

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

**8711-033 Core: Employer-Set Project**

**Marking Grid**

**Summer 2023**

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## Employer-Set Project assessment

### 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 | ○ core skills<br>- <b>i) communication</b> eg 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<br>- <b>ii) work collaboratively</b> with other team members and stakeholders eg to develop content to bid for a construction project<br>- <b>iii) applying a logical approach to solving problems</b> , 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<br>- <b>iv) primary research</b> 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  |

## 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 |
|-----------------------------------|-----|------|------|-----|------|------|------|------|------|-------|
| <b>Part 1</b>                     |     |      |      |     |      |      |      |      |      |       |
| 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    |
| <b>Part 2</b>                     |     |      |      |     |      |      |      |      |      |       |
| 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   |

## General marking approach

The following process details at high level the steps that will be undertaken by the external marking teams at City & Guilds following the submission of candidate's submitted evidence (including additional supporting evidence such as videos of presentations etc).

### Process

- Marker scans / reads the candidates response, and the band descriptors
- Marker makes an initial assessment of the best fit to band
- Marker reviews the candidate evidence against the initial band descriptor in more detail to decide if the response is securely sitting within the band; ie all characteristics described by the band descriptor are seen or it strongly meets the level of performance described by the descriptor holistically

- Marker will also check the descriptor for the level above
- If evidence clearly shows some of the characteristics of the higher band, the marker will select a suitable mark at the bottom of that band
- If not showing characteristics of the higher band the marker will revert to the original band, selecting a mark at the higher end of that mark range.

If the response is not securely in the band, but *is partially* showing the characteristics of the band

- Marker will check the descriptor of the level below/above
- Marker will decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

If the response is largely meeting the band, with only a few concerns and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

If there is no alignment with the descriptor, the marker will reassess the starting band, and begin again.

- Based on the level of alignment with the descriptor, the marker will confirm a final mark within the band bearing in mind the marks available form an evenly distributed scale:
  - If the quality of response fully aligns with the performance described by the descriptor – the marker will assign a high mark within the band
  - If the quality of the response partially aligns with the performance described by the descriptor – the marker will assign a low to medium mark within the band
  - The marker will consider the quality of a range of similar responses (eg annotated lead grade exemplification materials, responses reviewed during standardisation, and through experience) and choose a mark that would give an appropriate ranking amongst those responses in relation to the full range of marks available in each band.
- In order to fully assess the evidence, it may be necessary to focus on several distinct aspects. These have been grouped into separate sub-grids (eg 1.1, 1.2, etc) to allow the marker to make separate assessment decisions, rather than attempt to bring disparate elements together as a holistic judgement, to support reliability, validity and manageability for the marker.

## Marking grids

### Task 1.1

#### Indicative content

##### Typical evidence may include:

Lists of types of conservation work that are covered by notifiable works, detail of regulations for example - CDM regs, HSE regs, manual handling, listed building consents etc.

- An understanding of the principles and legislation of building conservation as they would apply to heritage buildings.
- An understanding of the considerations relating to restoration and reinstatement.
- An understanding of the materials and techniques required for heritage projects and the risks and hazards associated with their use.
- Evidence of exploring rates per square metre for repointing.

List of sources or referenced sites/materials.

Location of the project should not have an impact on marking, for example Scottish/Welsh/NI legislation are acceptable.

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor  |   |   | Band 2 descriptor   |   |   | Band 3 descriptor  |   |   | AOs (marks)  | Total marks available |
|--|--|---|---|---|---|---|--|---|---|--|-----------------------|
|  | 1  | 2 | 3 | 4   | 5 | 6 | 7  | 8 | 9 |  |                       |
| <b>Task 1.1</b>  |  |   |   |   |   |   |  |   |   | <b>AO1</b>   | <b>9</b>              |
| <b>Research</b>  | Some evidence of a planned approach to research, results lack order and organisation.<br><br>Some elements of Core knowledge referenced but focus may be imbalanced and more focused on one area than another. |   |   | Approach to research and collation of information is planned and organised.<br><br>The application of Core knowledge is referenced consistently for example in relation to legislation/regulation, referencing and health and safety considerations.<br><br>Evidence of a range of sources used and referenced, with different sources considered.<br><br>Digital skills applied consistently in the sourcing and collation of materials. |   |   | Brief requirements fully considered prior to and throughout research and information collation – clear evidence of methodical and thorough approach to research and information gathering. Systematic and comprehensive research conducted, including detailed list of sources in line with industry standards.<br><br>Core knowledge applied in all areas of the brief requirements.<br><br>Evidence of a full range of brief provided. |   |   | <b>(2)</b><br><b>AO2a</b><br><b>(3)</b><br><b>AO3</b><br><b>(2)</b><br><b>AO4c</b><br><b>(2)</b> |                       |

### Guidance for markers

The following evidence must be used to assess performance against this assessment objective.

- Research notes
- Record of sources

## Task 1.2

### Indicative content

#### Typical evidence may include:

Exploration of notifiable works across different areas of the building project relative to the conservation of heritage buildings, e.g. notification requirements, certification, use of qualified personnel. Identification of common and specific risks to project completion including the complications raised by the protection and preservation of the Georgian features, e.g. sourcing of appropriate materials, methods to use to protect during works and enhance post works completion. Sources that could be used for appropriate materials including, reclaimed/sustainable materials, and their benefits. Potential risks to the Georgian features as part of the development and at various stages.

The requirement to source expert advice and research period features to ensure they are treated sensitively. The importance of keeping the customer/client happy within reasonable parameters.

Use and application of maths measurements, interpretation of plan documents, estimations etc.

Digital skills are considered alongside maths and English skills in the AO4 grid. Appropriate digital skills are dependent on the task requirements and do not necessarily need to include images, charts, diagrams, etc. To achieve top band, Digital techniques must be used effectively to add value.



| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   |   | Band 2 descriptor   |   | Band 3 descriptor  |   | AOs (marks) | Total marks available |
|--|---|---|---|---|--|---|-------------|-----------------------|
|  | 1   | 2 | 3   | 4 | 5  | 6 |             |                       |
| <b>Task 1.2</b>  |   |   |   |   |  |   | <b>AO1</b>  | <b>6</b>              |
| <b>Report</b>  | Evidence of a planned approach to meeting brief, which has some structure. Most required elements are present and distinct from each other. |   | Evidence of a planned approach to meeting brief, which has a clear structure. All required elements are present and distinct from each other. |   | Evidence of a meticulous planned approach to meeting brief, which has a logical and clear structure. All required elements are present and distinct from each other and in line with industry standards. |   | <b>(6)</b>  |                       |

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor  |   |   | Band 2 descriptor   |   |   | Band 3 descriptor   |   |   | Band 4 descriptor  |    |    | AO (marks)                                      | Total marks available |
|--|--|---|---|---|---|---|---|---|---|--|----|----|---|-----------------------|
|  | 1  | 2 | 3 | 4   | 5 | 6 | 7   | 8 | 9 | 10   | 11 | 12 |   |                       |
| <b>Task 1.2</b>  |  |   |   |   |   |   |   |   |   |  |    |    | <b>AO2a</b>                                     | <b>12</b>             |
| <b>Report</b>  | Some elements of Core knowledge and Core skills drawn on and evidenced within report - limited comprehension of knowledge and skills in relation to brief requirements.<br><br>Some links to the application of Core |   |   | Most elements of Core knowledge and Core skills specifically evidenced within report - comprehension of knowledge and skills may have gaps or show some misunderstanding in relation to brief requirements. |   |   | Knowledge and skills from across the Core applied and evident in report in relation to different elements of project brief.<br><br>Clear links applied from research are demonstrated in the report and are |   |   | Core knowledge and Core skills applied consistently throughout response with minimal technical inaccuracies.<br><br>Connections between elements of Core knowledge and Core skills exploited to strengthen arguments |    |    | <b>(6)</b><br><br><b>AO2b</b><br><br><b>(6)</b> |                       |

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
|  | knowledge and Core skills to support judgements, but reasoning is not always clear and accurate. | Links to the application of Core knowledge and Core skills to justify and support judgements, but with some gaps or inaccuracies in reasoning. | accurate. Judgements are logical with comprehensive lines of reasoning throughout.<br><br>Concepts explained/referenced clearly and correctly. | and demonstrate understanding.<br><br>Thorough and detailed links from research are demonstrated in the report and are accurate. Judgements are logical with comprehensive lines of reasoning throughout. |  |  |
|--|--|--|--|---|--|--|

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   | Band 2 descriptor  | AO (marks) | Total marks available |
|--|---|--|------------|-----------------------|
| <b>Task 1.2</b>  | <b>1</b>  | <b>2</b>   | <b>A03</b> | <b>2</b>              |
| <b>Report</b>  | Information sources may not be fully exploited and may be applied inconsistently in response to meeting the brief with only limited sources used.<br><br>Some techniques and/or sources selected from those available to respond to brief requirements. | Techniques and sources used effectively to respond to requirements of the brief.<br><br>All available techniques and sources reviewed and compared to ensure those selected most effectively and efficiently meet all aspects of brief requirements. | <b>(2)</b> |                       |

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor  |   | Band 2 descriptor   |            | Band 3 descriptor |   | AO (marks)  | Total marks available |
|--|--|---|---|------------|-------------------|---|-------------|-----------------------|
|  | 1  | 2   | 3   | 4          | 5                 | 6 |             |                       |
| <b>Task 1.2</b>  |  |   |   |            |                   |   | <b>AO4a</b> | <b>6</b>              |
| <b>Report</b>  | Some, limited mathematical concepts and calculations (e.g. estimating, measuring etc) applied appropriately.         | A range of mathematical concepts and calculations applied with correct solutions achieved.  | Mathematical approaches and concepts applied fully and consistently with consideration of accuracy and checking workings to ensure correct results. | <b>(2)</b> |                   |   | <b>AO4b</b> |                       |
|  | Response language contains typographical imprecisions which indicate limited proofing or a less structured approach. | Working may be incorrect or longhand/inefficiently expressed and workings inconsistently shown.   | English is clear and eloquent throughout response with minimal/no errors. Language used with consideration of end user and industry conventions.    | <b>(2)</b> |                   |   | <b>AO4c</b> |                       |
|  | A digital option considered or attempted as part of response though use may hinder presentation of response.         | Evidence of attempts to follow language conventions, spelling and grammar – response may contain colloquialisms, jargon or incorrect terminology etc.<br><br>Consideration and use of basic digital options to strengthen response. | All available digital options considered and applied effectively in line with industry standards. Digital techniques used effectively to add value. | <b>(2)</b> |                   |   |             |                       |

### Guidance for markers

The following evidence must be used to assess performance against the assessment objectives within this task.

- Report – including sources/references

### Task 1.3

#### Indicative content

##### Typical evidence may include:

- A programme of works (this is expected to be a Gantt chart, but could be a bar chart. Not a simple list of tasks or written out in words).
- A list of activities associated with the 'Schedule of Trades' table in the project brief
- The order in which activities will be completed, and their dependencies on aligning with the listed trades.
- Supporting statement considering the typical risks and hazards associated with materials and techniques used and how they will be controlled.

##### AO2a/b mark grid guidance:

To achieve mark band 4, the response would be expected to consider all typical risks and hazards associated with materials and techniques used, and how they will be controlled.

For mark band 3, most of these will be considered but some elements may be missing or not fully covered

For mark band 2, at least one hazard/risk should have been covered

For mark band 1, no hazards/risks will have been covered

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   |   | Band 2 descriptor   |  | Band 3 descriptor  |   | Band 4 descriptor |   | AO (marks) | Total marks available |
|--|---|---|---|--|--|---|-------------------|---|------------|-----------------------|
|  | 1   | 2   | 3   | 4  | 5  | 6 | 7                 | 8 |            |                       |
| <b>Task 1.3</b>  |   |   |   |  |  |   |                   |   | <b>AO1</b> | <b>8</b>              |
| <b>Project plan</b>  | <p>Limited approach to plan containing evidence of some of the required elements.</p> <p>There is limited justification for the selection of techniques, resources (e.g. equipment, contractors), methods, and materials (including disposal) to be used. The choices made are not always the most effective or appropriate for the prescribed project brief.</p> <p>Consideration of some health and safety aspects.</p> | <p>Plan contains required elements in logical order with consideration of deadline.</p> <p>Techniques and/or resources (e.g. equipment, contractors), selected from those available to respond to the brief requirements. The choices made are mostly accurate and appropriate for the prescribed project brief.</p> <p>Consideration of all health and safety aspects in limited detail.</p> | <p>Clear evidence of planning consideration of layout.</p> <p>Selection of techniques, resources (e.g. equipment, contractors), methods and materials (including disposal) are accurate, appropriate, supported with some justifications to meeting project brief.</p> <p>Consideration of all health and safety aspects fully.</p> | <p>Logical and clear approach to plan with evidence of a detailed plan that is in line with industry standards and effectively prioritised.</p> <p>There is a detailed and justified approach to the selection of resources, methods and materials (including disposal). The choices made are accurate and appropriate for the prescribed project brief.</p> <p>Consideration of all health and safety aspects fully with relevant reference to impacts, implications etc.</p> | <p><b>(4)</b></p> <p><b>AO3</b></p> <p><b>(2)</b></p> <p><b>AO4a</b></p> <p><b>(2)</b></p> |   |                   |   |            |                       |

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   |   |   |   | Band 2 descriptor  |   |   |   | Band 3 descriptor  |    |    |    | Band 4 descriptor   |    |    |    | AO (marks)                                       | Total marks available |
|--|---|---|---|---|--|---|---|---|--|----|----|----|---|----|----|----|--|-----------------------|
|  | 1   | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9  | 10 | 11 | 12 | 13  | 14 | 15 | 16 |  |                       |
| <b>Task 1.3</b>  |   |   |   |   |  |   |   |   |  |    |    |    |   |    |    |    | <b>AO2a</b>                                      | <b>16</b>             |
| <b>Project plan</b>  | Some elements of Core knowledge and Core skills referenced within project plan - limited comprehension of knowledge and skills in relation to brief requirements. |   |   |   | Elements of Core knowledge directly highlighted in brief referenced within project plan – knowledge evidenced may have gaps or show some misunderstanding. |   |   |   | Knowledge from across the Core applied and evident in project plan in relation to different elements of project brief. |    |    |    | Knowledge applied consistently throughout project with no technical inaccuracies.<br><br>Connections between elements of Core knowledge exploited in full ensuring plan effectiveness and demonstrating full understanding. |    |    |    | <b>(10)</b><br><br><b>AO2b</b><br><br><b>(6)</b> |                       |

### Guidance for markers

The following evidence must be used to assess performance against the assessment objectives within this task.

- Programme of works
- Supporting statement

## Task 1.4

### Indicative content

#### Typical evidence may include:

Coverage of the required elements of the presentation as identified in the task outline:

- Principles and associated legislation of building conservation as they would apply to buildings of this period.
- Risks and hazards of the materials and techniques associated with this heritage project.

Candidates own ideas on challenges as represented within the project specification in relation to their research, experience and own thoughts/suggestions.

#### Aspects of the presentation to consider (presentation skills are considered in the AO1/3/4b mark grid):

- Appropriateness for audience (eg language, terminology, acronyms)
- Basic body language, speed, clarity
- Reading slide content verbatim vs elaborating on slide content

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor  |          | Band 2 descriptor   |          | Band 3 descriptor  |          | AO (marks)   | Total marks available |
|--|--|----------|---|----------|--|----------|--|-----------------------|
| <b>Task 1.4</b>  | <b>1</b>   | <b>2</b> | <b>3</b>  | <b>4</b> | <b>5</b>   | <b>6</b> | <b>AO1</b>   | <b>6</b>              |
| <b>Presentation</b>  | <p>The presentation lacks structure and does not always follow a logical approach due to ineffective planning.</p> <p>Technique used to deliver the presentation is sometimes effective. However technical information is not always complete and accurate.</p> <p>Terminology used may have inaccuracies and content provided may include grammatical inconsistencies and therefore not clear to the targeted audience.</p> |          | <p>The presentation is structured and follows a logical approach most of the time in response to the task because of effective planning.</p> <p>Techniques used to deliver the presentation are mostly effective. The technical information provided is accurate most of the time with valid reasoning.</p> <p>Terminology used is mostly accurate with minor errors. The content provided is in the most grammatically correct but does not always consider target audience.</p> |          | <p>The presentation is detailed, structured and logical in its approach. It is clear that the presentation has been considered in terms of its audience as a result of detailed and effective planning.</p> <p>Techniques used to deliver the presentation are effective with well justified reasoning behind the information provided.</p> <p>Terminology used is accurate and error free. The content provided is clear, grammatically correct and easily understood by the target audience.</p> |          | <p><b>(2)</b></p> <p><b>AO3</b></p> <p><b>(2)</b></p> <p><b>AO4b</b></p> <p><b>(2)</b></p> |                       |



| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   |   |   |   | Band 2 descriptor  |   |   |   | Band 3 descriptor  |    |    |    | AO (marks)                                  | Total marks available |
|--|---|---|---|---|--|---|---|---|--|----|----|----|---|-----------------------|
|  | 1   | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9  | 10 | 11 | 12 |   |                       |
| <b>Task 1.4</b>  |   |   |   |   |  |   |   |   |  |    |    |    | <b>AO2a</b>                                 | <b>12</b>             |
| <b>Presentation</b>  | <p>Theories and concepts relating to the Core knowledge and Core skills conveyed through the presentation - these may not always be accurate or be directly linked to the brief requirements.</p> <p>Communication of concepts and theories is sometimes effective. The delivery of technical information may lack accuracy and clarity for the audience.</p> |   |   |   | <p>Theories and concepts relating to the Core knowledge and Core skills are coherent throughout the presentation to meet the requirements of the brief set.</p> <p>Concepts and theories are communicated effectively most of the time in an appropriate manner for the target audience. There are minor inaccuracies in the delivery of information which causes a lack of clarity in some instances.</p> |   |   |   | <p>Theories and concepts relating to the Core knowledge and Core skills are coherent with clear justifications on how these are applied in response to the brief requirement.</p> <p>Highly effective communication of concepts and theories is appropriate for the target audience. Technical information is presented accurately and delivered with clarity.</p> |    |    |    | <b>(6)</b><br><br><b>AO2b</b><br><b>(6)</b> |                       |

### Guidance for markers

The following evidence must be used to assess performance against the assessment objectives within this task.

- Presentation materials – e.g. slides, handouts
- Video recording of presentation
- Observation record

## Task 2.1

### Indicative content

Typical evidence may include:

Provide potential options for retrofitting heritage buildings in terms of air tightness and insulation. To discuss what measures might be taken that might make the building more thermally efficient without being too invasive to the building structure.

Removal and reinstatement of internal surfaces to enable insertion of insulation materials, allowing for reinstatement of existing materials to protect the integrity of the building.

General communication and problem solving - How students collaborate to solve the issue.

Structure, layout and flow of email draft (evidence content).

Style of communication both written (draft email) and verbal (discussions).

Each candidate will be awarded marks in terms of both their contribution to the discussion and email draft. As part of this in awarding marks a judgement will be made on how the candidate has collaborated with other group members in discussions.

Email will consider suggestions as to how the development could proceed, justifying reason(s). It will consider potential risks there may be with the suggestions made. It may also include additional information the candidate would like to find out in order to be able to progress further.

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   |   |   |   |   | Band 2 descriptor  |   |   |   |    | Band 3 descriptor  |    |    |    |    | AO (marks)   | Total marks available |
|--|---|---|---|---|---|--|---|---|---|----|--|----|----|----|----|--|-----------------------|
| Task 2.1   | 1   | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 | 11   | 12 | 13 | 14 | 15 | AO2a   | 15                    |
| <b>Collaborative problem-solving</b>   | <p>Some active contributions made to discussion although may lack logical structure of argument. Ideas put forward may lack some technical accuracy and on occasions limit progress of the task.</p> <p>Communication skills were not always appropriate and would speak over others or levels of engagement with others was low again impacting on progress of the task.</p> <p>Evidence content lacks structure, flow and is limited in how it meets the issues raised in the task. It is not clear that the proposed methods will address the issue.</p> |   |   |   |   | <p>Actively contributed throughout the task to discussions. Methods proposed in solving the issue were relevant, logical, technically correct and thought through most of the time so progress in the task was made but not always timely.</p> <p>Communication skills are appropriate and are clear most of the time with a willingness to discuss some details in other's contributions that supports progress in the task. Levels of engagement with others was generally consistent throughout.</p> <p>Evidence content is structured, flows and mostly addresses the issues raised in the task. Proposed methods will go some way to addressing these issues in the task and have some form of reasoning to them.</p> |   |   |   |    | <p>Levels of contributions to discussions were high throughout all points of the task. Contributions and responses to solving the problem were logical, methodical, and well thought through. All technical information was accurate, resulting in effective and timely progress being made.</p> <p>Communication skills are well developed and clear. Asks probing questions of others in the group that brings about details that supports effective progress in the task. Levels of engagement are high with an indication of wanting to take the lead throughout but in a measured way.</p> <p>Evidence content is structured, flows and clearly addresses all issues raised in the task. Proposed methods for addressing the issues are effective and well justified.</p> |    |    |    |    | <p><b>AO2a</b><br/><b>(6)</b></p> <p><b>AO2b</b><br/><b>(5)</b></p> <p><b>AO3</b><br/><b>(2)</b></p> <p><b>AO5a</b><br/><b>(2)</b></p> |                       |

### **Guidance for markers**

The following evidence must be used to assess performance against the assessment objectives within this task.

- Written discussion notes
- Draft email
- Video recording of discussion
- Observation record (notes on contributions to discussions)

## Task 2.2

### Indicative content

**Typical evidence may include:**

A reflective account to include: weaknesses, strengths, areas for improvement, what they would do better next time, how well the assessment went in terms of meeting the brief.

| Note: where there is insufficient evidence to award a mark, a zero mark may be given | Band 1 descriptor   |  | Band 2 descriptor   |  | Band 3 descriptor |             | Band 4 descriptor |   | AO (marks)  | Total marks available |
|--|---|--|---|--|-------------------|-------------|-------------------|---|-------------|-----------------------|
|  | 1   | 2  | 3   | 4  | 5                 | 6           | 7                 | 8 |             |                       |
| <b>Task 2.2</b>  |   |  |   |  |                   |             |                   |   | <b>AO4b</b> | <b>8</b>              |
| <b>Evaluation</b>  | <p>The evaluation does not clearly address how well the project outcome met the brief and lacks clarity and reasoning in places.</p> <p>There is lack of detail on how the project outcome linked to the requirements of the brief successfully or not.</p> | <p>The evaluation addresses how well the project outcome was achieved. There is some reason and justification in how effectively the brief was met.</p> <p>Detail provided on how the project outcome linked to the requirements of the brief with some explanation and reasons.</p> | <p>The evaluation is comprehensive and specifically addresses how well the project outcome was achieved. There is detailed reasoning behind how successfully the project brief was met.</p> <p>Detail provided on how the project outcome linked to the requirements of the brief with detailed explanations and explained reasons.</p> | <p>The evaluation account is comprehensive and specifically addresses how well the project outcome met the requirements of the brief. There is detailed reasoning behind how successfully the project brief was met, what was successful and why.</p> <p>Evaluations made are accurate and reflective of the quality and effectiveness of project outcome.</p> | <b>(4)</b>        | <b>AO5b</b> | <b>(4)</b>        |   |             |                       |

### Guidance for markers

The following evidence must be used to assess performance against the assessment objectives within this task.

- Evaluation account

## 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:

T: 0300 303 53 52 (Monday - Friday | 08:30 - 17:00 GMT)

E: [technicals.quality@cityandguilds.com](mailto:technicals.quality@cityandguilds.com)

W: [cityandguilds.com/tlevels](https://cityandguilds.com/tlevels)

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