

Oral Discussion Assessment Specification
Level 2 Progression Qualification in Building Services Engineering
Vs.1.3 22/04/20

DRAFT

Contents

Assessment Content Coverage	2
Assessment Purpose and Overview	2
Marking and Quality Assurance	4
Marking and Grading	4
Roles Responsibilities and Quality Assurance	5
Internal Assessor Profile	5
Internal Assessor Requirements	6
Internal Quality Assurers	6
External Quality Assurers	7
External Quality Assurance	7
Assessment arrangements (including conditions, timings and parameters)	8
Assessment Conditions	8
Assessment Controls	8
Time Allowed	8
Assessment Parameters: Documentation	8
Assessment Parameters: Equal opportunities and diversity	8
Assessment Parameters: Level of language	8
Assessment Parameters: Preparation and Planning for the Oral Discussion	9
Assessment Parameters: Questions and Discussion Points	9
Assessment Parameters: How the Project Informs the Discussion	9
Materials	9
Academic Misconduct	9
Assessment Parameters: Introducing the Oral Discussion	10
Assessment Parameters: During the Oral Discussion	10
Evidence requirements	10
Provision of an Audit Trail	10
Appendix 1: Qualitative Grading Descriptions per Discussion Area	11
Appendix 2: Oral Discussion Recording Forms (exemplar assessment instrument)	19

Assessment Content Coverage

Assessment Purpose and Overview

This oral discussion assesses the learner's knowledge, skills and understanding of:

- changing practices over time,
- knowledge, understating and performance of a building services engineering trade,
- knowledge and understanding of self-employment in the building services engineering sector,
- inter- and intra- personal skills and problem solving.

Learners will reflect on their practical project, the impact of their practice on the environment, its relationship with practice in other trade areas and its changing nature.

The assessor will ask a range of structured questions that have been developed through guidance from the Consortium. The topics on which learners will be questioned will be shared with them in a suitable time frame before the assessment to enable the learner's familiarity and revision.

Example Coverage:

Aspect	Learning Area	Approximate weighting
Changing practices over time	3	25%
Knowledge, understating and performance of a building services engineering trade	4 and 5	50%
Knowledge and understanding of self-employment in the building services engineering sector	1b	12.5%
Inter- and intra- personal skills and problem solving	2b and 2c	12.5%

The assessment will contribute to the learning cycle; reinforcing experiential learning through the learner's own reflection and evaluations to facilitate development in their trade and wider skills.

The oral discussion has two parts, completed in one timed sitting. The purpose of having the discussion divided into two parts is to give a clear definition between different aspects in the discussion to facilitate focus. **To achieve this assessment Learners must pass both Parts 1 and 2 of this assessment.**

The oral discussion covers **eight** content areas. **Example Coverage:**

Part 1, learner reflection on the practical project: It will utilise the project evidence to augment the oral discussion. What the learner did, and why they did it.	
Skills, Knowledge and Understanding of:	Learning Area
1 Discussion area: The trade principles	
The knowledge and understanding of the practice/skills in the chosen trade	4
The principles that guide the work of practice in the chosen area, and the trade-specific terminology	5 i 5 ii
2 Discussion area: The trade practice - planning a range of tasks in the trade area	
Planning the completion of a wide range of tasks in the chosen trade using the required literacy and numeracy skills	5 ix
Setting performance criteria for the completion of the wide range of tasks in the chosen trade	5 x
Reading and interpreting plans and documentation required in performing a wide range of tasks in the chosen trade	5 viii

3 Discussion area: The trade practice - <u>undertaking, and completing a wide range of tasks in the trade area</u>	
The requirements for performing and carrying out a wide range of tasks (including installation/construction and maintenance stages), using the correct tools, materials, techniques and technologies in ways that promote their own health and safety and that of others	5 iii, 5 iv, 5 v, 5 vii
4 Discussion area: Evaluation of the quality of the outcomes of the range of tasks in this trade area	
Evaluating the performance of their work in carrying out a wide range of tasks in the trade area both in relation to the set requirements and their own success criteria	5 xi

Part 2, wider oral discussion: Covering:	
Skills, Knowledge and Understanding of:	Learning Area
5 Discussion area: Changing practices over time: Materials tools, techniques and connected practice	
The tools, materials, techniques that have been used in BSE, including related construction practice, on traditional (pre-1919) builds.	3a, vi
The tools materials and techniques being used in contemporary practice in the chosen BSE trade	3a
New and emerging technologies in the chosen BSE trade and the impact they are having/may have on existing practice	3a
The interdependencies of practice in this trade with that of other trades and disciplines	3b
The ways in which interdependencies of practice this trade with that of other trades and disciplines have changed over time	3b
6 Discussion area: Changing practices over time: Trades and the environment:	
The principles of sustainability that applied to practice in the chosen trade	3c
The changing environmental impact of practice in the chosen trade including the changing use of materials (where appropriate)	3c
The relevant waste disposal waste reduction and recycling principles relevant to practice in the chosen trade	3c
7 Discussion area: Self-employment in the building services engineering sector	
Characteristics of self-employment	1b
Advantages and disadvantages to being self employed	1b
The responsibilities of being self employed	1b
Duty of care in ensuring products and work are safe for end users	1b
8 Discussion area: Inter- and intra- personal skills and problem solving	
The importance of effective and appropriate communication with team members, senior personnel, members of the public, potential employers, and external agencies.	2b
The importance of emotional intelligence in effective communication	2b
Planning and managing own time	2b
Reflecting on practice and evaluating strengths and weaknesses	2b
Setting personal targets and success criteria	2b
Identifying issues	2c
Identifying possible solutions	2c
Testing and evaluating solutions	2c

(N.B if the learner can evidence the wider skills content (Part 2) within the practical projects – the projects may also be utilised as a source of material to augment the oral discussion).

Marking and Quality Assurance

Marking and Grading

This assessment is graded either: Pass, Merit, Distinction or Fail. It carries a weighing of 20% to the overall grading of the qualification. For the qualification to be awarded, the learner must achieve at least a Pass in all the assessment components in the qualification.

For this assessment the learner's knowledge, understanding and skills as applicable are awarded a mark ranging from 0 to 3 in each of the discussion areas. Utilising bespoke assessor training gained through the Consortium events/workshops together with internal centre standardisation, benchmarking and supplied exemplars and guidance; the assessor must use their expert judgement in assigning marks. A general description of each mark is given below, with further guidance given in Appendix 1 for each of the discussion areas.

- 0 Mark = Does not meet threshold for a mark to be awarded. The learner lacks sufficient knowledge, skills and understanding indicative of the threshold level of a learner at L2 in their chosen trade area and for the discussion point and criteria being assessed. For example, there may be major errors apparent, or the learner is simply unable to give a sufficient reflective account of the method, skills, knowledge and understanding indicative of the learning area being covered.
- 1 Mark = Pass level responses. Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. The learner can sufficiently articulate main salient aspects for the discussion point and criteria being assessed.
- 2 Marks = Merit level responses. **Good** demonstration of confidence in answers together with precision and accuracy in the discussion points being covered. **Where applicable** this can include **good**: problem solving, efficiency, technical ability and self-awareness in completion of tasks or the learning area being assessed. Some minor points may lack specific understanding.
- 3 Marks = Distinction level responses. The Learner provides **excellent** demonstration of confidence in answers together with, precision, accuracy, and **skill level**. **Where applicable** this can include **excellent**: problem solving, efficiency, technical ability and self-awareness.

Example Qualitative Grading Descriptions per Discussion Area are given in Appendix 1

Through Consortium training and internal standardisation assessors will apply consistent marking over time.

Assessments will be subject to the Consortium practices/processes, prior to delivery. This will be reviewed and monitored ongoing.

The assessment grade is determined by totalling the assessment marks awarded and converting this into an overall assessment grade for this assessment. It will also equate to an aggregation point – which will be used in determining the overall grade for the qualification.

Assessment Grade	Assessment Marks	Aggregation Point to Qualification Grade
Distinction	24	9
	23	8
	22	
	21	7
	20	
Merit	19	6
	18	5
	17	
	16	
	15	4
	14	
Pass*	13	3
	12	2
	11	
	10	
	9	1
	8	
Fail	≤7	N/A

****To achieve this assessment Learners must pass both Parts 1 and 2 of this assessment, which comprises of at least 4 marks from section 1, and 4 marks from section 2 (8 marks).***

Roles Responsibilities and Quality Assurance

Internal Assessor Profile

The centre must provide the Consortium with the details of personnel who they plan to undertake assessment, so that they can be approved prior to them carrying out this role. Prior to the first assessments taking place; assessors must also complete the Consortium training. This is to ensure the reliability of assessment at centres over time.

Assessors must be working towards or have achieved a relevant recognised assessor qualification **and** continue to practice to that standard. Assessors who hold earlier qualifications (A1, D32 or D33) should have CPD evidence to the most current standards.

Assessors must be occupationally competent. Evidence which supports this is by the assessor holding a relevant NVQ* to the full occupational competence threshold of the trade and/or having registration with a relevant trade body or having appropriate recognition which clearly evidences the assessor as competent in their trade.

*Assessors who qualified before NVQs were developed should provide evidence of how they are occupationally competent (such as through a CV together with any relevant references).

Prior to the first assessments taking place; assessors must also complete the Consortium training. This is to ensure the reliability of assessment over time.

Internal Assessor Requirements

Assessors must:

- fully prepare the oral discussion utilising the project evidence,
- carry out and document the oral discussion assessment in line with the Consortium and regulatory arrangements including:
 - o acting in a professional and courteous manner at all times when conducting the assessment
 - o marking the Assessments, in accordance with grading criteria.
- maintain a knowledge of assessment policies and procedures,
- maintain and document CPD (to be submitted on request),
- understand the sector, the qualification, and the assessment requirements,
- be occupationally competent,
- produce clear, accurate and concise documentation and relevant records (written and electronic), and ensure they are controlled and administered in accordance with the awarding bodies procedures,
- make robust assessment decisions,
- handle relevant information in accordance with GDPR requirements,
- prepare for and participate in relevant Consortium meetings and events – such as induction, CPD/training and standardisation events, and ensure any personal action/ improvement plans are achieved, within agreed timescales and to required standards,
- report to the internal verifier any suspicion of malpractice or maladministration, including academic misconduct,
- declare any conflicts of interest (such as between the assessor and the learner),
- provide access to information and records when requested,
- complete and submit all reports within specified timeframes.

Internal Quality Assurers

The centre must provide the Consortium with the details of personnel who they plan to undertake IQA, so that they can be approved prior to them carrying out this role. Prior to the first assessments taking place; IQA's must also complete the Consortium training. This is to ensure the reliability of assessment at centres over time.

IQAs must prepare for and participate in relevant Consortium meetings and events – such as induction, CPD/training and standardisation events, and ensure any personal action/ improvement plans are achieved, within agreed timescales and to the required standards.

The focus of internal quality assurance for this qualification is:

- the quality assurance of assessment procedures, including standardisation of assessment practice across different assessors within the Centre
- internal standardisation of learner marks awarded for this graded assessment.

IQA's must have a minimum of occupational experience evidenced by having a building services engineering/construction related qualification or proven sector competence/experience plus access to relevant 'occupational expertise' to enable them to conduct their role as an internal quality assurer. This evidence and access to 'occupational expertise' is quality assured by the Consortium .

They must be working towards or have achieved a relevant recognised internal quality assurance qualification and continue to practice to that standard. IQA's who hold earlier qualifications (D34 or V1) should have CPD evidence to the most current standards.

They must be able to demonstrate evidence of being up to date with the relevant trade/industry. This can be evidenced for example by either accessing trade publications, undertaking courses of learning, attending networking events relevant to this qualification and/or attending industry events.

The IQA has a pivotal in ensuring that centre marked assessment is standardised. They should work with assessors to ensure that the correct procedures are always being followed and ensure that assessment decisions taken by different assessors are consistent, fair and reliable. Key activities will include:

- meeting with assessors (individually and collectively) throughout the course to discuss quality assurance and standardisation issues and provide support and guidance where needed,
- observing assessors and giving them feedback to help improve their assessment technique,
- sampling evidence across different cohorts to ensure that appropriate standards have been met,
- arranging cross-marking of assessments to compare results and agree benchmarks in line with the Consortium training.

The Consortium will provide guidance to Centre IQAs.

External Quality Assurers

External Quality Assurers must:

- be accountable to the Consortium
- be working towards or have achieved the current EQA qualification and continue to practice to that standard
or
- have achieved an earlier EQA qualification and possess CPD evidence of practicing to the current standard
and
- demonstrate an understanding of the assessment process.
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding in the qualification(s)/unit(s) being external quality assured,
- be able to provide centres with advice and guidance on assessment and IQA procedures.

They must be able to demonstrate evidence of being up to date with the relevant trade/industry. This can be evidenced for example by either accessing trade publications, undertaking courses of learning, attending networking events relevant to this qualification and/or attending industry events.

External Quality Assurance

Quality assurance of internal assessment will be externally verified by our team of technically competent, External Quality Assurers (EQAs). EQAs are inducted, trained and regularly updated on changes to qualifications, ensuring a standardised approach. Thorough vetting ensures required knowledge, including attainment of EQA Training Assessment and Quality Assurance qualifications. All BSE&CS EQAs will be briefed on the Sector Review including the new qualification suite. Our EQAs follow robust verification processes. They monitor centres' assessment systems, practice and outcomes in line with regulatory requirements. Their sampling strategies are based on 'CAMERA' (ensuring a representative sample of Candidates, Assessors, Methods of assessment, Evidence, Records, Assessment sites).

The Consortium will

- carry out necessary quality assurance of this assessment which can include direct observation, assessment sampling and feedback from learners.
- have a robust appeals procedure in place for learners.

Assessment arrangements (including conditions, timings and parameters)

Assessment Conditions

The discussion shall take place in an environment which is free from interruptions, and ideally in a supportive and familiar location for the learner.

Assessment Controls

The oral discussion is a timed and controlled assessment and therefore requires preparation and planning by the centre assessor and learner. Guidance on this assessment will be made available to centres and learners, to ensure they understand and carry out their respective duties and obligations for this assessment correctly.

Time Allowed

This oral discussion assessment has an allotted time of **45 minutes** (+ 5 minutes at the external assessor's discretion) to enable the learner to complete the assessment and fully articulate their answers.

Where the assessment requires a reasonable adjustment (for apprentices with a particular requirement/s) or translation, the additional time variation will be agreed and notified in advance of the assessment.

Assessment Parameters: Documentation

This assessment will have the following associated documentation:

- **Learner instructions:** these will be provided to aid the learner with the relevant knowledge and understanding of the assessment. **It must be shared with the learner in a suitable time frame before the assessment to enable them to become familiar with the topics on which they will be questioned.** They aim to assist the learner to be fully prepared for the assessment. The document can be read in conjunction with the Centre's brief to help build the learner's confidence in readiness for the final brief by the assessor prior to the assessment. It will highlight the learner's right to appeal assessment decisions.
- **Assessor document:** this will provide the centre assessor with the relevant information to carry out the assessment in accordance with the awarding bodies requirements. It will have all relevant recording forms to provide an audit trail. It will provide guidance to assessors to enable them to develop a range of structured questions.
- **Learner's projects:** to be made available to the assessor.

Centres will also have the relevant information about this assessment in the qualification specification to facilitate the briefing of the candidate, and the planning and delivery of the qualification.

Assessment Parameters: Equal opportunities and diversity

The Consortium expects individuals to have equal access to this assessment irrespective of their sex, marital status, age, religion, colour, race, nationality, ethnic origin or disability. In essence, complying with relevant equalities legislation.

Centres are required to have in place a policy to ensure that such discrimination does not occur either directly, indirectly or as a result of pressure from other bodies. This policy should apply to all satellites Centres and there should be arrangements in place to monitor its application and effectiveness. In the unlikely event that complaints relating to issues of inequality cannot be satisfactorily resolved by the Centre; learners must be made aware of their right to appeal to the Consortium through the arrangements outlined in our Appeals Policy.

Assessment Parameters: Level of language

The assessment is intended for learners mainly within Wales. It is not a test of Welsh or English comprehension. Therefore, with the exception of technical terms that are appropriate to the purpose and level of the assessment, the language should be at an appropriate level for the apprentice. Assessors should also take care to ensure that use of language takes into account the fact that not all learners may have Welsh/English as their first or additional language.

Assessment Parameters: Preparation and Planning for the Oral Discussion

Prior to the assessment, the learner shall be given suitable notice, of not less than **five working days**, to provide preparation time. The assessor must plan the oral discussion and review the project evidence, prior to the assessment taking place. Learner's will be made aware of their right to appeal the assessment decision.

The oral discussion will be carried out on a one-to-one basis between the assessor and the learner only. Additional personnel may be present for circumstances such as internal/external quality assurance, reasonable adjustments or translation, but this will be agreed in advance. Learners need to be fully aware of the assessment arrangements for the qualification from the outset. The Consortium will provide a learner pack to help prepare the learner for the assessment. This will encourage reflective practice and make connections to the skills, knowledge and understanding covered. This will facilitate experiential learning through the assessments.

Guidance: *It is strongly recommended that learners are familiarised with being recorded on-going (e.g. as part of formative assessment) so they become accustomed to it. This will help ease the learner's nerves in this assessment and it enables learner preparation.*

Assessment Parameters: Questions and Discussion Points

The oral discussion will consist of structured questions which will be developed by centres using guidance from the Consortium. It will promote comparability of the discussions over time across centres and assessors. This will facilitate focus and consistency. This will greatly increase accuracy and precision in grading. Where applicable these should be in the context of the project. Questions should be overall, sufficiently engaging for the learner and promote and sustain their interest.

Space on the recording forms has been provided for the discussion points to map to the NOS/qualification unit. This can be recorded at unit level to enable the discussion to be manageable for both parties, both in preparation and delivery.

In many cases, the assessor's opening questions will not fully explore the learner's knowledge and understanding. Follow-up questions may be necessary to probe for further evidence. However, the questions should not lead the learner. Consideration should be given to safety critical aspects that may arise in the practical projects.

Assessment Parameters: How the Project Informs the Discussion

The projects provide the context for Part 1 of the oral discussion; therefore, they should be prepared and available during the assessment so the learner can locate any specific evidence.

Although the practical projects form the basis of the oral discussion, this assessment is graded standalone - therefore the assessor must not (where applicable) double penalise the learner's project work through the oral discussion assessment. Instead, the oral discussion provides the opportunity for the learner to demonstrate distance measured from the submission of the practical project, evaluate strengths and weaknesses, and provide a context for the discussion points.

Materials

For this oral discussion assessment, the learner's project plan and evaluation documents will be required. A device to accurately record the discussion will also be required.

Academic Misconduct

Where the assessor suspects malpractice by the centre/learner – including academic misconduct or collusion, this should be reported to the IQA at the earliest opportunity.

Assessment Parameters: Introducing the Oral Discussion

The assessor must:

- ensure the learner has been fully briefed on the purpose of the discussion, specifically the content that will be addressed, and on the type of information the assessor will require and how it is graded;
- ensure the learner has any relevant documentation to hand before commencing the oral discussion;
- ensure any additional requirements highlighted by the training provider are taken into consideration in line with the Reasonable Adjustments policy;
- make consistent and unbiased assessment decisions, by using planned discussion points and the qualification criteria, enabling consistency and comparability of assessment decisions over time;
- try to put the learner at ease, explaining the format, timings, and the purpose of the recording forms.

Assessment Parameters: During the Oral Discussion

The assessor should:

- ideally first address points where the learner is likely to be confident in answering, before moving to any more challenging areas. This will give a progressive approach and assist in assigning a mark and gauging the learner's ability.
- use open questions with 'why', 'what', 'how', 'where' and 'when' to provide opportunities for all learners to demonstrate attainment.
- use follow-up questions, giving the learner the opportunity to explore the discussion point fully. The questions should be thoughtful, relevant and pitched at the appropriate level.
- discuss the learner's activities with them, looking for evidence of specific knowledge, procedures and processes, and decision making, together with their skills. Questioning should provide a gradual 'handing over' to the learner. You would expect the learner to be taking the lead in the discussion after the initial opening questions/brief.
- identify topic areas in responses which can be further explored later in the discussion.

The discussion should always be related to the relevant topic area. As soon as such a judgement is possible, the discussion should move on to the next topic. When all discussion points have been addressed, it should be ended. If the learner's responses are wandering off topic, the learner should be steered back on track. Keep an accurate record of the start time and duration of the oral discussion. There will be an average of 5 minutes per discussion area.

What to avoid during the oral discussion:

- using one question type throughout,
- answering the question yourself instead of expanding on it to get a response,
- overloading the learner with too many questions, allowing them no time to think or to answer fully,
- disregarding answers,
- spending too long on one area of discussion, reducing the time available for other areas,
- asking complex questions too early in the discussion,
- avoid the use of closed questions unless a 'yes' or 'no' answer is specifically required. Closed questions can cause learners to 'freeze' or 'block', and this would be more likely under the pressure of examination conditions.

Evidence requirements

Provision of an Audit Trail

The oral discussion needs to be recorded (not visual). The Consortium will provide all necessary, instructions to ensure the discussion is captured in a secure and GDPR compliant way. Evidence must be referenced to the unit and criteria to provide for the audit trail. These arrangements need to be set up in advance.

All records must be properly and securely stored. The learner must also sign and date the forms as a sign of

declaration and authentication. The assessor must complete the relevant documentation and ensure the outcome is notified to the Consortium within timescales.

Recording forms have been provided for the assessor to summarise the answers given, provide feedback and allocate a provisional grade (P, M, D or F). The learner will not be notified of their final grade immediately following the assessment.

DRAFT

Appendix 1: Example Qualitative Marking Descriptors. Learners to be awarded marks as appropriate against each of the criteria.

Part 1, learner reflection on the practical project: It will utilise the project evidence to augment the oral discussion. What the learner did, and why they did it		
1 Skills, Knowledge and Understanding of the trade principles		Max mark
Criteria	<p><i>Assessor to sample:</i></p> <p>The knowledge and understanding of the practice/skills in the chosen trade (LA 4)</p> <p>The principles that guide the work of practice in the chosen area, (LA 5 i) and the trade-specific terminology. (LA 5 ii)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • sufficiently describes the knowledge, understanding and principles of the practice/skills and trade-specific terms reflected in the practical projects, • knowledge and understanding of the application of the main underpinning principles relating to their trade, and the trade-specific terminology (may lack clarity about some of the more particular terms), • knowledge and understanding of the main industry requirements relating to their trade and how they apply. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance:</p> <ul style="list-style-type: none"> • possesses good knowledge, skills and understanding reflected in the practical projects, • undertaking the tasks with good technical knowledge, • has a good awareness of the application of the underpinning principles relating to their occupation, and the trade-specific terminology, • has a good knowledge of the main industry requirements relating to the projects and how they apply, • has a good knowledge of any relevant commissioning or verification to acceptance criteria. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • excellent knowledge, skills and understanding reflected in the practical projects, • excellent to outstanding knowledge, understanding and skills of the tasks, • evidences how to adapt to different situations or changes to the approach, fully conversant with trade-specific terminology as covered in the practical tasks, • has an excellent understanding and awareness of the trade processes and procedures, • has an excellent awareness of the underpinning principles relating to their occupation and how they apply, • has an excellent awareness of the industry requirements relating to their occupation and how they apply, • excellent understanding of commissioning or verification to acceptance criteria, and the reasons for, and relevant methods undertaken. 	

Part 1, learner reflection on the practical project: It will utilise the project evidence to augment the oral discussion. What the learner did, and why they did it		
2 Skills, Knowledge and Understanding of the trade practice - planning a range of tasks in the trade area		Max mark
Criteria	<p>Assessor to sample:</p> <p>Planning the completion of a wide range of tasks in the chosen trade using the required literacy and numeracy skills (5 ix)</p> <p>Setting performance criteria for the completion of the wide range of tasks in the chosen trade (5 x)</p> <p>Reading and interpreting plans and documentation required in performing a wide range of tasks in the chosen trade (5 viii)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • sufficiently describes the planning of the practical projects but may lack clarity on some elements, • sufficiently evidences literacy and numeracy skills utilised within the planning of practical tasks, • sufficiently describes/reflects on the setting of their own performance criteria for completion of the tasks, • sufficiently articulates the reading/ interpretation of plans and documentation. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance:</p> <ul style="list-style-type: none"> • good knowledge, skills and understanding reflected in the practical projects, • evidences good literacy and numeracy skills utilised within the planning of practical tasks - such as SI units/derived SI units, for quantities associated with the practical tasks, measurements conversions multiples sub multiples and calculations, (no major flaws), • good evidence of the knowledge and understating of the planning process and relevance to the tasks, • provides good reflection on the setting of their own performance criteria for completion of the tasks, and to what extent they were achieved, strengths, weaknesses of approach, • good understanding of the plans and documentation utilised in the practical projects their importance and application in stages of the projects. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • excellent/outstanding knowledge, skills and understanding reflected in the practical projects, • evidences excellent literacy and numeracy skills utilised within the planning of practical tasks - such as SI units/derived SI units, for quantities associated with the practical tasks measurements conversions multiples sub multiples and calculations, • provides excellent reflection on the setting of their own performance criteria for completion of the tasks, and to what extent they were achieved, strengths, weaknesses of approach, experiential learning and how learning has been applied in the projects to evidence continual improvement – to maximise strengths, and mitigate weaknesses, • excellent justification of the method taken instead of alternative approaches, • excellent understanding of the plans and documentation utilised in the practical projects their importance and application in stages of the projects, fully conversant with interpretation of diagrams and drawings. 	

Part 1, learner reflection on the practical project: It will utilise the project evidence to augment the oral discussion. What the learner did, and why they did it		
3 Skills, Knowledge and Understanding of the trade practice - planning a range of tasks in the trade area		Max mark
Criteria	<p>Assessor to sample:</p> <p>The requirements for performing and carrying out a wide range of tasks (including installation/construction and maintenance stages), using the correct tools, materials, techniques and technologies in ways that promote their own health and safety and that of others (5 iii, 5 iv, 5 v, 5 vii)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • sufficiently describes the knowledge, skills and understanding reflected in the practical projects and how to undertake tasks involved in the projects safely, • sufficient knowledge and understanding of materials, tools and techniques required to complete the tasks, • how to employ main techniques for the trade area, • understands the key different materials, tools and techniques, • how to select appropriate equipment, components and accessories for the task, • sufficiently comprehends the trade process and procedures evidenced in the projects but lacks some clarity on certain elements, • articulates the sequence of tasks reflecting a logical order and follows health and safety -including importance of recognising and meeting safety critical aspects. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance:</p> <ul style="list-style-type: none"> • provides good knowledge, skills and understanding reflected in the practical projects and how to undertake tasks involved in the projects safely, • good knowledge and understanding of materials, tools and techniques required to complete the tasks, • good understanding of the techniques for the trade area, • understands a good range of materials, tools and techniques in the trade area, • good understanding of the trade process and procedures evidenced in the projects – some minor details may be lacking but overall shows a good rationale; articulates health and safety with a good comprehensive approach – but some minor technicalities are not clarified. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • excellent knowledge of the materials, tools and techniques used in the occupation, • evidences excellent levels of ability, • appraises different approaches, consideration of alternative options (different materials etc.), and effects to time, cost, and quality, • autonomous approach, • fully conversant explanation of health and safety matters e.g. impacts of specific examples of risks, likelihood, and risk ratings; mitigates risks and reflects an industry approved approach. 	

Part 1, learner reflection on the practical project: It will utilise the project evidence to augment the oral discussion. What the learner did, and why they did it		
4 Skills, Knowledge and Understanding of evaluation of the quality of the outcomes of the range of tasks in this trade area		Max mark
Criteria	<p><i>Assessor to sample:</i> Evaluating the performance of their work in carrying out a wide range of tasks in the trade area both in relation to the set requirements and their own success criteria. (LA 5 xi)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • recognises main strengths and weaknesses in their approach in the projects, • can reflect to what extent the projects were a success, • main improvements recommended (reflective practice) for future work. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance:</p> <ul style="list-style-type: none"> • compares the projects against initial planning, illustrating key points in an evaluation, • sound recognition and good constructive recommendations, salient points covered, • good reflection on own performance articulating details and examples – may have missed some minor opportunities for improvement. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • can fully evaluate the projects providing an excellent appraisal, and how they have improved and applied experiential learning into subsequent projects and work, • constructive and tangible improvements implemented in progressive projects, • utilises success criteria to measure own projects performance to form mature honest judgements, • honest strong approach in articulating the evaluation. 	

Part 2, wider oral discussion		
5 Skills, Knowledge and Understanding of changing practices over time: Materials tools, techniques and connected practice		Max mark
Criteria	<p>Assessor to sample:</p> <p>The tools, materials, techniques that have been used in BSE, including related construction practice, on traditional (pre-1919) builds.</p> <p>The tools materials and techniques being used in contemporary practice in the chosen BSE trade</p> <p>New and emerging technologies in the chosen BSE trade and the impact they are having/may have on existing practice</p> <p>The interdependencies of practice in this trade with that of other trades and disciplines</p> <p>The ways in which interdependencies of practice this trade with that of other trades and disciplines have changed over time.</p> <p>(3a, 3b, 5 vi)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • sufficiently states and describes the correct tools, materials, techniques and technologies required to complete tasks associated in the context of traditional (pre-1919) buildings and structures in this trade area, defines a sufficient approach with no major errors, • identifies a new/ emerging technology in the chosen BSE trade and the impact they are having/may have on existing practice – for example EV charging points and loading on dwellings for the electrical trade, • states main principles / characteristics of the interdependencies of practice in this trade with that of other trades and disciplines. • outlines at least one way in which interdependencies of practice their trade with that of other trades/disciplines have changed over time, • no major errors. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding: Example guidance:</p> <ul style="list-style-type: none"> • good description of the correct tools, materials, techniques and technologies required to complete tasks associated in the context of traditional (pre-1919) buildings and structures in this trade area, defines a good approach – may lack clarity on certain elements. • good description of new and emerging technologies in the chosen BSE trade and the impact they are having/may have on existing practice – for example, can give examples and main impacts of the technology advantages and considerations / limitations • explains main principles / characteristics of the interdependencies of practice in this trade with that of other trades and disciplines. • describes how interdependencies of practice in their trade with that of other trades/disciplines have changed over time -gives examples and main impact. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. Where applicable this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • excellent/outstanding explanation of the correct tools, materials, techniques and technologies required to complete tasks associated in the context of traditional (pre-1919) buildings and structures in this trade area – indicative of an excellent industry level approach. • excellent appreciation of new and emerging technologies in the chosen BSE trade and the impact they are having/may have on existing practice – for example, has appreciation of types of technology and impacts to consumers, installers, environment, society, sustainability, existing and new building stock, cost, disposal, and potential future trends. • explains how interdependencies of practice their trade with that of other trades/disciplines have changed over time – for example how technology is used, the new trades that now exist compared to traditional trades, and their interaction, impacts around use of modern methods and techniques and affects to interdependencies. 	

Part 2, wider oral discussion		
6 Skills, Knowledge and Understanding of changing practices over time: Trades and the environment:		Max mark
Criteria	<p>Assessor to sample:</p> <p>The principles of sustainability that applied to practice in the chosen trade</p> <p>The changing environmental impact of practice in the chosen trade including the changing use of materials (where appropriate)</p> <p>The relevant waste disposal waste reduction and recycling principles relevant to practice in the chosen trade (3c)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • States main principles of sustainability that applied to practice in the chosen trade, • Outlines changing environmental impact of practice in the chosen trade including the changing use of materials (where appropriate), • Focus on one main key aspect, • Outlines/identifies main relevant waste disposal waste reduction and recycling principles relevant to practice in the chosen trade, • No major errors. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance:</p> <ul style="list-style-type: none"> • Good description of principles of sustainability that applied to practice in the chosen trade - can give an example and context, • Good description of changing environmental impact of practice in the chosen trade including the changing use of materials (where appropriate). Focus on one main key aspect, • Good description main relevant waste disposal waste reduction and recycling principles relevant to practice in the chosen trade, • Some specific points may like clarity but overall a good account. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • Demonstrates an excellent awareness of principles of sustainability that applied to practice in the chosen trade. Shows awareness of social, economic and environmental considerations, • Can explain where to use different materials to reduce environmental impact in their trade area, • Explains the principles of the '3 Rs'. 	

Part 2, wider oral discussion		
7 Skills, Knowledge and Understanding of self-employment in the building services engineering sector		Max mark
Criteria	<p><i>Assessor to sample:</i></p> <p>Characteristics of self-employment</p> <p>Advantages and disadvantages to being self employed</p> <p>The responsibilities of being self employed</p> <p>Duty of care in ensuring products and work are safe for end users (1b)</p>	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance:</p> <ul style="list-style-type: none"> • Sufficiently states and describes the meaning of 'self-employment' and can provide one advantage and one disadvantage, • Outlines one key responsibility of self-employed people in comparison to being employed, • Outlines the duty of care in ensuring products and work are safe for end users. 	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance:</p> <ul style="list-style-type: none"> • Good explanation of 'self-employment', together with examples of advantages and disadvantages – together with key responsibilities; may lack clarity on some minor aspects, • Outlines the duty of care in ensuring products and work are safe for end users – could give examples, or has good knowledge and understanding. 	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance:</p> <ul style="list-style-type: none"> • Excellent/outstanding explanation of 'self-employment', together with examples of advantages and disadvantages – together with key responsibilities, and requirements for duty of care with no errors/anomalies. 	

Part 2, wider oral discussion		
8 Skills, Knowledge and Understanding of inter- and intra- personal skills and problem solving		Max mark
Criteria	<p>Assessor to sample:</p> <p>Inter- and intra- personal skills: (2b, 2c)</p> <ul style="list-style-type: none"> • The importance of effective and appropriate communication with team members, senior personnel, members of the public, potential employers, and external agencies, • The importance of emotional intelligence in effective communication, • Planning and managing own time, • Reflecting on practice and evaluating strengths and weaknesses, • Setting personal targets and success criteria. <p>Problem solving:</p> <ul style="list-style-type: none"> • Identifying issues, • Identifying possible solutions, • Testing and evaluating solutions. 	3
Example Marking Scheme	<p>1 Mark: Meets threshold level expected of a learner at L2 in their chosen trade area and no major errors or issues. Can articulate main salient aspects for the discussion point and criteria being assessed. Example guidance: Demonstrates/evidences sufficient knowledge and understanding of the inter and intra personal skills and problem solving as detailed within the discussion areas to be sampled; no major errors.</p>	
	<p>2 Marks: Good demonstration of confidence in answers together with precision and accuracy. Where applicable this can include good: problem solving, efficiency, technical ability and self-awareness in completion of tasks. Some minor points may lack specific understanding. Example guidance: Good knowledge and understanding of the inter and intra personal skills and problem solving as detailed within the discussion areas to be sampled. may lack clarity on some minor aspects.</p>	
	<p>3 Marks: Excellent demonstration of confidence in answers together with, precision, accuracy, and skill level. <i>Where applicable</i> this can include excellent: problem solving, efficiency, technical ability and self-awareness. Example guidance: Excellent/outstanding explanations evidencing inter and intra personal skills and problem solving given in the discussion showing a mature, emphatic approach.</p>	

Appendix 2: Oral Discussion Recording Forms (exemplar assessment instrument)

(Some example questions have been inserted)

Part 1: Learner reflection on the practical projects.

1 Skills, Knowledge and Understanding of the trade principles <i>Assessor to sample:</i> The knowledge and understanding of the practice/skills in the chosen trade. The principles that guide the work of practice in the chosen area, and the trade-specific terminology	
<i>Example questioning:</i> <i>How did you mark and measure out from the supplied drawings to the bay to ensure accuracy?</i> <i>How did you work out the unknown measurement 'x' from the drawing?</i>	
Response: <i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i>	Mark
2 Skills, Knowledge and Understanding of the trade practice - planning a range of tasks in the trade area <i>Assessor to sample:</i> Planning the completion of a wide range of tasks in the chosen trade using the required literacy and numeracy skills. Setting performance criteria for the completion of the wide range of tasks in the chosen trade. Reading and interpreting plans and documentation required in performing a wide range of tasks in the chosen trade.	
<i>Example questions will be supplied to centres</i>	
Response: <i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i>	Mark
3 Skills, Knowledge and Understanding of the trade practice - planning a range of tasks in the trade area <i>Assessor to sample:</i> The requirements for performing and carrying out a wide range of tasks (including installation/construction and maintenance stages), using the correct tools, materials, techniques and technologies in ways that promote their own health and safety and that of others.	
<i>Example questions will be supplied to centres</i>	
Response: <i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i>	Mark

4 Skills, Knowledge and Understanding of evaluation of the quality of the outcomes of the range of tasks in this trade area <i>Assessor to sample:</i> Evaluating the performance of their work in carrying out a wide range of tasks in the trade area both in relation to the set requirements and their own success criteria.	
<i>Example questions will be supplied to centres</i>	
Response: <i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i>	

Oral Discussion Part 2: Wider Structured Questions

5 Skills, Knowledge and Understanding of changing practices over time: Materials tools, techniques and connected practice <i>Assessor to sample:</i> The tools, materials, techniques that have been used in BSE, including related construction practice, on traditional (pre-1919) builds. The tools materials and techniques being used in contemporary practice in the chosen BSE trade. New and emerging technologies in the chosen BSE trade and the impact they are having/may have on existing practice. The interdependencies of practice in this trade with that of other trades and disciplines. The ways in which interdependencies of practice this trade with that of other trades and disciplines have changed over time.	
<i>Example questions will be supplied to centres</i>	
Response: <i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i>	Mark
6 Skills, Knowledge and Understanding of changing practices over time: Trades and the environment <i>Assessor to sample:</i> The principles of sustainability that applied to practice in the chosen trade. The changing environmental impact of practice in the chosen trade including the changing use of materials (where appropriate). The relevant waste disposal waste reduction and recycling principles relevant to practice in the chosen trade.	
<i>Example questions will be supplied to centres</i>	
Response: <i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i>	Mark

<p>7 Skills, Knowledge and Understanding of self-employment in the building services engineering sector</p> <p><i>Assessor to sample:</i> Characteristics of self-employment. Advantages and disadvantages to being self-employed. The responsibilities of being self-employed. Duty of care in ensuring products and work are safe for end users.</p>	
<p><i>Example questions:</i></p> <p><i>What are the advantages and disadvantages of self-employed people?</i> <i>What are the responsibilities of being self-employed? (for example, in contrast to being employed)</i> <i>If you were working on your own contract (as a self-employed person), how would you ensure the completed work is safe for the customer and users?</i> <i>To ensure safety and compliance of the end-product/work; what regulations apply to your trade area, and how do they apply? How did you confirm compliance?</i></p>	
<p>Response:</p> <p><i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i></p>	<p>Mark</p>
<p>8 Skills, Knowledge and Understanding of inter- and intra- personal skills and problem solving</p> <p><i>Assessor to sample:</i> The importance of effective and appropriate communication with team members, senior personnel, members of the public, potential employers, and external agencies. The importance of emotional intelligence in effective communication. Planning and managing own time. Reflecting on practice and evaluating strengths and weaknesses. Setting personal targets and success criteria. Identifying issues. Identifying possible solutions. Testing and evaluating solutions.</p> <p><i>Note that the project evidence may be used as a source of evidence to facilitate reflection in the oral discussion – however these personal skills are in a general way and not just solely trade specific.</i></p>	
<p><i>Example questions:</i></p> <p><i>Why is effective communication important? (with regards to team members, senior personnel, members of the public, potential employers, and external agencies)</i> <i>How would you communicate to a potential employer?</i> <i>How would you respond to a request from a supervisor if you were busy on another task?</i> <i>How would you deal with a difficult customer who asks you to make good on work your firm hadn't carried out?</i> <i>Why do you think emotional intelligence is important in effective communication? (for example, to colleagues and other trades)</i> <i>How would you deal with a difficult tradesperson from another firm? (another member of site team)</i> <i>What were the strengths and weaknesses of your practical projects? How did you overcome problems?</i> <i>How have you improved your work in the projects? (What were the things that have improved; how did they improve)</i> <i>How would you have done something differently?</i> <i>How did you keep on track with time and pace of the work within your projects?</i> <i>What were your success criteria? Did you meet them?</i></p>	
<p>Response:</p> <p><i>Full worked examples will be given in the centre documentation for use by assessors and verifiers. To reflect the differentiation between P, M, D and F in responses given. This will facilitate a standardised approach.</i></p>	<p>Mark</p>

Feedback from the assessment:

To achieve this assessment Learners must pass both Parts 1 and 2 of this assessment.

Assessor
signature: _____

Date: _____

Location: _____

Start Time: _____

Duration (Min): _____

Indicative Assessment Grade*:

Fail ☐

Pass ☐

Merit ☐

Distinction ☐

* The learner will not be notified of their final grade immediately following the assessment.

DRAFT