

Delivering the OS Synoptic Assignment

**Guide to delivering and marking the T Level Occupational
Specialism assignment**

Onsite / BSE

Webinar Platform



Send any questions in the question area throughout the webinar



All attendees will be in listen only mode



Webinar resources and a CPD certificate will be sent out to all attendees the following day

Agenda

1	To gain a general overview of the requirements of the T Level Occupational Specialism assessment requirements
2	To be able to apply the marking process using the marking grid
3	To become familiar with the assessment documentation
4	Support Resources
5	Q&A



- Overview of Synoptic Assignment assessment process and support materials



- Answer specific technical support around delivery of the synoptics and how to achieve the best results. This must come from the brief and be standardised across centres

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 Institute for Apprenticeships
& Technical Education

Key Dates and Assessment Process Guide

 City & Guilds

 eai

Key dates for delivery of the OS Synoptic Assignment

Occupational Specialism Summer 2023 assessment dates/windows	
Release of live Occupational Specialism resource list	5 September 2022
Release of live Occupational Specialism assessment materials	23 January 2023
Occupational Specialism window	6 February 2023 to 19 May 2023
Occupational Specialism marks and sample evidence upload deadline	19 May 2023

Please note all occupational specialisms work to the same dates.

Key dates for delivery of the OS Synoptic Assignment

Summer 2023 results	
Restricted release of TQ component results data to centres	16 August 2023
Release of results from centres to students	17 August 2023
Deadline for 'Review of Marking/Moderation' (RoMM) requests	21 September 2023
Deadline for appeals submissions	30 calendar days from the outcome of the review of marking

Have you downloaded the TQ Occupational Specialism Assessment Process Guide?



[Resource Hub - T Levels | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/Resource-Hub/T-Levels)

Curriculum delivery planners



Tutor resources



Assessment guidance



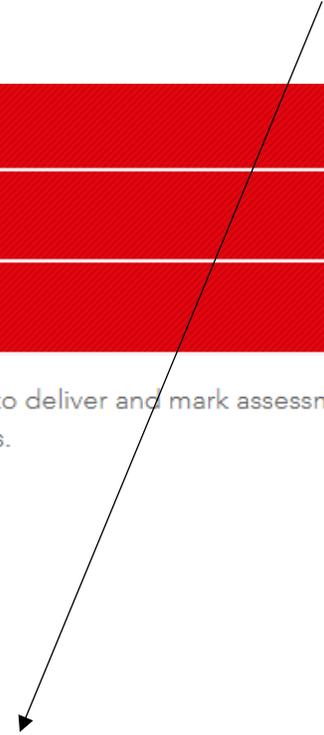
The following documents provide guidance on how to deliver and mark assessments which form part of the T Level technical qualifications.

Employer-Set project

[Download the Employer-Set Project guidance \(PDF\)](#)

Occupational Specialism assessments

[Download the Occupational Specialism assessment guidance \(PDF\)](#)



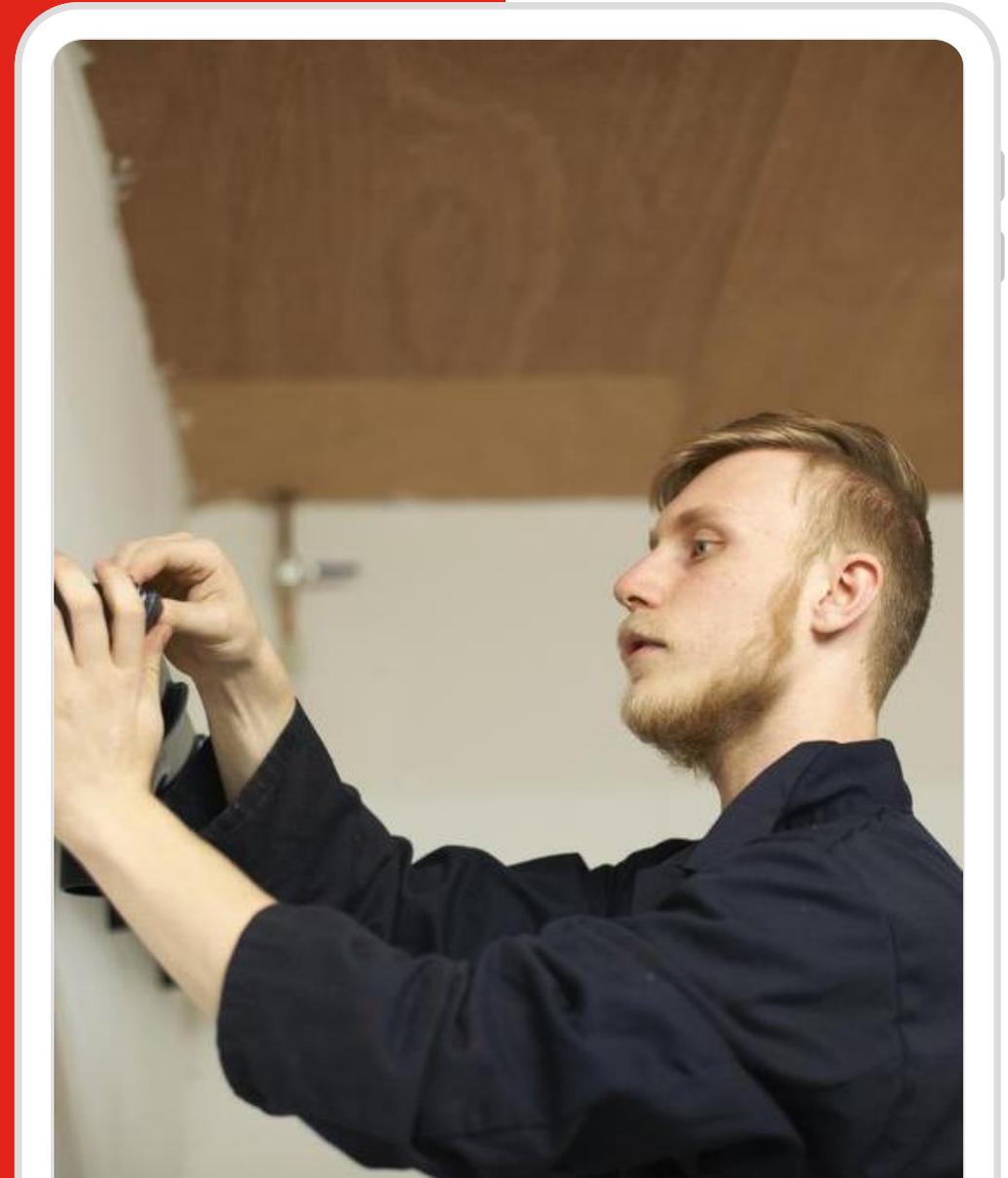
[TQ Occupational Specialism Assessment process guide \(cityandguilds.com\)](https://www.cityandguilds.com/Resource-Hub/T-Levels/Assessment-guidance/Assessment-process-guide)

Introduction	4		
1. Administration	6	5. Moderation visit	30
1.1. Registration and booking assessments.....	6	5.1. Arranging moderation visits.....	30
1.2. Centre forms.....	6	5.2. Moderation visit sample.....	30
1.3. Moderation Portal.....	7	5.3. During the moderation visit.....	31
1.4. Access arrangements and reasonable adjustments.....	7	5.4. After the moderation visit.....	31
1.5. Special consideration.....	7	6. Remote moderation	33
1.6. Assessment materials.....	7	6.1. Submission of marks and evidence.....	33
2. Assessment	9	6.2. Moderation.....	33
2.1. Evidence collection.....	9	6.3. Moderation sample.....	34
2.2. Observation evidence.....	10	6.4. Moderation outcomes.....	35
2.3. Minimum evidence requirements.....	13	7. Requirements for uploading evidence	37
2.4. Preparation of candidates.....	14	7.1. Content of evidence.....	37
2.5. Guidance on assessment conditions.....	14	7.2. Labelling of evidence.....	37
2.6. Security and authentication of candidate work.....	15	7.3. Number and type of documents.....	38
2.7. Accessibility and fairness.....	15	7.4. Video evidence.....	39
2.8. Guidance and feedback during the assessment.....	16	7.5. File formats.....	39
3. Marking	19		
3.1. Guidance on marking.....	19		
3.2. Carrying out marking using assessment themes.....	19		
3.3. Timing of marking.....	20		
3.4. Provision for reworking evidence.....	20		
3.5. Process for each assessment theme.....	21		
4. Standardisation	24		
4.1. Pre-standardisation.....	24		
4.2. Gateway test (mandatory standardisation activity).....	25		
4.3. Materials for standardisation.....	26		
4.4. Standardisation.....	28		
4.5. Post-marking review.....	28		

Assessment pack key information

Assessors must read the Assessor Pack and associated marking paperwork to ensure familiarity and compliance with:

- Time allocation
- Resources
- Conditions of assessment
- What must be produced for marking and marking grids
- Additional evidence of candidate performance that must be captured
- Live assessment materials are published in the [I Level Service Portal](#) and are only available to those centres in delivery with active bookings.



Assessment Structure and process

Assessment information (BSE)

The Practical Assignment is based around a work-based scenario and the assessment themes are previously stated are then assessed across 3 tasks.

For Building Services, they are.



Task 1

Planning the installation



Task 2

Installation, commissioning and decommissioning



Task 3

Carrying out maintenance

Assessment information for Construction



Task 1

Prepare and plan for the construction and repair of masonry structures



Task 2

Construct complex masonry structures



Task 3

Renovate and repair masonry structures



Task 1 (7 hours) 30%

Carpentry



Task 2 (10 hours) 30%

Joinery



Task 3 (8 hours) 20%

Assembly



Task 4 (2 hours) 20%

Fitting/Fixing

Ensure that the candidate and assessor know what evidence must be provided for assessment

Assessment Structure (assessment themes)

Learners will be assessed against **assessment themes**, depending on the OS you are delivering, these will **remain consistent** and will not change such as:-

Electrotechnical

- Health and Safety
- Design and planning
- Systems and components
- Inspect and test systems and components
- Report and information
- Handover and communication
- Working with faults

Carpentry and Joinery

- Health and Safety
- Designs and planning
- Produce complex timber-based products
- Assemble and fix components
- Installation of item
- Quality inspection

Assessment Structure (assessment themes)

Learners will be assessed against **assessment themes**, depending on the OS you are delivering, these will **remain consistent** and will not change such as:-

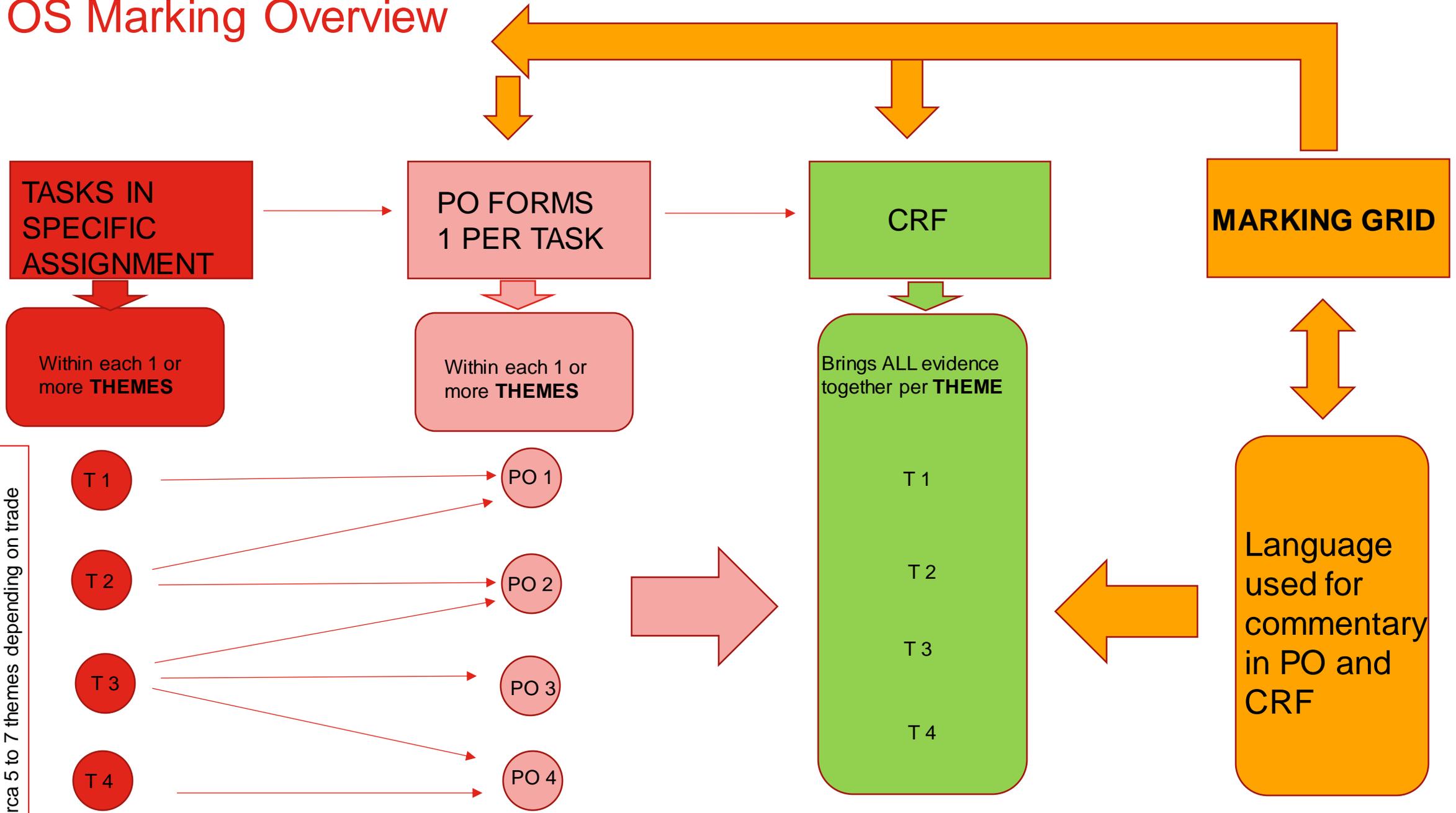
Plumbing, Heating and Gas

- Health and Safety
- Design and planning
- Systems and components
- Reports and information
- Inspecting and testing of systems and components
- Handover and communication
- Working with faults

Bricklaying

- Health and Safety
- Designs and planning (Documents)
- Presentation
- Construct complex masonry structures
- Repair masonry structures

OS Marking Overview



Circa 5 to 7 themes depending on trade

The themes are then documented on the practical observation (PO) forms for each task individually

Practical Observation (PO) Form (Task 1)

8710-33 T Level Technical Qualification in Building Services Engineering for Construction

8710-353 Electrotechnical Engineering (Summer 2023)

Candidate name	
City & Guilds candidate No.	
Date	

Provider name	
City & Guilds Provider No.	

Task 1 assessment themes:

- Health and safety
- Design and planning
 - Documentation
 - Technical information
- Systems and components
 - Installation
 - Decommissioning
- Reports and information

Record observation notes below to inform internal marking and external moderation. Notes must be detailed, accurate and differentiating which use terminology from the mark grid along with specific examples observed. Notes must identify areas of strength and weakness, distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.

Assessment Themes	Assessor observation notes
Health and safety <ul style="list-style-type: none"> • Risk assessment • Risk mitigation • Harm and probability factors • Adherence to health and safety 	

Practical Observation (PO) Form (Task 2)

8710-33 T Level Technical Qualification in Building Services Engineering for Construction

8710-353 Electrotechnical Engineering (Summer 2023)

Candidate name	
City & Guilds candidate No.	
Date	

Provider name	
City & Guilds Provider No.	

Task 2 assessment themes:

- Health and safety
- Systems and components
 - Documentation
 - Technical information
- Reports and information
- Inspecting and testing of systems and components
- Handover and communication

Record observation notes below to inform internal marking and external moderation. Notes must be detailed, accurate and differentiating which use terminology from the mark grid along with specific examples observed. Notes must identify areas of strength and weakness, distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.

Assessment theme	Assessor observation notes
Health and safety <ul style="list-style-type: none"> • Risk assessment • Risk mitigation • Harm and probability factors • Adherence to health and safety 	
Design and planning (documentation) <ul style="list-style-type: none"> • Quality of planning and design • Quality of 	

Candidate Record Form.

The practical observation forms (PO) for each task to are used to complete the candidate record form (CRF) for each theme.

This brings the information across all 3 tasks (PO Forms) together holistically on the one CRF for the theme

Candidate Record Form (CRF)

8710-33 T Level Technical Qualification in Building Services Engineering for Construction

8710-353 Electrotechnical Engineering (Summer 2023)

Candidate name	
City & Guilds Candidate No.	
Date	

Provider name	
City & Guilds Provider No.	

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

Health and safety												
	1	2	3	4	5	6	7	8	9	10	11	12
Mark:	Notes and justification:											

Refer to the CRF to support allocation of the band within the Marking Grid

Marks per band	1-4	5-8	9-12	12
Health and Safety	<p>Risk assessment is complete and covers the major risk factors.</p> <p>Risk mitigation methods are limited.</p> <p>Likelihood against probability has been attempted but not for all hazards.</p> <p>Health and safety is followed during preparation and throughout tasks so that all</p>	<p>Risk assessment is complete and covers a good range of risk factors.</p> <p>Risk mitigation methods have been identified for some of the potential risks, but not all. Consideration is given to potential for harm and probability factors.</p> <p>Health and safety is followed during preparation and throughout tasks and all work completed safely.</p>	<p>Risk assessment is detailed and clearly identifies all of the associated risk factors.</p> <p>Risk mitigation methods are detailed and have been clearly identified for all potential risks. Potential for harm and probability factors have been identified throughout.</p> <p>Health and safety is followed during preparation and throughout tasks and all work</p>	

T Level Technical Qualification in BSE for Construction: Heating Engineering Assessor Pack

30

	work is completed safely but when working some low risk hazards were missed.		completed safely. Risks and hazards that occur during the tasks are correctly mitigated against as they arise.	
--	--	--	--	--

Guidance for markers

The following evidence from Task 1, Task 2 and Task 3 should be used to assess performance against this assessment theme.

Always refer to the marking grid in the assessor pack. This outlines what you are looking for in each task with regards the themes in the marking grids and helps with terminology.

Assessment theme - Health and safety

<p>Note: where there is insufficient evidence to award a mark, a zero mark may be given</p>	<p>Band 1 descriptor</p>	<p>Band 2 descriptor</p>	<p>Band 3 descriptor</p>	<p>Total marks per assessment theme</p>
<p>Indicative content</p>	<p>Typical knowledge, understanding and skills:</p> <p>Identification of main hazards which include major danger of death or major injury hazards.</p> <p>Analysis of risk and appropriate mitigation against hazards for planned tasks.</p> <p>Knowledge and understanding of minor injury or delay hazards and provide appropriate mitigation for such risks.</p> <p>Demonstration of the ability to correctly prepare tools and materials lists for the proposed task.</p> <p>Assessment of risk as part of commissioning and installation.</p> <p>Use of correct PPE at all times and demonstration of good housekeeping.</p> <p>Checking instrument safety and compliance with HSE GS38.</p> <p>Safe isolation procedures completed accurately and safely (failure to complete safe isolation as specified below will lead to an unsafe situation and the assessment must be stopped immediately).</p> <ul style="list-style-type: none"> • Obtain permission to start work • Prove that the approved voltage indicator is functioning correctly • Identify the source(s) of supply using an approved voltage indicator • Isolate the supply, lock off and retain the key • Prove the system/equipment is dead using an approved voltage indicator 			

Performance Observation(PO) Forms (GSEM one below new updated format in summer assessment)



Practical Observation (PO) Forms

PO Forms should be descriptive and describe how the candidate approached the tasks and clearly describe performance.

Generalisations and confirmation of tasks completed should be avoided and must be based on the candidate's performance.

Strengths and weaknesses should be recorded giving examples of the observed performance.

Task	What went well?	What could be improved?
Interpreting symptoms and preparation <ul style="list-style-type: none"> clear decisions based on symptoms symptoms fully understood selection of correct equipment safe procedures followed risks assessed secure isolation performed 	After prompting Ian became aware of the need for the self-isolation procedure and where it fitted into the fault-finding process and could verbally explain the stages involved to ensure a circuit is safe to work on. Ian had no difficulty to identify the correct circuits and was very confident around the consumer unit and its circuits. Ian correctly identified the test instruments to be used in the fault diagnosis of each circuit, demonstrating sound knowledge and understanding.	Secure isolation was not carried out because of an oversight by the tutor, which will be rectified going forward.
Fault diagnosis <ul style="list-style-type: none"> use of instruments and connections correct methods applied clear judgements made based on data logical sequence followed 	Ian used the correct test methods and demonstrated a confidence and competency with the test instruments nulling the test leads and selecting the appropriate settings. Ian followed the logical sequence of faults and showed sound understanding of interpreting the readings for correct diagnosis.	Ian struggled to find the fault for OA10 and got a little frustrated because he did not fully understand what was required. It is quite a tricky fault and can be a little misleading in
Rectification <ul style="list-style-type: none"> Consideration of factors Suitable plan of action Equipment identified correctly 	Ian confidently explained the rectification process and how to proceed when questioned on how the fault was located on a circuit. He explained well what must be done to rectify the circuits correctly and the necessary safety precautions before reenergizing.	

Task	What went well?	What could be improved?
Interpreting symptoms and preparation <ul style="list-style-type: none"> clear decisions based on symptoms symptoms fully understood selection of correct equipment safe procedures followed risks assessed secure isolation performed 	Safe isolation = safe working Symptoms fully understood	
Fault diagnosis <ul style="list-style-type: none"> use of instruments and connections correct methods applied clear judgements made based on data logical sequence followed 	use of instruments + connections correct methods logical sequence followed	
Rectification <ul style="list-style-type: none"> Consideration of factors Suitable plan of action Equipment identified correctly Information provided accurately and technically sound 		

Declarations of Authenticity

Declaration of authenticity

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Additional Support

Has the candidate received any additional support in the production of this work?

No Yes (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature	Date

Tutor:

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

Tutor signature	Date

Note: Where the candidate and/or tutor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre and this will delay the moderation process. If any question of authenticity arises, the tutor may be contacted for justification of authentication

Declarations of Authenticity are required and must be signed by the candidate and tutor

Occupational Specialism Tips

- Ensure clear linking of terminology used in the marking grid to the PO forms and CRFs.
- Take good quality photos. It's useful to have the photos on PowerPoint slides, it makes them easier to navigate around and zoom in for detail.
- Fully read the Assessor Pack and the TQ Occupational Specialism Assessment Guide. There is a lot of key detail in these packs.
- Make sure all markers/assessors are standardised using C&G materials as well their own candidates' materials.
- Watch the 'how to mark' videos which have been produced by the PMs.

Have you accessed the TQ Occupational Specialism Assessment Guide to marking videos?

Onsite Construction

[Guide to marking: Bricklaying \(PDF\)](#)

[Watch the guide to marking video: Bricklaying](#)

[Guide to marking: Carpentry and Joinery \(PDF\)](#)

[Watch the guide to marking video: Carpentry & Joinery](#)



Building Services Engineering

[Guide to marking: Electrotechnical Engineering \(PDF\)](#)

[Watch the guide to marking video: Electrotechnical Engineering](#)

[Guide to marking: Plumbing, Heating and Gas Engineering \(PDF\)](#)

[Watch the guide to marking video: Plumbing, Heating and Gas Engineering](#)



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Thank you

Any further questions or comments before we close?

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Founded in 1878 to develop the knowledge, skills, and behaviours needed to help businesses thrive, we offer a broad and imaginative range of products and services that help people achieve their potential through work-based learning. We believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future. So we work with likeminded partners to develop the skills that industries demand across the world.

About ILM

ILM is the leading specialist provider of leadership qualifications in the UK. Last year, over 70,000 people enhanced their skills and performance with ILM, including 14,000 management apprentices. We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

About EAL

EAL is the specialist awarding organisation for engineering and manufacturing [qualifications and apprenticeships](#). We invest in the industries we serve and the careers of those within them. Our unrivalled understanding of employer skills needs stems from decades of experience forging industry partnerships. That's why employers trust our skills solutions to deliver real career benefits for learners.

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A City & Guilds Group Collaboration

Future Networks how can we help

Please complete our short survey and tell us what you need for the future.

<https://forms.office.com/r/qkzfv6pML0>



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Thank you

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