

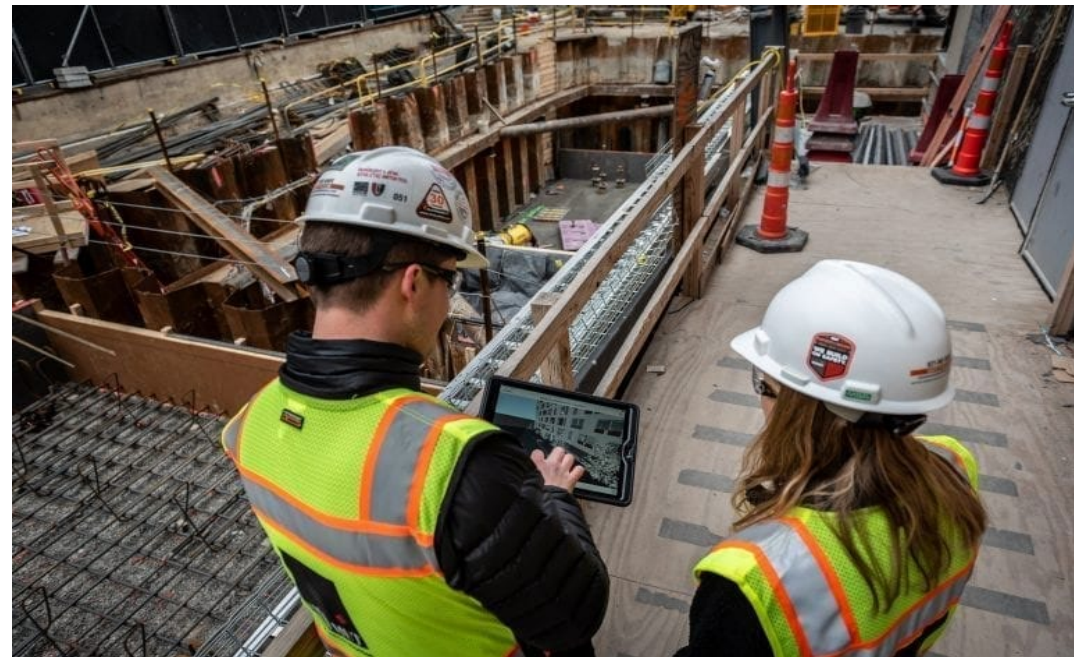
# Core Component Assessment Practices and Principles

Welcome to an overview of the T Level  
Employer Set Project (ESP)

Building Service Engineering (BSE)  
and Onsite Construction

The webinar will begin shortly

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# 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**

# Construction and BSE T Level Team



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# Curriculum planning

- Link to examples of curriculum planners

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

- Link to curriculum planning webinar

[https://youtu.be/qq0A\\_A5qXZY](https://youtu.be/qq0A_A5qXZY)

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

- Key dates- [onsite-construction-key-dates](#)      [bse-key-dates](#)

# Agenda

1	Overview of the core assessments
2	Employer set Project (ESP)
3	Assessment window-tasks-timings-evidence required
4	What's being assessed
5	Assessment objectives
6	Q&A



- Overview of Core assessment
- The assessment requirements of the ESP Core
- Evidence



- Occupational specialisms
- Progression
- Industry placements
- Reviewing content

Will there be any additional support for uploading of evidence?

Yes, there is a guide for the ESP Link below  
[ESP Guide](#)

When will the ESP be released to centres?

The ESP will be available to centres on 27<sup>th</sup> March 2023- you will be notified how you can access this. All 6 tasks will be released to you at the same time to help you plan your assessments.

When can I release the ESP to learners?

The ESP is administered to learners during the assessment window which opens on 3<sup>rd</sup> April and closes on 12<sup>th</sup> May 2023.

## Q&A

How is the ESP marked and graded ?

The ESP is externally marked by C&G—an overview of how this is marked is covered in the webinar presentation

**\*It is crucial that centres read all of the assessment documentation ahead of delivering the assessments.**

Can learners retake/resit the ESP and if so, when?

Yes there is an opportunity for a resit/retake in the autumn series which runs from 6<sup>th</sup> November to 1<sup>st</sup> December 2023

What does each task consist of ?

How is the ESP structured, what do learners have to do?

What evidence do I need to provide to C&G ?

## Q&A

All these questions are answered in the webinar presentation

What do we need to do to keep assessment evidence secure?

How long do learners have to complete the ESP?



# Overview of the Core Assessments

Construction and BSE T levels

## BSE

### Technical qualification scheme of assessment overview

**Core Component – Learners must complete all assessment components**

Assessment component (number)	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1 (031)	Externally set exam	2.5 hours	110	35%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2 (032)	Externally set exam	2.5 hours	110	35%	Externally marked	
Employer-set project (033)	Externally set project	17 hours	100	30%	Externally marked	

## Onsite Construction

### Technical Qualification Scheme of Assessment overview

**Core Component – Learners must complete all assessment components**

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



# ESP assessment windows summer/autumn series (inc retake/resit)

## Onsite Construction and BSE

<b>Core Assessments Summer 2023 assessment dates/windows</b>	
Employer-Set Project (ESP) materials release	27 March 2023
Employer-Set Project (ESP) delivery window	3 April 2023 to 12 May 2023
Employer-Set Project (ESP) evidence upload deadline	12 May 2023

Restricted release of TQ component results data to centres	16 August 2023
Release of results from centres to students	17 August 2023

<b>Core Assessments Autumn 2023 assessment dates/windows</b>	
Employer Set Project (ESP) materials release	30 October 2023
Employer Set Project (ESP) delivery window	6 November 2023 to 1 December 2023
Employer Set Project (ESP) evidence upload deadline	1 December 2023
Restricted release of TQ component results data to centres	20 March 2024
Release of results from centres to students	21 March 2024

# The Employer Set Project (ESP)

Core Assessment BSE/Onsite



# What is the ESP ?

The employer-set project is a classroom-based assessment undertaken in controlled conditions, as prescribed within the candidate and centre guidance packs.

The core employer set project (ESP) sub-component assesses the skills and application of the core knowledge of the TQ.

The project is linked to the core skills: the candidate and centre guidance packs.

- Problem solving
- Research
- Communication
- Working collaboratively with others

The ESP is in the form of a realistic brief to be achieved through completion of research, plan, present, review tasks designed to elicit appropriate evidence for assessment under specified assessment conditions.

The majority of the tasks are classroom-based tasks plus a presentation.

A new brief and tasks will be set each series covering different topics.

# More Information on the ESP

- The employer-set project samples content from across the core of the Technical Qualification (TQ). However, due to their importance all versions of the employer-set project will cover content from the following core underpinning knowledge outcomes of :

## **BSE**

- Health and safety
- Construction design principles
- Sustainability principles
- Building services engineering (BSE) systems

## **Onsite**

- Health and safety in construction
- Construction design principles
- Construction sustainability principles

## **Assessment overview:**

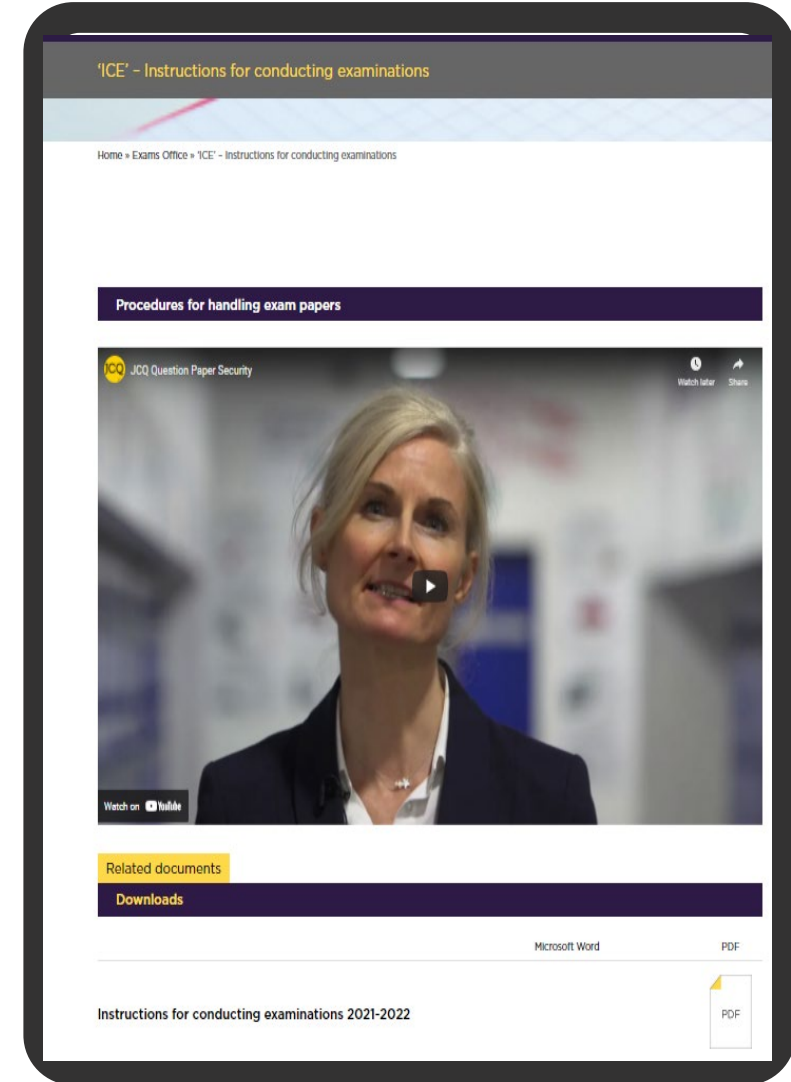
The project only draws on the content from the common core knowledge and skills content that sit across all core modules for BSE **OR** Onsite construction.

Learners will be marked on the quality and accuracy of the written work they produce.

# Security of Assessments

- There is specific guidance within the centre and candidate guidance pack relating to this
- Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others
- Where evidence is produced over a number of sessions, the tutor must ensure candidates and others cannot access the evidence without supervision
- This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>



<https://youtu.be/q-2rFfsf5lw>

# How the Employer Set Project (ESP) is structured (sample)

Consists of a number of different tasks (6 in total)

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

- \*\*\*Tasks must be released to candidates in order of sequence and one task at a time
- The time allocated and allocation of marks are not related
- It is the weighting and level of skills being assessed that determine the marks for each task.



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

# Assessment Objectives and Weightings-Employer Set project

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

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

## Employer-Set Project mark distribution

Construction and BSE T levels

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	<b>14</b>	<b>25</b>	<b>18</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>77</b>
<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	<b>0</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>23</b>
AO	14	54		10	18	16		6		100

# Research 1.1

(The logical investigation into and study of materials and sources in order to establish facts and reach new conclusions).  
**(3 hours) (9 marks)**

## 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

**Evidence required:** Research notes and a record of where they sourced these notes from.

## Task-specific requirements and considerations

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



## 1.2 – Report-(written account of something that has been investigated)

**(6 hours) (26 marks)**

**Employer-Set Project mark distribution**

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

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

**Evidence required: Report minimum 1500 words and a record of where they sourced their information from.**

### Task-specific requirements and considerations

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



# 1.3 – Project plan

(A project plan outlines everything that's needed to create a successful project) **(3 hours) (24 marks)**

## 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>										
1.3 Project plan	4	10	6	2	2	0	0	0	0	24

**Evidence required: programme of work and a supporting statement**

### Task-specific requirements and considerations

#### Programme of work plan- to include:

- Key stages of the project
- Detail of which trades will be involved in the project in relation to your chosen technology
- Duration
- The order in which activities will be completed in and their dependencies.

#### A supporting statement to justify your plan, (approx. 750 words) taking into consideration:

- Health and safety (access and egress)
- Specialist equipment
- Specialist contractors
- Waste management
- How key job roles work within this project

# 1.4 – Presentation

(conveys information from a speaker to an audience)

**(2.5 hours) (18 marks)**

## Employer-Set Project mark distribution

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

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.4 Presentation	2	6	6	2	0	2	0	0	0	18

## Task-specific requirements and considerations (please refer to centre guidance for full explanation)

- Candidates do not have to use technology to present their findings, but this is encouraged
- Candidates' presentations should be scheduled and timed to include time for questioning following the presentation within the 30 minutes allocation
- All candidates must be asked three questions following their presentation (probing or clarification question not included). The nature of the questions should relate to the content of their presentation. Questions should be posed from the perspective of a client tendering for a construction project and should allow candidates to expand upon and reinforce points covered in their presentation
- Examples of types of questions to include are in the centre guidance

# Task 1.4 presentation (continued)

## Evidence required:

- **Video recording of presentation-** It should be clear from supporting video evidence which candidate it is attributed to, e.g. by the candidate stating their name during the introduction or the video file name including the name and candidate number.
- **Presentation materials** – e.g. slides, handouts etc.
- **Assessor observation record-** Before assessing task 1.4, tutors should read through the marking grid to ensure they are clear about the points they should be looking for when observing. Tutors should refer to the marking grid to ensure appropriate aspects are recorded.

## 2.1 – Collaborative problem-solving

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

**(1 ½ hours) (15 marks)**

Employer-Set Project mark distribution										
This table illustrates how the 100 marks for the Employer-Set Project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the Employer-Set Project over time.										
Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.1 Collaborative problem-solving	0	6	5	2	0	0	0	2	0	15

### Task-specific requirements and considerations (please refer to centre guidance for full explanation)

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

## Task 2.1 collaborative problem solving (evidence required)

- **Video recording of discussions**-all discussions must be video recorded to support observation records to be completed. Recording must be available for marking and moderation purposes and in a suitable format.
- **Written discussion notes**- from the group discussion
- **Email draft**-the email should be a minimum of 300 words long
- **Assessor observation record**- A record of candidates' discussions, interactions collaboration must be included on the assessor observation record

## 2.2 – Evaluation

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

(1 hour) (8 marks)

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

**Employer-Set Project mark distribution**

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

**Evidence required:** Evaluation account in their chosen format

### Task-specific requirements and considerations

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



# Assessment Objectives and Weightings-Employer Set project

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

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



# Example breakdown of AOs and marks for task 1.1

Construction and BSE T levels

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	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>	<p>Some evidence of a planned approach to research, results lack order and organisation.</p> <p>Some elements of Core knowledge referenced but focus may be imbalanced and more focused on one area than another (e.g. focus on environmental benefits more than financial etc).</p>			<p>Approach to research and collation of information is planned and organised.</p> <p>The application of Core knowledge is referenced consistently for example in relation to legislation/regulation, referencing and health and safety considerations.</p> <p>Evidence of a range of sources used and referenced, with different sources considered.</p> <p>Digital skills applied consistently in the sourcing and collation of materials.</p>			<p>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.</p> <p>Core knowledge applied in all areas of the brief requirements including - costs, impacts on building performance, environmental benefits, financial benefits, laws/regulations related to installation and maintenance.</p> <p>Evidence of a full range of sources including non-traditional sources e.g. social media.</p>			<b>AO2a</b>  <b>AO3</b>  <b>AO4c</b>	



# To summarise

## Evidence required by C&G

Task	Evidence expected for marking
1.1 Research	Research notes (approximately 3 sides of A4)
1.1 Research	Record of sources
1.2 Report	Report (1,500 words minimum, 2,500 words maximum).
1.3 Project Plan	Programme of work plan and supporting statement (approximately 750 words)
1.4 Presentation	Presentation materials including presentation file and any handouts
1.4 Presentation	Video recording of presentation
1.4 Presentation	Observation record
2.1 Collaborative problem solving	Written discussion notes.
2.1 Collaborative problem solving	Drafted email (300 words minimum)
2.1 Collaborative problem solving	Tutor's observation notes on contribution to discussions.
2.1 Collaborative problem solving	Video recording of discussions.
2.2 Evaluation	Evaluation account (minimum 750 words)

### Key dates:

- The ESP will be available to centres on 27<sup>th</sup> March- you will be notified how you can access this. All 6 tasks will be released to you at the same time to help you plan your assessments.
- The ESP is administered to learners during the assessment window which opens on 3rd April and closes on 12<sup>th</sup> May 2023.

T-LEVELS

 Institute for Apprenticeships  
& Technical Education

# ESP Lessons learned and support tools

  
City & Guilds

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# Research 1.1

(The logical investigation into and study of materials and sources in order to establish facts and reach new conclusions). **(3 hours) (9 marks)**

## 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

**Evidence required:** Research notes and a record of where they **sourced** these notes from.

## Examiners report said

- Candidate's research was not always referenced as required by the task and, in some instances, not referenced at all.
- A number of candidates used copy and paste to lift information directly from websites. This was evident on a number of completed tasks and included various fonts/sizes and text style

## Hints and tips for learners .

- Learners to copy and paste any source materials e. g. websites used.
- Ensure if lifting information e.g copy and pasting, fonts and font sizes are all the same.



## 1.2 – Report-(written account of something that has been investigated)

(6 hours) (26 marks)

**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>										
1.2 Report	6	6	6	2	2	2	2	0	0	26

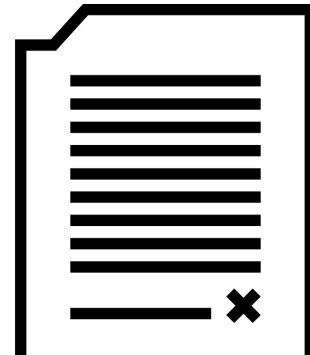
**Evidence required: Report minimum 1500 words and a record of where they sourced their information from.**

### Examiners report said:

- Most candidates found this task challenging and used the copy and paste function to reproduce the information obtained in Task 1.1, without amending the structure or tailoring content to meet the requirements of the report.
- Many candidates provided no **reasoning/justification** for decisions made.
- The evidence offered from the majority of candidates was very brief.

### Hints and tips 4 stages to writing a report

- **Overview:** the overview is a brief summary which tells the reader quickly what the report is all about. ...
- **Background:** the background sets the scene for your reader. ...
- **Discussion:** the discussion presents your findings. ...
- **Conclusion:** conclusions briefly state the major points that can be drawn from the discussion.



# 1.3 – Project plan

(A project plan outlines everything that's needed to create a successful project) **(3 hours) (24 marks)**

**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>										
1.3 Project plan	4	10	6	2	2	0	0	0	0	24

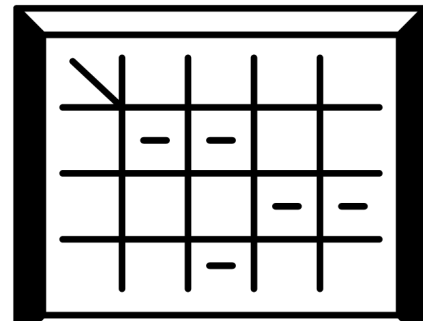
**Evidence required: programme of work and a supporting statement**

**Examiners report said:**

- Not all candidates produced any type of programme of work plan, as required by the task.

**Hints and tips**

- A lot of marks available for the plan
- AO2 Relevant core knowledge applied to respond to brief, references relevant legislation, building control, materials, concepts, waste disposal and site access considerations.



# 1.4 – Presentation

(conveys information from a speaker to an audience)

(2.5 hours) (18 marks)

## Employer-Set Project mark distribution

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

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.4 Presentation	2	6	6	2	0	2	0	0	0	18

## Examiners report said :

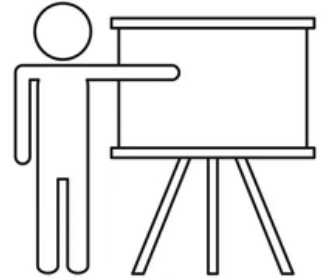
- Some PowerPoint presentations included more text than needed, sometimes copied directly from previous tasks.
- Some candidate's presentation skills were very weak with not all information being relayed effectively.
- This task must be presented (eg candidate videod standing next to a screen).

## Hints and tips

- Only bullet point on slides candidates can use note to accompany slides.
- Crib sheet for presenting e.g name–subject- eye contact-projection of voice –microphone.

## Video and audio:

- Video and audio must be checked before (eg test) and after.
- 2K/4K video is **not** required. Video file size must be considered and **not** exceed 2Gb per file.
- Zoom, MS Teams etc can be used to **record** the video/audio – but they must **not** be used to run the presentation.
- Use of microphones separate from the camera are recommended (especially for the collaborative discussion).



## 2.1 – Collaborative problem-solving

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

**(1 ½ hours) (15 marks)**

<b>Employer-Set Project mark distribution</b>										
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 2</b>										
2.1 Collaborative problem-solving	0	6	5	2	0	0	0	2	0	15

### Examiners report said :

- Some candidates failed to fully engage in the collaborative task due to a lack of preparation.

### Hints and tips

- Observation records should use positive language throughout.
- Only a maximum of three candidates at a time to be observed for this task.
- Providers to introduce candidates or give them ID sheet (name badge etc) when working on the collaborative task to enable easy identification of candidates.
- A separate microphone positioned between the candidates is recommended.



## 2.2 – Evaluation

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

(1 hour) (8 marks)

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

### Employer-Set Project mark distribution

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

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

### Examiner report said:

- The evaluation was attempted reasonably well by most candidates.
- Not all candidates linked their evaluation to the task and project brief.
- Most candidates gave a task-by-task explanation (not evaluation) of their work.

### Hints and tips

- Candidates evaluate their performance against the requirements of each task, and how they could improve.





# The BSE and Onsite exemplar Observation Record for ESP task (1.4 Presentation) are now on the relevant qual web pages, eg:

File Name	Size	Date
8710-30 BSE exam guide v1-0 pdf	825 KB	06 Oct 2022
ESP Task 1-4 Observation Record exemplar pdf	109 KB	11 Oct 2022

A real insight into what should be produced for assessment and can be found [here](#)

# Ensure core skills from the handbook are embedded in delivery:

Construction On site and off site Levels

- Core skill A (CSA) Problem solving
- Core skill B (CSB) Primary research
- Core skill C (CSC) Communication
- Core skill D (CSD) Working collaboratively
- Maths, English and digital skills

The skills column in the handbook identifies where these skills can be developed

## 2.6 Structural science principles

### Range:

**Structural science principles** - forces, loads, materials, structural members.

### What do learners need to learn?

Structural science principles its use and effects and how it informs the construction and design of buildings.

- The effects of forces on materials and building: compression and torsion stress, tension, bending, and shear
- The different types of loads acting on structures: vertical, horizontal and longitudinal
- Material properties: strength, malleability, hardness, elasticity
- Different types of structural members: footings, walls, beams, roof trusses, columns and beams.
- Compliance with document
- Calculations: permitted notching zones and maximum depths of holes and notches
- Drilling and notching conventions
- Importance of calculations being conducted in structural design: beam, load, column.
- Appreciate the effects of adjacent structures, trees, drains and sewers, ground conditions, on the design of foundations
- Where to find the Building Regulations that cover foundations

### Skills

CSB  
MC4  
DC4

# Paid for resources: supporting delivery with Hodder Education Building Services Engineering **and** Construction T Level: Core

**Project practice**

A principal contractor has been appointed by a client for a 'design and build' project. A rural greenfield site has already been acquired by the client, but it does not have planning permission.

An application has been made to the local planning department, with plans for six new 3- and 4-bedroom low-rise dwellings. However, the plans have been initially refused by Local Authority Building Control.

Discuss in a group the potential grounds for LABC to oppose the planning application.

Bearing in mind the possible reasons you have identified for rejecting the planning application, prepare a new application to address each of the issues. To achieve this, you may need to:

- ▶ research construction materials to ascertain their properties and suitability
- ▶ consider sustainable construction solutions
- ▶ research corporate social responsibility towards the community.

**Research**

Search online for 'PAS 2030:2019 Specification for the installation of energy efficiency measures in existing dwellings and insulation in residential park homes'.

Identify the standards of PAS 2030:2019 for retrofit installers and explain how they benefit the construction industry.

**Key term**

**Superstructure:** the part of a building above ground level, built on the basement or foundation



▲ Figure 3.1 Superstructure and substructure of a building

**Industry tip**

Never deviate from approved working drawings during the construction phase without written consent from either Local Authority Building Control or a government-approved private building inspector. Changes to the design without permission can be expensive to put right if the work fails to meet building regulations approval.



▲ Figure 3.17 Retrofit installer fitting an energy-efficient boiler

**Improve your English**

'Luminaire' is a word used to describe a source of artificial light. Write a paragraph to explain the use of different types of luminaire in a building, and explain why natural light is always a better source of energy.

**Improve your maths**

Research the average wages for five different trades in your area, then determine the annual median wage.

[Link](#) to Hodder Website also has the link to the mapping grids (bottom of the webpage) which can show how other books can deliver the Occupational Specialism [ruth.murphy@hoddereducation.co.uk](mailto:ruth.murphy@hoddereducation.co.uk)

# Past and future support:

**(31.01.2023 follow up from today, 12.15-14.00 GMT)**

[Centre Support via MS Teams Preparing for Core Assessment Q&A](#)

Construction On-site and BSE preparing for core assessment (Core Theory Exams)Feb 21, 2023 9:30 AM:

<https://attendee.gotowebinar.com/register/6114458258028770137>

# 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>





# T-LEVELS

Thank you

Any further questions or comments before we close?



## About City & Guilds

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.