T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Building Services Engineering for Construction (8710-30)

8710-033 Core: Employer-Set Project

Provider Guidance

Autumn 2023

City & Guilds | eal

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1. Important information

This document contains the version specific guidance for the T Level Technical Qualification in Building Services Engineering for Construction Autumn 2023 Employer-Set Project. **It must be read in conjunction with the 'TQ Employer-Set Project – Assessment process guide'** document which can be found under 'Assessment guidance' on the 'T Levels Resource Hub': https://www.cityandguilds.com/tlevels/resources

2. Task schedule summary

The tasks within the project are designed to be scheduled and taken in sequential order, due to the dependency of evidence being generated in one task being used by candidates in the next. For example, the research reference materials produced in Task 1.1 are required for completion of Task 1.2, therefore Task 1.1 must be completed before Task 1.2 can be attempted.

Task		Conditions	Evidence produced	Timings
1.1	Research	Supervised/ controlled	Research notes Record of sources	3 hours
1.2	Report	Supervised/ controlled	Report	6 hours *
1.3	Project Plan	Supervised/ controlled	Programme of works Supporting statement	3 hours
1.4	Presentation	Supervised/ controlled	Video recording of presentation Presentation materials – eg slides, handouts etc Observation record	2 ½ hours *
2.1	Collaborative Problem-solving	Supervised/ controlled	Video recording of discussion Written discussion notes Email draft Observation record	1 ½ hours *
2.2	Evaluation	Supervised/ controlled	Evaluation account	1 hour
			Total:	**17 hours**

* See next page for further breakdown on timings.

Note on timings

- Task 1.2 – the six hours allocated for this task can be split into multiple sessions on consecutive days to aid manageability, if necessary. If this is the case, candidates' work must be retained and held securely between sessions.
- Task 1.4 Presentation – two hours of the allocated time for this task is for preparation of the presentation, and the remaining half an hour is for the presentation itself and responding to questions.
- Task 2.1 Collaborative Problem-solving – half an hour of the allocated time for this task is for group discussions and the remaining hour is for completion of the email.

3. Overview of document audience

	Approved audience	
Documents	**Provider Staff**	**Candidate**
Candidate Guidance	✓	✓
Provider Guidance	✓	✗
Project Brief	✓	✓ Under assessment conditions
Task 1.1 – Research	✓	
Task 1.2 – Report	✓	✓ Under assessment conditions, **once the previous task has been submitted**
Task 1.3 – Project Plan	✓	
Task 1.4 – Presentation	✓	
Task 2.1 – Collaborative Problem-solving	✓	
Task 2.2 – Evaluation	✓	
Declaration of Authenticity	✓	✓
Observation Record (task specific) x 2	✓	✗
Evidence Checklist	✓	✗
Header templates	✓	✓

To ensure the security of live assessment materials, candidates must be provided with hard copies of relevant documents (eg Candidate Guidance, Project Brief and tasks) as required. Candidates must not make or keep copies of the documents and they must be returned to the tutor/supervisor at the end of each assessment session.

4. Observation evidence

The below sections in each task list the minimum requirements of evidence to be submitted for external marking:

- ***What you must submit on completion of this task*** and
- ***Additional evidence of your performance that must be captured for marking***

For tasks where a record of observation is needed, these tasks must be observed by a tutor who meets the resource requirements set out in the TQ specification, found on the Qualification's webpage.

For Tasks 1.4 and 2.1, task specific observation records form part of the candidate's evidence and must describe **how well** the task has been carried out, rather than stating the specific points the candidate has covered. The notes must be descriptive and focus on the **quality** of the presentation/collaborative discussion in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marking examiner, along with the video recordings, to mark the performance using the marking grid. As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection (including video/audio recording).

Before observing Tasks 1.4 and 2.1, tutors should read through the sample marking grid to ensure they are clear on how the candidates will be assessed against the mark grid by the marking examiner, this will highlight the key points they should be looking for when observing.

Identifying **what it is** about presentations/collaborative discussions that is **different** between candidates can clarify the qualities that are important to record. Each candidate may cover similar points within their task, so a checklist of this information would not help differentiate between them. However, qualitative comments on **how well** they respond to the task brief would.

Prompts are provided on the task specific 'Observation Record' to support this also, with a section for other notes. These notes will be used for marking purposes and so must be **detailed, accurate** and **differentiating**. After completing the observation, the tutor should look again at the sample marking grid to ensure they have referred to all relevant aspects.

Providers have the flexibility to determine the most appropriate means of completing their observation notes (eg a tablet, handwritten) within the 'Observation Record', however this should not restrict the quality of the notes. Providers must not change the 'Observation Record' template or create their own recording form.

It must be clear from the supporting video evidence which candidate it is attributed to, eg by the candidate stating their name and City & Guilds candidate number during the introduction or the video file name including the name and candidate number.

Where the minimum requirements have **not been submitted** for marking or the **quality of evidence is insufficient** to make a judgement, any judgment will be based on the evidence

that *has* been submitted. **Where this is insufficient to provide a mark, a mark of zero will be given.**

5. Overview of task requirements

	Task					
Conditions	**1.1**	**1.2**	**1.3**	**1.4**	**2.1**	**2.2**
Candidates will have access to a computer with relevant software (ie word processing, spreadsheets, presentation software)	✓	✓	✓	✓	✓	✓
Candidates will have access to the internet	✓					
Candidates will have access to the Project Brief document	✓	✓	✓	✓	✓	✓
All work must be completed independently	✓	✓	✓	✓		✓
During any breaks, all materials must be kept securely	✓	✓	✓	✓	✓	✓
Candidate work will be saved securely for return to the candidate for use in future tasks*	✓	✓	✓	✓	✓	
Only permitted materials allowed into the supervised session	✓	✓	✓	✓	✓	✓
No assessment materials to leave the room at any point of the assessment	✓	✓	✓	✓	✓	✓

* Following tasks, work must be saved securely for return to candidates for use in future tasks within this project. This could be facilitated through the use of memory sticks or a specific individual location on a secure drive (network or cloud) for work to be saved on.

6. Task-specific requirements and considerations

Task 1.1

- Candidates must have access to the internet in order to conduct research.
- Research notes are likely to cover approximately three sides of A4.
- Candidates must be reminded to keep a record of their sources and submit these as part of their evidence.

Task 1.2

- Candidates must be reminded to include details of sources referenced. Sources and references are not included in the approximate 2000 word count.
- To aid deliverability and manageability of assessment, sessions can be split – for example where timetabling of an appropriate location for six hours is not possible, where providers' access to computer resources is limited, or where candidates are not available for six consecutive hours (eg due to work placement commitments). Where necessary sessions can be timetabled over consecutive days. All candidates are required to complete a declaration of authenticity along with their evidence submission.
- If the six-hour session is broken into multiple sessions, candidates' work must be retained and held securely between sessions.

Task 1.3

- A template must **not** be provided to candidates for this task. Candidates must apply their understanding to determine what information to include to meet the task requirements.
- The supporting statement is likely to be approximately 750 words.

Task 1.4

- This task has a total duration of 2.5 hours; 2 hours of that is preparation time and 30 minutes is for the actual presentation.
- It is recommended that the 2 hours of preparation time start and stop at the same time for all candidates – they must be under controlled conditions, this can be overseen by a supervisor.
- At the end of those 2 hours candidates need to submit what they are intending to present. If some candidates are completing their preparation after others, they must not observe another candidate's presentation before submitting their own materials.
- The provider can then timetable each of the 30 minutes presentation slots – these do not all need to be in one day. **A competent tutor, as defined in the TQ specification, must observe the presentation.**
- There is no requirement for candidates to observe others' presentations.
- The next task cannot be started until all presentations have been delivered (with the exception of candidates who are absent through illness etc).
- Candidates should be encouraged to use technology to present their findings. Candidates can choose the format/program they want to use for their presentation (eg PowerPoint, Keynote etc).

- Candidates' presentations should be scheduled and timed to include time for questioning following the presentation within the 30 minutes allocation.
- It should be clear to candidates how much of their presentation time has been used up, for example through the use of a timer, or clarification at the start of the session that their session will end in 30 minutes' time (eg indicating to candidates on a mutually visible clock and confirming the time the session will end). Where candidates are coming to the end of their allocated 30 minutes and have not yet responded to questions this should be indicated to them.
- It is important that providers consider the impact of cohort size on the scheduling of the presentation task. Larger cohorts may need to be split into two groups in order to accommodate presentations taking place shortly after the preparation session. Where necessary, presentation preparation/delivery sessions can be timetabled over a number of days. All candidates are required to complete a declaration of authenticity along with their evidence submission (be it physical ie report, or ephemeral ie presentation).
- All candidates must be asked **three** questions following their presentation (probing or clarification questions not included). The nature of the questions should relate to the content of their presentation. Questions should be posed from the perspective as identified in the task, and should allow candidates to expand upon and reinforce points covered in their presentation (Responses to questions generate evidence for the 'AO2b communication'). Ideally, questions should be related to the individual candidate's presentations but could follow the following structures;
    - *What are the different types of listed building?*
    - *Who would you need to liaise with when working on a listed building?*
    - *Can you explain the key components of the system?*
- It is recommended that before the presentation session some time is spent in group discussion to explore the types of questions that would likely be asked in similar real-life situations. This is so that all candidates are prepared and understand that they will have to respond to this type of questioning following their presentation, and so candidates who present earlier on are not seen to be disadvantaged.
- A record of questions asked, and responses must be included on the 'Observation Record'.
- Video recordings of presentations and follow-up questions (covering the full 30 mins) **must be in mp4 format** with audible sound levels, well-lit etc. More information is available in the 'TQ Employer-Set Project – Assessment process guide'.

Task 2.1

- This task has a total duration of 1.5 hours; 30 minutes of that is discussion time within a small group and 1 hour is for drafting the email.
- Candidates should be divided into groups of two or three in order to conduct the discussion element of the task. **A qualified tutor must observe each group discussion, video the group discussion and complete a task specific 'Observation Record' for each candidate**. A tutor **cannot** observe more than one group at a time.
- The video recordings of discussions (covering the full 30 mins) **must be in mp4 format** with audible sound levels of all members of the group, well-lit etc as per the advice detailed in the observation evidence section above.
- Candidates should move directly to drafting the email **individually** after the discussions are conducted ie both activities should be conducted within the same one-and-a-half-hour session.
- The supervisor for the second part of the task (drafting an email) does not have to be a qualified tutor. This allows providers to stagger the sessions over a smaller period of time by utilising other staff.
  For example:

	9:00	**9:30**	**10:00**	**10:30**
Group 1	30 mins (Tutor)	1 hour (Supervisor)		
Group 2		30 mins (Tutor)	1 hour (Supervisor)	

- Candidates may wish to include suggestions and points raised by others in the group discussion as part of their email draft – this is acceptable; however, the email must be drafted individually and in their own words.
- The email should be approximately 300 words long.

Task 2.2

- The evaluation account is likely to be approximately 750 words.
- Candidates should answer the questions posed in this task in their evaluation.
- Candidates must relate their evaluation to each of the previous tasks.

7. Use of Artificial Intelligence (AI)

Candidates should be reminded that the purpose of this assessment is to reflect their own abilities at responding to and generating evidence for the tasks. AI misuse constitutes malpractice which may result in malpractice sanctions for the candidate involved. Centres should ensure candidates are aware of the guidance on the use/misuse of AI.

What is permitted

AI may be used by a candidate as a source where use of the Internet is allowed for a research task or where production of evidence is allowed outside of controlled/supervised conditions. The candidate must be able to demonstrate that the work is their own. Where candidates use AI, they must acknowledge its use and show clearly how they have used it. How candidates have decided to use it could impact on the overall mark they are allocated.

What is not permitted

AI misuse is where a candidate uses an AI tool in an assessment or fails to appropriately reference it in an assessment where internet use is permitted. Examples include the following:

- Copying sections of AI-generated content so that the work is no longer the candidate's own will be treated as plagiarism.
- Copying whole responses of AI-generated content will be treated as plagiarism.
- Any use of AI which means candidates have not independently demonstrated their own attainment is likely to be considered malpractice.
- Failing to reference use of AI tools when they have been used as a source of information.
- Incomplete or poor referencing of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures).

We encourage providers to read and reference this guidance. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification.

8. Maths, English and digital skills

Throughout the completion of the tasks within the project candidates will generate evidence towards their maths, English and digital skills as follows;

Task 1.1 Research	Digital skills
Task 1.2 Report	Maths, English and digital skills
Task 1.3 Project Plan	Maths skills
Task 1.4 Presentation	English skills
Task 2.1 Collaborative Problem-solving	N/A
Task 2.2 Evaluation	English skills

Demonstration of these skills will contribute towards the overall marking of the project as per the AO weightings and sample marking grid.

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:

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