Qualification handbook v6 pdf	1002 KB	24 Jul 2018	
4292-21 Qualification Report 2018 pdf pdf	703 KB	12 Oct 2018	

Technical Qualifications - key components

These are the components that make up Technical Qualifications.
<u>All</u> components must be completed to achieve the qualification.

Technical Qualifications

Synoptic Assignment
Contributes to 60% of overall grade

- Externally set (City & Guilds)
- Internally marked (Centre)
- Externally moderated (City & Guilds)
- Contributes to final Technical Qualification grade

Theory exam(s)
Contributes to 40% of overall grade

- Externally set (City & Guilds)
- Externally marked (City & Guilds)
- Contributes to final Technical Qualification grade

Employer involvement
(KS5 qualifications L2 and L3 only)

- Centres develop programme of activities
- Evidence submitted (Centre)
- External review and approval (City & Guilds)
- Requirement for Technical Qualification

Centre-assessed components
(e.g. optional units)
Does not apply to all Technicals

- Externally set (City & Guilds)
- Centres select which units to deliver
- Internally marked (Centre)
- Samples externally moderated (City & Guilds)

There is no direct claim status (DCS) for Technical Qualifications. Results are issued by City & Guilds

Key information for delivery

Handbook (QHB)

- The course handbook outlines all detail of delivery and assessment.

- Ensure all topics and range items are covered to ensure coverage and preparation for assessment.

Learning outcome:
3. Create computer animations

Topics
3.1   Animation techniques in practice
3.2   Texturing techniques

Topic 3.1
Learners will learn the practical **animation techniques** required to produce computer animations utilising the theoretical principles covered in learning outcome 1. Learners will need to learn how to use industry standard software such as Maya, 3D studio-Max to be able to implement:

- time based animation
- motion animation
- kinematics
    - forward
    - inverse
- animation staging
    - lights
    - cameras
- biped animation
- deformations
- paths
- effects
    - blur
    - glow
- objects
    - hierarchies
    - inheritance
- virtual camera

Key information for delivery

- The course handbook outlines all detail of delivery and assessment.

- Ensure all topics and range items are covered to ensure coverage and preparation for assessment.

- Example from business support 4406

Learning outcome

4   Understand how change impacts on business performance

Topics

4.1   Characteristics of drivers for change
4.2   Impacts of change
4.3   Measurement of business performance

Topic 4.1
Characteristics of drivers for change
- Political
- Economic
- Social
- Technological
- Legal
- Environmental

Topic 4.2
The impact of change on:
- How businesses are structured
- How businesses operate

Topic 4.3
Information and data required to measure performance and the impact on employees

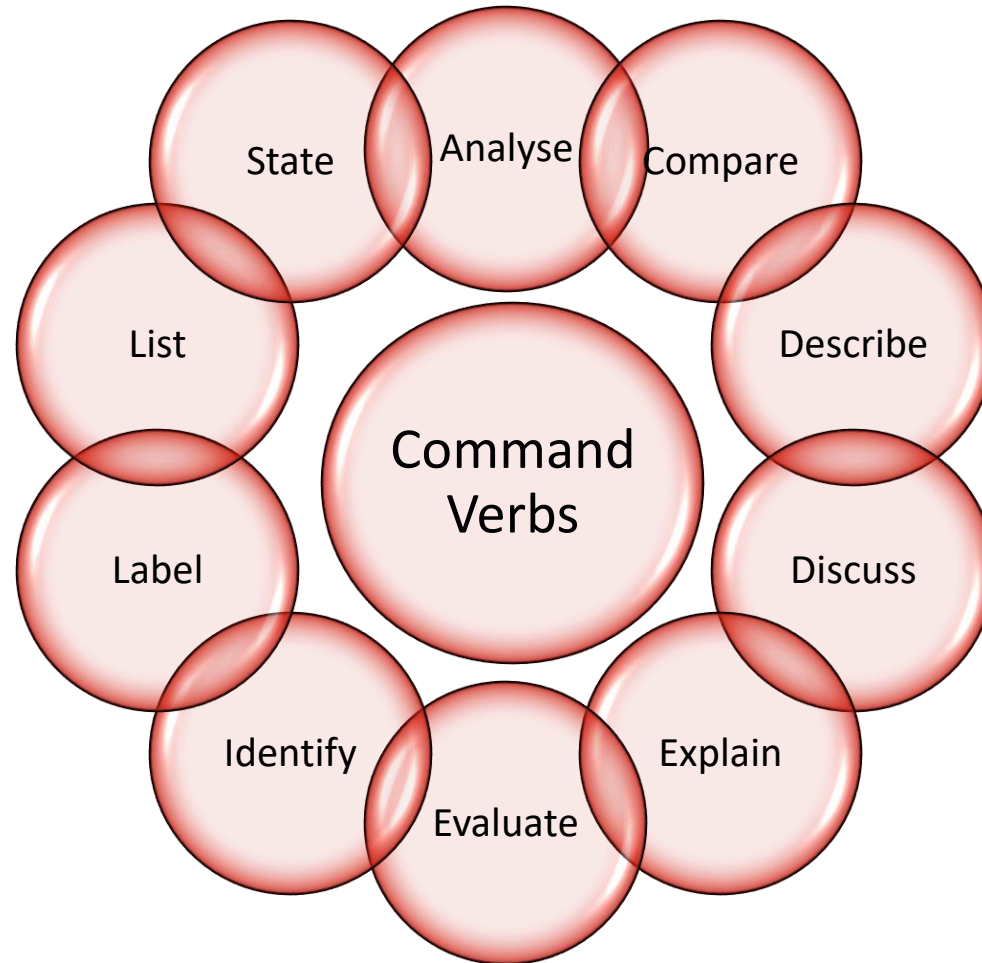**Standards against which business performance is measured**
- Business aims and objectives
- Business strategies
- Mission statements
- Key Performance Indicators (KPIs)
- Service Level Agreements (SLAs)

Models used to analyse business performance
- SWOT
- PESTLE

Support for learning - understanding command verbs

14-19-teaching-learning-assessment-guide

Key information for delivery

The course handbook also outlines details and codes for assessments to assist with delivery and helpful areas to assist with assessment such as test specifications and grading criteria.

Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Engineering (Fabrication and Welding)** candidates must successfully complete **all** of the mandatory assessment components.

Component number	Title
Mandatory	
025	Fabrication and Welding – Synoptic Assignment
520	Theory exam

To achieve the **Level 2 Technical Certificate in Engineering (Maintenance)** candidates must successfully complete **all** of the mandatory assessment components.

Component number	Title
Mandatory	
026	Maintenance - Synoptic assignment
520	Theory exam

The table below shows how marks for the exam are allocated in relation to the qualification content:

Assessment type: Examiner marked, written exam
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

520 Unit	Duration: 2 hours Title	Number of marks	%
203	1. Apply mathematical applications to engineering	23	38
	2. Apply science to engineering		
	3. Understand engineering materials		
204	1. Understand engineering health and safety requirements	10	17
	2. Prepare for engineering workshop activities		
	3. Use hand skills for engineering activities		
	4. Review the quality of engineered products		
205	1. Understand how engineering businesses are organised	12	20
	2. Use business communication		
	3. Understand approaches to business		
	4. Understand technical drawings		
N/A	Integration	15	25
	Total	60	100

Key information for delivery – Employer Involvement

Supporting documentation
for employer involvement

Teaching and learning resources

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Key information for delivery – Employer Involvement sample tracker

KS5 Technical Qualifications
Employer Involvement Planner and Tracker
Version 1.2

This planner can be used to capture how your centre intends to meet the employer involvement requirements for this qualification, at the approval stage.
Following this; it can be used on an ongoing basis throughout the year to track and record evidence of employer involvement activities.
The completed Planner & Tracker must be submitted to the Moderation Portal, along with the required evidence for each activity when submitting results for the synoptic assessment.

Centre name	Example Centre
Centre no.	123456
Academic Year (e.g. Sep 2016 / 2017)	September 2016/2017

Employer Involvem

					Planning				
Qualification no.	Employer name	Employer contact name	Employer Telephone	Employer Email	Planed type of activity (Please select from the drop down list)	When activity will take place (approx. month if unknown at approval stage)	Notes (any additional relevant information)	Did activity take place? YES/NO	If YES please indic date of activity
6003-30	Employer 1	Contact Name	01234 567890	email@employer1.co.uk	Work experience activities	Learners will be on a rota basis between November 2016 and May 2017	Employer 1 has met the Team Manager and Business Director regarding the Academy-October 2016. Learners to be informed about the Academy November 2016 through a work placement presentation. Employer to meet with curriculum staff November.		
6003-30	Employer 2	Contact Name	01234 567890	email@employer2.co.uk	Other (Please specify	From November 2016-May	Potential Employer Academy - Part of		

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Key information for delivery - Curriculum Planners

What are curriculum planners?

These are adaptable plans to aid delivery. They show key dates and are adaptable so tutors can plan delivery of each unit, revision sessions, employer involvement and keep an eye on those important exam dates.

Available under our technical resources section of the website

Activity 3 – Within your teaching group using the handbook and exam dates consider delivery of your programme and complete the planner – contact your TA for support

Adaptable delivery plan for _____ Level _____ QAN_____

Curriculum Plan
Assumed holiday dates - adapt as required (regional differences)- Summer Monday 3 September 2018 , Autumn Half Term Friday 19 October 2018 Monday 29 October 2018 Friday 3 May 2019 Tuesday 7 May 2019 ,, Summer Half Term Friday 24 May 2019 Monday 3 June 2019 , Summer Wednesday 24 July 2019

Term 1 Autumn	Week 1	Week 2	Week 3	W
Date against assumed week adapt as required	03.09.18	10.09.18	17.09.18	24
Technical Qualification key dates	Learner registrations open Booking window for spring (February/March/April 2019) and summer (May/June 2019) exam series opens Booking window for synoptic assignments, optional units opens (if applicable) and Employer Involvement (KS5 only)			
Sector specific exam dates				
Employer involvement				
Unit -				
Unit -				
Unit -				
Unit -				

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Key information - formative assessment

To help prepare learners for assessments it is advised you carry out periodic formative assessment and mock assessments (using sample papers)

- Sample assessments – available on the website

- Past papers

- Moderator reports

Hints and tips - questions change each year!

Activity 4 – Using sample papers create your own additional formative/practice assessments

📄	0171-28 L2 Land Based Engineering Sample assignment v1-1 pdf	1 MB	24 Jul 2018
📄	0171-28 L2 Land based engineering Sample external assessment v7 pdf	687 KB	11 Sep 2018
📄	0171-521 JUN18 Past Paper Answers pdf	433 KB	11 Sep 2018
📄	0171-521 MAR18 Past Paper Answers pdf	433 KB	11 Sep 2018
📄	0171-523 JUN18 Past Paper Answers pdf	434 KB	11 Sep 2018
📄	0171-523 MAR18 Past Paper Answers pdf	434 KB	11 Sep 2018

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Key information events and webinars
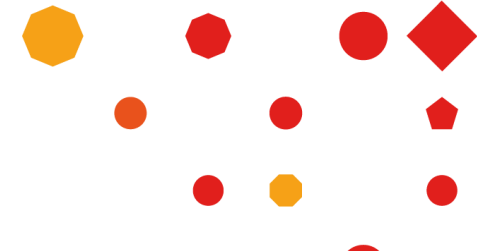
Left panel (menu)

- Updates
- Teaching and learning resources
- Newsletters
- Events and webinars
- Moderation portal
- Results and grades information
- Curriculum plans
- Online teaching and support resources
- KS4 Technical Award resources
- Maths and English support

Qualification specific marking and standardisation support

These webinars were delivered by the Quality Assurance and Improvement Team along with Principal Moderators of Technical Qualifications.

The webinar recordings cover lots of information surrounding synoptic assessments, including:

- An overview of the synoptic assignment
- An explanation of the requirements for evidence submission
- A look at the process of marking synoptic assignments using City & Guilds documentation
- A description of the role of the centre within the marking process
- Sharing best practice for centre quality assurance and marker standardisation.

View our webinar recordings:

- Level 3 Theatrical Media Hair & Makeup Standardisation Support >
- Level 2 Animal Care: Marking and standardisation support >
- Level 3 Animal Management marking and standardisation support >
- Level 2 Hair and Beauty marking and standardisation support >
- Level 3 Constructing the Built Environment marking & standardisation support >
- Level 3 Hairdressing marking and standardisation support >
- Level 3 Health & Social Care marking and standardisation support >
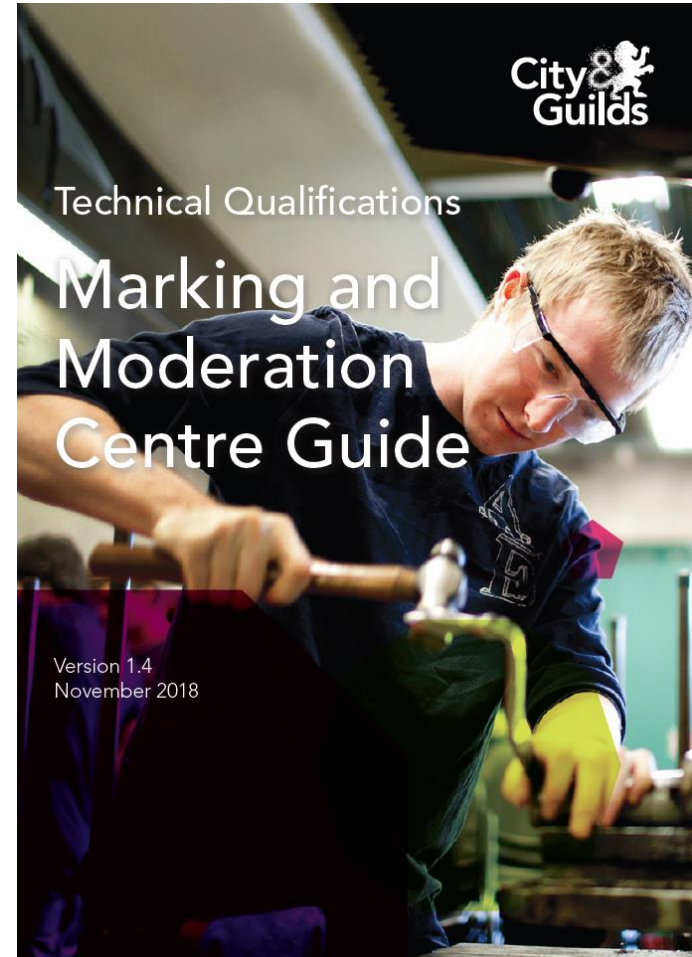
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Technical Qualifications

3. Marking and moderation

Marking and moderation

All requirements of marking and moderation can be found in this guide on our website

We have included a specific link to the guide here.

Marking of Synoptic Assessments

Flow Chart - sample

Desk based task - Marked work (Task 1)

Candidate Record Form/ Declaration of authenticity – complete notes

Practical Observation Record (Task 2&3) This is your evidence

Standardise as a group/declaration form

Candidate Record Form - complete marks
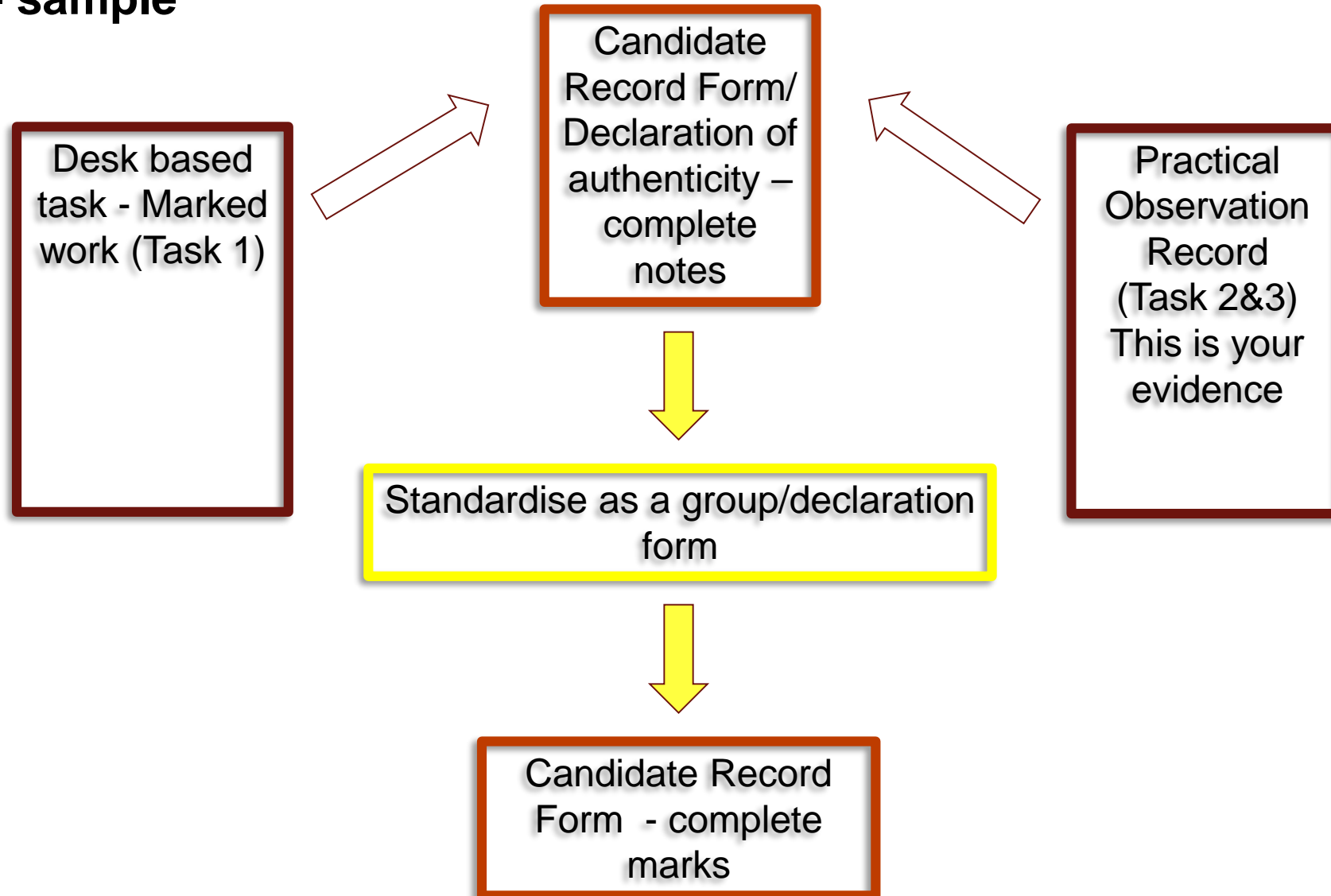
Marking desk based activity Task 1

Desk based task -
Marked work (Task 1)

Points to note

- Activity will require marking

- You may not need to include this in your observation report

- You will need to consider this when marking up the candidate form

Completing Practical Observation Record

Practical Observation
Record
(Task 2&3)
This is your evidence

Points to note

- Usually relates to a practical product
  or observation of activity

- Requires the assessor to make
  notes relating to the tasks

Marking and moderation

Assessment objectives are related to candidate performance and assessors will be marking in relation to these

Additional information can be found in 'Task instructions for centres' and 'Centre Guidance' in the Assessment Pack.

Assessment Objective	Performance	Evidence
AO1 Recall of knowledge relating to the qualification LOs	• Use of technical terms • Selection of tools, materials, equipment, processes	• Annotations, labels, • Candidates selecting tools, equipment etc themselves
AO2 Understanding of concepts theories and processes relating to the LOs	• Explanations, • Justifications • Application in new situations	• Creative development log, • Oral presentation of work • professional discussion; reflective log
AO3 Application of practical/ technical skills	• Performance of skill	• A performance that can be observed and tutor notes, photograph, video to support • End product – artefact/ product that can be recorded in digital format
AO4 Bringing it all together – coherence of the whole subject	• Adaptation of methods based on learning to meet context	• Sufficient detail in the assignment for the candidate to respond to across the LOs of the qualification
AO5 Attending to detail/perfecting	• Quality of product or artefact • Quality of interactions • Use of evaluation techniques	• Written description of techniques used • Visual evidence of product or artefact • Context that demands professional and considered interactions • Review and evaluation of their work

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Marking and moderation (2)

Sample of practical observation record

- We are using an example from the 8202 to demonstrate good practice recording

Task 2

The assessor should record their observations for Task 3 in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
This column provides prompts to support the notes you record, however **it is not a definitive list** of the types of evidence or the assessment objectives that are relevant. **Carry out the installation of an unvented hot water system** **AO1 Recall:** Legislation, types of clients, components and layout features, mechanical and non-mechanical backflow prevention, installation requirements and sources of information, positioning, fixing and connection requirements**.**	All PPE worn and environment checked to make sure it was safe to work AO1 - John commenced installation in a confident and assured manner, very capable with tools and measuring equipment. John worked out from the task details what was required, understood the brief and applied himself in a professional manner. Q - Which regulations would you find information on hot water systems? *Part G* **answered correctly** Q - What temperature should the cylinder stat be set? *65ºC* **answered correctly**
AO2 Understanding: interpretation of diagnostic test results, explanations/comparisons related to material and component specifications and performance, why and when different methods, techniques, materials are used, principles (e.g. design, risk management).	AO2 – John interpreted the requirements of the installation and applied them very well to the actual installation task Q - What is the purpose of a vent pipe? *To allow the water in the system to be under atmospheric pressure, to assist in draining and allow the water to expand safely, but this is an unvented system and doesn't have one. What does it have? An expansion vessel* Q - What are the advantages of a pressurised hot water system? *High system pressure, Less issues with air locks*

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Marking and moderation (3)

AO3 Practical skills: Working in a safe manner, interpreting test results, use of tools and equipment, use of diagnostic equipment, working with documentation (project, planning, building regulations), carrying out a risk assessment.	AO3 - John completed the installation in a comprehensive and competent manner working under their own initiative Understanding of systems, requirements and specifications where demonstrated through installation activity and he answered all of the related questions throughout the tasks
AO4 Bringing it all together: Applying knowledge and understanding to a particular scenario/ problem – justifying decisions/approaches taken e.g. materials, techniques, appropriate attention to human comfort factors given stated requirements, adapting practice to meet contextual challenges e.g. difficult sites.	AO 4 - John correctly installed the hot water system including related appliances, including a quick test prior to full commissioning to ensure tightness. John was aware of the relation between cold and hot water and how the system operated which ensured he installed all pipework and equipment correctly in a timely and professional manner.
AO5 Attention to detail: Attention to accuracy during work, thinking about and attending to specific requirements of the client, completeness and attention to usability of documentation, following current legislation and regulations.	AO 5 - John had a high level of attention to detail, was methodical and demonstrated excellent level of competence and knowledge. John selected the correct materials without hesitation and made decisions under his own initiative. John was conscious of the requirements of the client and was careful and considerate when completing the tasks to ensure there was no damage to any of the property and understood the need to complete the task in a timely manner.

Marking and moderation (4)

Task 3

The assessor should record their observations for Task 3 in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.

This column provides prompts to support the notes you record, however **it is not a definitive list** of the types of evidence or the assessment objectives that are relevant.
 	
Fault diagnosis and rectification and commissioning
 	
AO1 Recall: Legislation, types of clients, site responsibilities components and layout features, mechanical and non-mechanical backflow prevention, hot water system supplies and design temperatures, installation requirements and sources of information, positioning, fixing and connection requirements.
 	
AO2 Understanding: interpretation of diagnostic test results, explanations/comparisons related to material and component specifications and performance, why and when different methods, techniques, materials are used, principles (e.g. design, risk management)
	Overview of task- John reviewed the task and then methodically started working from the radiator to the controls confirming valves were working correctly.
	John tested the temperature of the hot water pipework and then confirmed a lack of flow through.
	John drained down the appropriate section, checked the filter in the cold water inlet and cleared the blockage.
	John was a little robust with his removal of pipework and caused a separate leak on pipework which he rectified.
	John measured the flow and confirmed operation of system and then checked the system was getting warm
	John checked the correct temperature of the water and fully commissioned the unvented HWS
	AO1 – demonstrated very good level of recall of knowledge throughout the task
	AO2 – John understood where the fault may be correctly identified the cause and rectified in a timely manner.
	Q-What is installed to a heating system to stop the boiler from switching on and off continuously when the demand drops?
	    A- Automatic Bypass
	Q-What are the three tiers of protection on an unvented cylinder.
	    A- Cylinder thermostat, thermal cut-out and a temperature relief valve-correct answer
	Q- What temperature would you set the cylinder thermostat and why?
	    A- 60 degrees centigrade to stop legionella disease. Correct answer

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Completing practical observation record

Candidate Record Form/ Declaration of authenticity – complete notes

Using the contextualised examples for the AO, consider the full range of performance possible.

Judge whether the candidate's performance for the AO fits in the top, middle or bottom of this range.

Use the generic and contextualised band descriptors to support this decision.

Assessment record (1)

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	**AO1 Recall of knowledge relating to the qualification LOs** • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem?	**(1-2 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, significant gaps, inaccuracy	**(3-4 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps	**(5-6 marks)** **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.** Accurate, confident, complete, fluent
		Examples of types of knowledge expected: Legislation, job roles, types of clients, site responsibilities components and layout features, mechanical and non-mechanical backflow prevention, hot water system supplies and design temperatures, installation requirements and sources of information, positioning, fixing and connection requirements.		
		Where the candidate has demonstrated knowledge it has been limited and/or showing inaccuracies. There are clear gaps in knowledge with little confidence in working independently.	The candidate has shown a good range of knowledge from across the qualification which is sound. The candidate seeks minimal guidance or reassurance in the completion of tasks.	The candidate shows in-depth and detailed knowledge across the whole qualification range, showing a high degree of accuracy. The candidate is confident and requires no reassurance.

Assessment record (2)

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

AO1 – Recall - Recall of knowledge relating to the qualification LOs

10%	1	2	3	4	5 /	6
AO1 Mark	Notes & justification John showed in-depth detailed knowledge across all three tasks John answered questions without hesitation or guidance and demonstrated a good breadth of knowledge on the qualification LO's. John was confident in his abilities and completed tasks in a fluent manner showing a high degree of accuracy John had an excellent recall of legislation, health and safety and the need to adapt workplace circumstances for disabled clients.					

Assessment record (3)

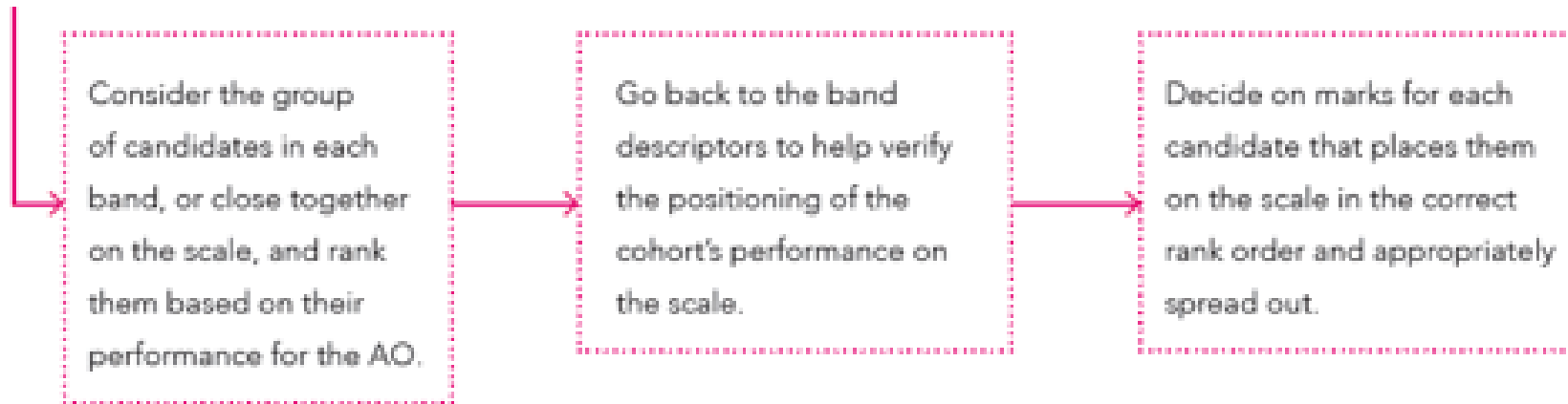| 40	AO3 Application of practical/ technical skills	(1-8 marks)	(9-16 marks)	(17-24 marks)
	• How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	**Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.** Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	**Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.** Somewhat successful, some inconsistencies, fairly adept/ capable.	**Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.** Dextrous, fluid, comes naturally, skilled, practiced,
		Examples of skills expected: Working in a safe manner, interpreting test results, use of tools and equipment, use of diagnostic equipment, working with documentation (project, planning, building regulations), producing tender figures, using, production of plans and drawings, carrying out a risk assessment.		
		Bottom of band: Processes can be carried out to a degree, resulting in installation that is inaccurate in places. Complex situations are problematic. Pipework and component installation is of poor quality with weak practical skills shown, not following industry practice.	*Bottom of band:* Familiar processes are carried out in a capable way resulting in consistent commissioning and installation following industry standards. Installation is of average quality, skills demonstrated are at a level acceptable within industry	*Bottom of band:* Candidate is able to consistently display a high level of skill in all areas of commissioning and installation. Measurements are reliable and accurate, within tolerance even in complex situations. Very good installation with consideration

Assessment record (4)

AO3 - Practical skill - Application of practical/technical skills																								
40%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 /	18	19	20	21	22	23	24
AO3 Mark	Notes & justification Excellent use of tools and equipment and a very assured process was evident when installing pipework. John demonstrated a fluid use of tools and appeared practiced in his techniques using a high level of skill John installed all pipework and components measuring all sections accurately within tolerance John was very competent in fault finding and demonstrated a level accepted by industry.																								

Assessment record (5)

40	AO3 Application of practical/ technical skills	(1-8 marks) **Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.** Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(9-16 marks) **Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.** Somewhat successful, some inconsistencies, fairly adept/ capable.	(17-24 marks) **Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.** Dextrous, fluid, comes naturally, skilled, practiced,
	• How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	*Examples of skills expected:* Working in a safe manner, interpreting test results, use of tools and equipment, use of diagnostic equipment, working with documentation (project, planning, building regulations), producing tender figures, using, production of plans and drawings, carrying out a risk assessment.		
		Bottom of band: Processes can be carried out to a degree, resulting in installation that is inaccurate in places. Complex situations are problematic. Pipework and component installation is of poor quality with weak practical skills shown, not following industry practice.	*Bottom of band:* Familiar processes are carried out in a capable way resulting in consistent commissioning and installation following industry standards. Installation is of average quality, skills demonstrated are at a level acceptable within industry	*Bottom of band:* Candidate is able to consistently display a high level of skill in all areas of commissioning and installation. Measurements are reliable and accurate, within tolerance even in complex situations. Very good installation with consideration

Standardisation

Standardise as a group/declaration form

Consider the group of candidates in each band, or close together on the scale, and rank them based on their performance for the AO.

Go back to the band descriptors to help verify the positioning of the cohort's performance on the scale.

Decide on marks for each candidate that places them on the scale in the correct rank order and appropriately spread out.

Marking and moderation – centre forms

Note - It is important to be aware of these forms.

Activity 5 - Print off your sector forms and run some examples with colleagues so you become familiar with the marking process

1.3 Centre forms

These are the specific Technical Qualification forms that centres must use during the marking and moderation process. They can be found in the 'Technical Qualifications – Resources and Support' page of the website.

Form	Description
Practical Observation forms	Used by tutors/markers to record candidate evidence of performance during practical observations (assignment-specific forms may be provided to replace the generic form for some qualifications).
Candidate Record Form	Used by tutors/markers to capture the justification for marks awarded, against each AO.
Declaration of Authenticity	Form signed by the candidate and the centre to demonstrate that the work is the learners' own. It also holds information on the amount of any support provided during assessment
Centre Standardisation Declaration Form	This confirms that centres have undertaken internal standardisation for the marking of the synoptic assignment, where there is more than one marker for the assessment.
Personal Interest Form	Used to provide information relevant to moderation, when a marker has a personal interest in a candidate (e.g. a parent or other relation), if required.

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Marking and moderation – standardisation for marking

4   Standardisation for marking

Standardisation is vital in ensuring that centre marking is consistent, valid and reliable. Where centre marking is not standardised there is an increased risk that the moderation process will result in adjustments being made, or even a complete remark taking place, so it is an important process to understand and implement.

It is the IQA's role to ensure standardisation takes place and to ensure a common standard has been agreed and is being adhered to during marking.

Note – check the assignment brief for the evidence requirements – ensure you cover the correct range of evidence and correct type of photos

Moderation

Our Requirements for uploading evidence for Technical Qualifications document contains clear guidance on the recommended way of labeling documents, as well as useful hints and tips.

There are two types of moderation

1. Visiting moderation - will be an observation of assessment practice by an external moderator.
2. Sampling - will require evidence uploaded to the portal for moderators.

Note – all centres require sampling, sample size as shown. Please check requirements here visiting moderation

No of candidates	Sample size
12 or fewer	All candidates
13 – 100	12
101- 200	15
More than 200	20

Marking and moderation- do you have access to the portal?

The moderation portal is required for the uploading of candidate evidence
Further guidance on the website

Grading

Each assessment mark is converted to a certain amount of points by City and Guilds anywhere between the below boundaries

Assessment method	Pass	Merit	Distinction
Synoptic Assignment (60%)	6	12	18
Theory Exam (40%)	6	12	18

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (021)	X/P/M/D	60%
Exam (020/520)	X/P/M/D	40%

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Minimum points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

Further detail on the grading structure can be found on this grade calculation guide document

Grade Prediction Calculator

Watch the Instructional presentation on how to use the Grading Prediction Calculator

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Further Support for synoptic assessment

You can find further dedicated support for assessment and standardisation on the events link we shared earlier

Link here

Guide to synoptic assessment centre webinars

This four part audio presentation, led by one of City & Guilds Principle Moderators, aims to guide and support centres in the delivery, evidence collection and marking of the Technical Qualification Synoptic Assessments. These bite size webinars cover the following and each will illustrate common pitfalls as well as recommendations for best practise in centres:

- Part 1 – Delivery of the Synoptic assessment
- Part 2 – Learner and centre produced evidence for the synoptic assessment
- Part 3 – Marking and standardisation
- Part 4 – Submission of the evidence to City & Guilds via the Moderation Portal

Moderation Support

Technicals Quality Team

Our Technical Quality team are on hand to advise and guide you through the various processes, the team are available Monday to Friday 9am to 5pm and provide advice and guidance on:

• Where you can find the right documents and information you need
• Timelines for registrations, bookings, exams and the moderation process
• Technical Qualification Approvals (QAPs)
• Support and guidance for the Moderation Portal.

Email: Technicals.quality@cityandguilds.com
Phone: 0300 303 5352. The Technicals Quality team can be contacted on this number by selection option 2 and then option 3.
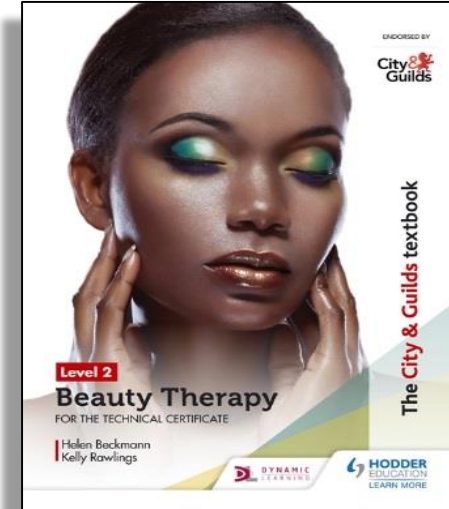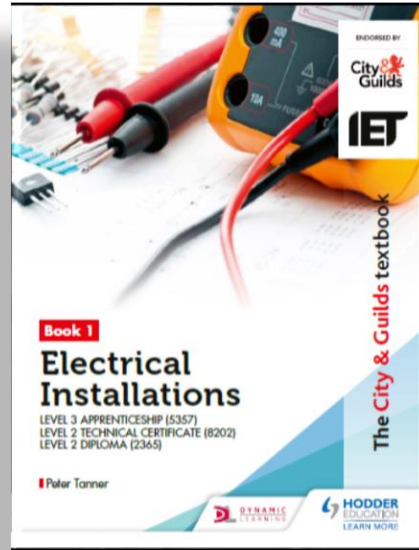
Technical Qualifications

4. Learner Support

Learning Support

Is there support for learning?
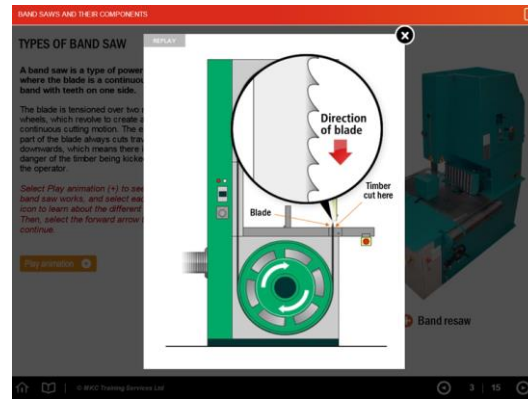
Yes, we have the following;

- Textbooks and training manuals
- E-learning
- Smartscreen
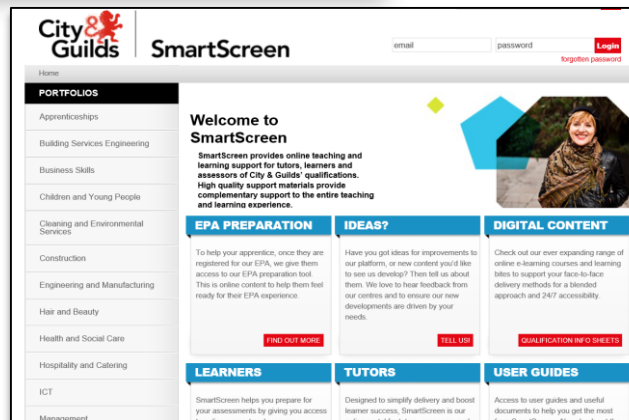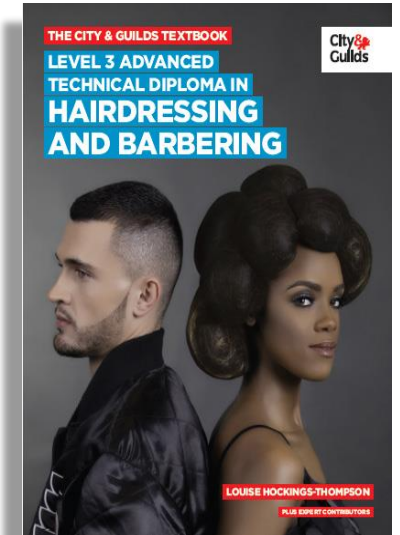
# Engaging e-learning content

Interactive materials:

A number of qualifications have comprehensive, dedicated interactive e-learning resources (either video or animation based) to help bring the learning to life.
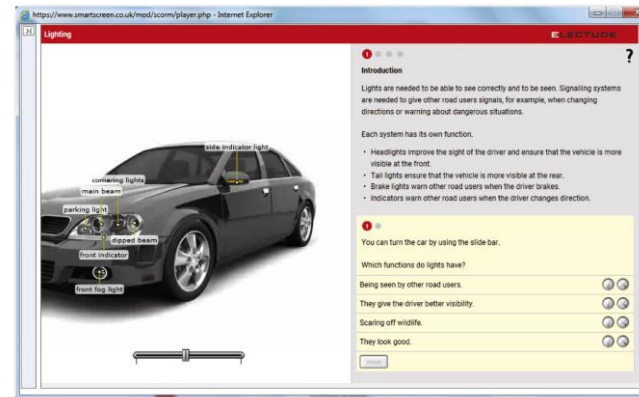
Materials available for:

• Professional Cookery
• Plumbing and Electrotech
• Carpentry and Joinery,
• Bricklaying
• Beauty Therapy.

(Hairdressing coming Autumn 18)
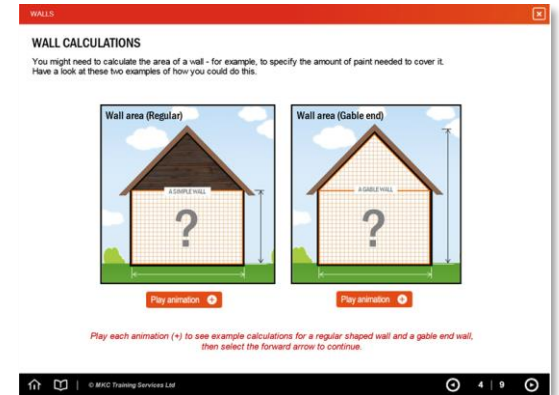
Contact your business manager or directsales@cityandguilds.com for further information

Support for learning - recap

Resources

Qualification handbooks – teaching syllabus

Synoptic assignment packs – when released *

2017/2018 qualification reports – insight into last years national picture

Principal moderator reports – insight into synoptic assignments from last year (national picture)

Chief examiner reports – insight into exam series from last year (national picture)

Past papers & marking guides – can be used as exam preparation resources

Sample synoptic assignments - can be used as formative assignments

Example sample exam question types – preparation resources for learners

Activity 6 – Identify the location and access the above documents

Technical Qualifications

5. Over to you

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Technical Advisors

Note: Please be aware that there may be special considerations for each sector

Activity 7 – Contact your Technical Adviser who will be able to support with this presentation and further support with specific sector requirements

A list can be found here but we have included the TA list again on the next slide

Technical Advisors

Industry Area	Technical Advisor	Email
Post 16 and HEI	Alison Whittle	alison.whittle@cityandguilds.com
Land & Animal	Bee Esdaile	bee.esdaile@cityandguilds.com
	John Wray	john.wray@cityandguilds.com
Hair & Beauty	Sarah Fillaudeau	sarah.fillaudeau@cityandguilds.com
	Emma Kite	emma.kite@cityandguilds.com
Hospitality & Catering	Amelia Bodle	amelia.bodle@cityandguilds.com
Health & Social Care & Early Years	Paul Robottom	paul.robottom@cityandguilds.com
	Suzi Gray	suzi.gray@cityandguilds.com
Business	Dominic Green	dominic.green@cityandguilds.com
BSE	Robert Mallender	robert.mallender@cityandguilds.com
	David Pye	david.pye@cityandguilds.com
Construction	Ian Roberts	ian.roberts@cityandguilds.com
	Paul Brown	paul.brown@cityandguilds.com
Automotive	Paul Tunnicliffe	paul.tunnicliffe@cityandguilds.com
Engineering	Simon Yorke	simon.yorke@cityandguilds.com
Digital	Ken Gaines	ken.gaines@cityandguilds.com
Maths & English	Katherine Cooper Paul Sceeny	katherine.cooper@cityandguilds.com Paul.Sceeny@cityandguilds.com
Leadership and management	Brett Keegan	Brett.Keegan@cityandguilds.com

Next Steps

1. Meet up with the team and reflect on this presentation – record as CPD for your IQA file

2. As a team, complete the seven activities to help your preparation for delivery

- **Activity 1** – Contact update form
- **Activity 2** – Identify qualification details
- **Activity 3** – Complete the Curriculum planner
- **Activity 4** – Create your own additional formative/practice assessments
- **Activity 5** - Practice marking synoptics
- **Activity 6** – Locate all relevant documentation
- **Activity 7** – Contact your Technical Adviser

Quality Delivery Teams

Quality Delivery Team	Email
Quality Team 1 (formerly known as the North Quality team)	Qualityteam1@cityandguilds.com
Quality Team 2 (Formerly part of the Direct Quality team)	Qualityteam2@cityandguilds.com
Quality Team 3 (including Assured) (Formerly part of the Direct Quality team)	Qualityteam3@cityandguilds.com
Quality Team 4 (Formerly known as the Midlands/South Quality team)	Qualityteam4@cityandguilds.com
Nations & RoI	nations@cityandguilds.com
ILM	QualityILM@i-l-m.com
Land Based Services (NPTC)	QAsupport@cityandguilds.com
Technicals & Moderation Support	moderationsupport@cityandguilds.com
Prisons & MoJ	prisons@cityandguilds.com
High Priority Qualifications	highpriorityqualifications@cityandguilds.com

Support with Technical Qualifications

Online support:

[Technical Qualifications: Resources and Support](#)

Technicals Quality Team

Support by telephone and email:

Technicals.quality@cityandguilds.com
0300 303 5352 option 2 then option 3

Where you have specific queries about the qualification(s) you are delivering you should consult the qualification handbook and guidance on the specific qualification pages [here](#).

Technical Advisors

Alternatively contact your Technical advisor, you can find their details on our website [here](#).

Thank you

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