



HM Government

T-LEVELS

**T Level Technical Qualification in
Building Services Engineering
for Construction**

**VERSION 2.0 EMPLOYER-SET
PROJECT
Mark Scheme**



Version History

Version	Author	Date	Change Description

T Level Technical Qualification in Building Services Engineering for Construction

Employer-set Project

Specimen Assessment Materials

Mark Scheme

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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 i) communication 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. ii) work collaboratively with other team members and stakeholders e.g. to develop content to bid for a construction project. iii) applying a logical approach to solving problems , 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. iv) primary research 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

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										
1.1 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	3	2	0	2	0	0	0	15
Total	14	25	15	8	4	4	4	0	0	74
Part 2										
2.1 Collaborative problem-solving	0	6	8	2	0	0	0	2	0	18
2.2 Evaluation	0	0	0	0	0	4	0	0	4	8
Total	0	6	8	2	0	4	0	2	4	26
AO	14	54		10	16			6		100

General marking approach

- Marker scans/reads the candidates response, and the band descriptors
- Marker makes an initial assessment of the best fit 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, i.e. 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 from 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 (e.g. 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 (e.g. 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:

Use of resources available with efficient methods employed, such as identification of key internet sites rather than falling into advertising traps when researching via search engines. Logging all resources used, good notation and collation of accurate information and removal of non-relevant information. Further information:

- The key requirements/components for rainwater harvesting system (above ground/below ground) and grey water reuse systems.
- UK Building regulations/UK Health and safety requirements associated with the installation of water conservation technologies and components.
- Evidence of chosen UK water conservation techniques and its advantages and limitations and typical installation costs (UK £) per kW.
- The requirements of Approved Document Part M and the property requirements as detailed in the Project Brief document.
 - Sanitary facilities including bathrooms/wet rooms.
 - Services and controls including light switches, power sockets, emergency lighting.
 - Communal entrances and doorways throughout the property.
 - Living, kitchen and eating areas
- BS5266 Emergency Lighting / BS5839 Part 6 Fire Alarms considerations
- Other applicable building regulations:
 - Part A - depth of chases / holes in joists
 - Part B - smoke/detection to BS5839 Part 6.
 - Part F - extract fans/ventilation
 - Part L - energy efficient lights / smart technology
 - Part M - door openings / switches and sockets heights
 - Part P - electrical

AO1 Examples include: Evidence of research coverage. Range of products researched and all information collated.

AO2 Examples include: Research of points including costs, dimensions and suitability for site, site requirements.

AO3 Examples include: Evidence of systems allowing integration or installation on building.

AO4 Examples include: Logical approach to research.

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Task 1.1	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			AO	Total marks available
Marks	1	2	3	4	5	6	7	8	9	AO1 AO2a AO3 AO4c	9
Research	Some evidence of a planned approach to research, results lack order and organisation. 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. The application of Core knowledge is referenced consistently, for example in relation to legislation/ regulation, referencing and health and safety considerations. Evidence of a range of sources used and referenced, with different sources considered. Digital skills applied consistently in the sourcing and collation of materials.			Brief requirements fully considered throughout research and information collation – clear evidence of a methodical and thorough approach to research and information gathering. Systematic and comprehensive research conducted, including detailed list of sources in line with industry standards. Core knowledge applied in all areas of the brief requirements.				

Note: where there is insufficient evidence to award a mark, a zero mark may be given

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:

Details of:

- Requirements of Approved Document Part M.
- Requirements for the property to comply with Approved Document Part M.
- Installation requirements and components of a rainwater harvesting system.
- Water conservation methods.
- Calculations for the number of outlets/appliances in the property.
- Total costs of the rainwater harvesting system and water conservation methods for the property.

AO1 Examples include: Detailed coverage of points, including types of technologies, meeting the requirements of the task and relevant detail contained in report.

The key differentiation between a planned approach (band 2) and a meticulous planned approach (band 3) to meeting the task requirements is that for band 3 every requirement of the task is planned in detail and all aspects are covered. The structure must also be in a logical order.

For band 3, 'in line with industry standards' requires the candidate to produce the report and information relating to current UK industry standards and practices, for example when describing installations.

AO2 Examples include: Linking chosen technology to the site constraints and user's needs. Considerations given to key advantages and limitations to the brief. Logical approaches and solutions to potential risks or problems.

AO3 Examples include: Recommendations meet the needs of the site and are suited to the site based on the information researched and site dimensions and constraints.

AO4 Examples include: Use of mathematical skills, handling data and space constraints detailed on drawings, including measurements. Use of language including technical, where necessary, for the chosen technology. Digital skills used in formatting, layout and production of the report.

Calculations should include timing calculations and comparisons of costings of different methods/materials/resources. May also include estimations and budget control such as budget contingency etc.

Additional calculations may also be evident and these may be used to support any justification of use, e.g. type of renewable technology that the learner has researched which would include a calculation to justify the size of solar panels selected, using calculations to demonstrate how it will provide suitable energy for the space.

Calculations should be logically laid out and correct to achieve bands 2 and 3. Correct units of measurement must be used to achieve band 3.

Task 1.2	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		AO	Total marks available
Marks	1	2	3	4	5	6	AO1	6
Report	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 meticulously 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.			

Note: where there is insufficient evidence to award a mark, a zero mark may be given

Task 1.2	Band 1 descriptor			Band 2 descriptor			Band 3 descriptor			Band 4 descriptor			AO	Total marks available
Marks	1	2	3	4	5	6	7	8	9	10	11	12	AO2a AO2b	12
Report	Some elements of Core knowledge and Core skills drawn on and evidenced within the report. Limited comprehension of knowledge and skills in relation to the brief requirements. Some links to the application of Core knowledge and Core skills to support judgements, but reasoning is not always clear and accurate.			Most elements of Core knowledge and Core skills specifically evidenced within the report. Comprehension of knowledge and skills may have gaps or show some misunderstanding in relation to the brief requirements. Links to the application of Core knowledge and Core skills to justify and support judgements, but with some gaps or inaccuracies in reasoning.			Knowledge and skills from across the Core applied and evident in the report in relation to different elements of the project brief. Clear links applied from research are demonstrated in the report and are accurate. Judgements are logical with comprehensive lines of reasoning throughout. Concepts explained/referenced clearly and correctly.			Core knowledge and Core skills applied consistently throughout response with minimal technical inaccuracies. Connections between elements of Core knowledge and Core skills exploited to strengthen arguments and demonstrate understanding. 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

Task 1.2	Band 1 descriptor	Band 2 descriptor	AO	Total marks available
Marks	1	2	AO3	2
Report	<p>Information sources may not be fully exploited and may be applied inconsistently in response to meeting the brief, with only limited sources used.</p> <p>Some techniques and/or sources selected from those available to respond to brief requirements.</p>	<p>Techniques and sources used effectively to respond to requirements of the brief.</p> <p>All available techniques and sources are reviewed and compared to ensure those selected most effectively and efficiently meet all aspects of brief requirements.</p>		

Note: where there is insufficient evidence to award a mark, a zero mark may be given

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

Note: where there is insufficient evidence to award a mark, a zero mark may be given

Guidance for markers

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

- Report – including sources/references
- Record of sources.

Task 1.3

Indicative content

Typical evidence may include:

Programme of works:

- Use of the key stages for the installation and commissioning of technologies - note that commissioning is not mentioned in the brief and is to be assumed as part of the installation. Candidates do not need to reference commissioning separately.
- Installation of the Approved Document Part M adaptations.
- Installation of water conservation methods.
- Duration of each task.
- Order in which activities will be completed, and their interdependencies.

Supporting statement:

- Health and Safety – considerations for safe access and exit (egress) during installation
- Location of system components for rainwater harvesting system.
- Specialist Equipment – any specific tools or machinery required for the project
- Specialist Contractors – roles of external professionals needed for the installation
- Waste Management – how materials and waste will be handled and disposed of
- Key Job Roles – how different roles contribute to the successful completion of the project.

A Gantt chart or equivalent project plan must be provided for evidence to be marked higher than band 1 for AO1/3/4a, otherwise it **would not meet the requirement for logical planning**.

AO1/3/4a grid: To get into band 4 there must be justifications of decisions made. Presentation and content of programme of work plan should be in line with industry standards.

AO1 Examples include: Consideration and planning of all aspects involved in the contract from start to completion. Consideration towards all equipment requirements. Access and egress decisions considered.

AO2 Examples include: Linking strategies for facilities to site constraints such as transportation, services, lifting/locating. Effective research and holistic view of all site activities, how the technology chosen fits the plan and, where appropriate, solutions given to potential clashes or delays. Logistics considered and managed.

AO3 Examples include: Logical sequence of events considered. Justifications of decisions made regarding equipment.

AO4 Examples include: Use of data analytics.

Task 1.3	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		Band 4 descriptor		AO	Total marks available
Marks	1	2	3	4	5	6	7	8	AO1 AO3 AO4a	8
Project plan	Limited approach to plan containing evidence of some of the required elements. 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.		Plan contains required elements in mostly logical order with consideration of deadline, although some parts may be unclear. Techniques, resources (e.g. equipment, contractors), methods and materials selected from those available to respond to the brief requirements. The choices made are mostly accurate and appropriate for the		Clear evidence of planning in a logical order. Selection of techniques, resources (e.g. equipment, contractors), methods and materials (including disposal) are accurate, appropriate and supported with good justifications to meeting the project brief. Full consideration of all health and safety aspects.		Logical and clear approach to planning with evidence of a detailed plan that is in line with industry standards and effectively prioritised. There is a detailed and fully justified approach to the selection of techniques, resources (e.g. equipment, contractors), methods and materials (including disposal). The choices made are accurate and appropriate for the			

	Consideration of some health and safety aspects.	prescribed project brief with basic justification. Consideration of all health and safety aspects in limited detail.		prescribed project brief. Full consideration of all health and safety aspects with relevant reference to impacts, implications, etc.		
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Note: where there is insufficient evidence to award a mark, a zero mark may be given

Task 1.3	Band 1 descriptor				Band 2 descriptor				Band 3 descriptor				Band 4 descriptor				AO	Total marks available
Marks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	AO2a AO2b	16
Project plan	Some elements of Core knowledge and Core skills referenced within the project plan - limited comprehension of knowledge and skills in relation to brief requirements.				Elements of Core knowledge directly highlighted in the brief referenced within the project plan – knowledge evidenced may have gaps or show some misunderstanding.				Knowledge from across the Core applied and evident in the project plan in relation to different elements of the project brief.				Knowledge applied consistently throughout the project with no technical inaccuracies. Connections between elements of Core knowledge exploited in full, ensuring plan effectiveness and demonstrating full understanding.					

Note: where there is insufficient evidence to award a mark, a zero mark may be given

Guidance for markers

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

- Project plan detailing the key stages of construction
- Supporting statement

Task 1.4

Indicative content

Typical evidence may include:

Presentation covering:

- Types of rainwater harvesting systems
- Water conservation methods
- Proposed Approved Document Part M adaptations

AO1 Examples include: Clear distinctions between technology choices and how well they meet the project brief. Use of digital skills to provide a layout and formatting of presentation that highlights key areas. Pitched at correct level.

AO3 Examples include: Logical approach and good use of language to be informative but technical where required.

AO4 Examples include: Detailed and structured presentation.

AO2 Examples include: Linking performance, dimensions and method of mounting. Logical approach to problems and risks. Effective research and holistic view of all technologies and how the chosen one fits the brief.

Aspects of the presentation to consider:

- Appropriateness for audience (e.g. language, terminology, acronyms).
- Clarity of information presented within the slides, including design choices such as colour and font size.
- May use visuals (charts, images, infographics) to complement content and aid understanding.
- May plan to include interactive elements, such as live demonstrations of materials.
- May use supporting materials such as a script or speaker notes that may be submitted.

Task 1.4	Band 1 descriptor					Band 2 descriptor					Band 3 descriptor					AO	Total marks available
Marks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	AO1 AO2a AO2b AO3 AO4b	15
Presentation	<p>The presentation lacks structure and does not always follow a logical approach due to ineffective planning.</p> <p>Design choices within the slides display a limited amount of content clearly but could have made better use of the space available.</p> <p>Terminology and technical information used may have inaccuracies. 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>Design choices within the slides enable most of the content to be displayed clearly.</p> <p>Terminology and technical information used is mostly accurate with minor errors. The content provided is mostly grammatically correct but does not always consider target 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>The presentation is detailed, structured and logical in its approach. It is clear, as result of detailed and effective planning, that the presentation has been considered in terms of its audience.</p> <p>Design choices within the slides enable all content to be easily accessible, making maximum use of the space available, arranging content clearly.</p> <p>Terminology and technical information used is accurate and error free. The content provided is clear, grammatically correct and easily</p>						

	<p>Theories and concepts relating to the Core knowledge and Core skills are conveyed through the presentation - these may not always be accurate or be directly linked to the brief requirements.</p>		<p>understood by the target audience.</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>		
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Note: where there is insufficient evidence to award a mark, a zero mark may be given

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
- Research notes
- Report – including sources/references.

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Task 2.1

Indicative content

Typical evidence may include:

- A comparison of advantages and disadvantages of both types
- Discussions relating to benefits of each type of system including Specific installation requirements
- Discussion on recommendations based on analysis of the site
- How learners collaborate to solve the issue
- Structure, layout and flow of email draft (evidence content)
- Style of communication both written (draft email) and verbal (discussions)
- Use of communication techniques suitable for audience. Problems highlighted and communicated with techniques for gauging understanding, such as Q&A. Coherent discussion showing understanding of the subjects.
- Ideas have been communicated in a style that is suitable for the audience, for example further explanation of ideas to aid understanding, using different language to ensure ideas are understood by participants
- Suitable technical information such as practices, methods, reference to laws and legislation is used throughout the discussion
- points defended and/or expanded upon when challenged or questioned
- discussion of each other's ideas, rather than stating own ideas and suggestions in response to the brief, and an attempt should made to build upon the points raised by other members of the discussion to demonstrate effective group collaboration

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.

Examples include: Contribution to the discussion with reasoned and balanced views. Keeping the discussion relevant to the tasks at hand and not being distracted by irrelevant factors. Communication skills are clear, precise with knowledge through research. Good questioning used where doubt may exist and questions can be answered clearly.

Structured email with digital skills displayed in terms of formatting and presentation. Outcome realised and solutions provided that meet project requirements.

Task 2.1	Band 1 descriptor						Band 2 descriptor						Band 3 descriptor						AO	Total marks available
Marks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO2a AO2b AO3 AO5a	18
Collaborative problem-solving	<p>Some active contributions made to the 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, impacting on progress of the task. Prompts were often required for the learner to contribute to the discussion or be questioned directly.</p> <p>Communication of ideas is sometimes effective and engaging. The communication of technical information may lack accuracy and clarity for the audience.</p> <p>Email response lacks structure and flow, and is limited in how it meets the issues raised in the task.</p>						<p>Actively contributed throughout the task to discussions. Methods proposed in solving the issue were relevant, mostly logical, technically correct and well 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 others' contributions that supports progress in the task. Levels of engagement with others was generally consistent throughout. Prompts were sometimes required for the learner to contribute to the discussion or be questioned directly, but the learner mostly contributed throughout the discussion.</p> <p>Ideas are communicated effectively most of the time in an appropriate manner for the target audience and is mostly</p>						<p>Levels of contributions to discussions were high throughout all points of the task. Contributions and responses to solving the problem were consistently 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 consideration of the involvement and opinions of others involved in the discussion. Learner contributed to the discussion consistently with little or no prompting or questioning required.</p> <p>Highly effective communication of ideas is appropriate for the target audience and is</p>							

	It is not clear that the proposed methods will address the issue.	<p>engaging. There are minor inaccuracies in the communication of information which causes a lack of clarity in some instances.</p> <p>Email response is structured, flows and mostly addresses the issues raised in the task.</p> <p>Proposed methods will go some way to addressing these issues in the task and have some form of reasoning to them.</p>	<p>consistently engaging. Technical information is communicated accurately and delivered with clarity.</p> <p>Email response is structured, flows and clearly addresses all issues raised in the task.</p> <p>Proposed methods for addressing the issues are effective and well justified.</p>		
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Note: where there is insufficient evidence to award a mark, a zero mark may be given

Guidance for markers

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

- Drafted email
- Video recording of discussions
- Assessor observation record (notes on contributions to discussions)

Task 2.2

Indicative content

Typical evidence may include:

Reflection on effectiveness and success of responses across project tasks.

Considered analysis and evaluation of project outcome.

Examples include: All tasks fully considered with honest and justified accounts reflected in line with the brief of the project task including all outcomes. Evaluation on the use of technical language, ability to use digital skills for the presentation, quality of the planning documents including the format and layout.

Task 2.2	Band 1 descriptor		Band 2 descriptor		Band 3 descriptor		Band 4 descriptor		AO	Total marks available
Marks	1	2	3	4	5	6	7	8	AO4b AO5b	8
Evaluation	<p>The reflective evaluation does not clearly address how well the project outcome met the brief and lacks clarity and reasoning in place.</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 reflective 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 reflective 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 reasons.</p>		<p>The reflective 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 the project outcome.</p>			

Note: where there is insufficient evidence to award a mark, a zero mark may be given

Guidance for markers

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

- Evaluation account

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