

T Level Technical Qualification in

Construction: Design, Surveying and Planning

Grade descriptors

Employer Set Project



Grade	Demonstration of attainment	Performance indicators for the ESP tasks
A	<p>Demonstrates effective communication using documents, drawings and mathematics.</p>	<p>The learner demonstrates excellent communication skills. The information detailed on drawings and within the Project Management task are coherent and presented in a clear and logical way.</p> <p>Project Management Planning in Task 1 comprehensively covers all the activities encompassed within the project. The dependencies between the different activities are correct. The overall project duration has been determined correctly. The digital presentation of the critical path analysis is professional and has been developed using industry standard notation and features.</p> <p>CAD drawings and sketches in Task 2 are professionally presented to industry standard. Standard conventions and annotations will be of high quality, clarity and accuracy. The CAD drawings will be in a drawing frame and have a clear title block fully and correctly completed by the candidate. The choice of language used in any text on the drawing will be technical and consistent with the intended audience.</p> <p>Effective communication skills, included both in the presentation sheets and accompanying speaker notes, are demonstrated.</p> <p>They will use a range of mathematical techniques with a high level of accuracy. They will understand how to check the accuracy of their results and will select and convey information within a clear and concise way.</p> <p>Presentation and the accompanying speaker notes will effectively communicate the technical information of the proposed project in a fluent, clear and concise manner. Presentation slides will be professionally laid out making appropriate use of colour, animations and transitions. All images and figures will be clear, labelled and of an appropriate size; as will be the text font. The presentation will follow a logical and consistent order. The learner will have selected and applied techniques for organising the presentation that are fully appropriate. The learner will have made excellent use of digital features to enhance the quality of the presentation.</p>



Demonstrate effective working with others.	<p>The learner demonstrates highly effective communication of technical information which is fully appropriate for the audience and is delivered in a clear and concise manner. The learner makes an excellent contribution to the Task 4 presentation using accurate occupationally relevant terminology and interpersonal skills that are appropriate.</p> <p>The learner will have an excellent command of sector specific vocabulary that is used in context. Ideas will be well organised and clearly expressed in a formal style of speaking consistent with the industry sector, clearly audible to all listeners. The learner will make active and appropriate use of visual aids such as slides throughout the presentation. There will be comprehensive coherences between the different parts of the presentation and the delivery by different presenters.</p>
Using relevant knowledge and skills, applying a logical well-thought-out approach to solving problems, comprehensively identifying issues and proposing substantiated solutions.	<p>The learner demonstrated reasoned judgements in the preparation of the solution, which are congruent in the organisation of the building layout with what would be representative of a practitioner within industry. The solution is highly effective and meets the requirements of the specification.</p> <p>The learner has accurately prepared internal and external plans for the building. The positioning of key internal building features and amenities such as windows, doors, toilets and other facilities are logical and match the requirements of industry design guidance. The learner has incorporated all the required spaces specified in the design into a logical, synergised and aesthetically pleasing solution.</p> <p>The building has an appropriate orientation on the site and most required external features such as the cycle storage and car parking spaces are presented. The learner has incorporated suitable sustainable drainage and external works.</p> <p>Overall, the solution is thorough, detailed and shows coherence between different aspects of the design. The solution is feasible with only minor amendments.</p>



	<p>Accurately select and use appropriate, sector relevant primary research skills.</p> <p>Effectively organise and present researched information clearly.</p>	<p>The learner demonstrates excellent research and presentation skills clearly, structuring information related to Task 1 into an organised formal report for the Senior Project Manager. The report will have a logical structure and presents all the required data. For example, where learners are required to select any design feature this would be supported with a justification.</p> <p>There will be evidence of the learner's line of reasoning for inclusion of information into the report, and appropriate references will be given to justify the points made.</p> <p>Overall, the report will be well structured, clear, concise, appropriate for the audience and will use technical language appropriately.</p>
C	<p>Demonstrates ability to communicate using documents, drawings and mathematics.</p>	<p>The learner demonstrates reasonable communication skills. The information detailed on drawings and within project management is mostly coherent and presented, for the most part, in a clear and logical way.</p> <p>Project Management Planning in Task 1 covers most of the activities encompassed within the project. The dependencies between the different activities are almost all correct; with the earliest and latest start date for each activity completed and mostly correct. The digital presentation of project planning task is generally conveyed using industry standard notation and features.</p> <p>CAD drawings and sketches in Task 2 are presented mostly to include industry standard conventions and annotations. The drawings will be in a drawing frame and might have a simple or partly completed title block. Most aspects of the CAD drawings and sketches will be present to an industry standard scale. The choice of language used in any text on the drawing will be mostly technical and mainly consistent with the intended audience.</p> <p>They will use routine mathematical techniques with a reasonable level of accuracy. They will show an awareness of how to check the accuracy of their results and will select and convey information with a reasonable level of clarity.</p>



	<p>Furthermore, the presentation and accompanying speaker notes for Task 2, will mostly effectively communicate the technical information of the proposed project, in a mostly fluent and clear manner. Slides will be laid out consistent with the industry and mostly make appropriate use of colour, animations and transitions. Most images and figures will be clear, labelled and of an appropriate size; as will be the text font. The presentation will follow a mostly logical and consistent order. The learner will have selected and applied techniques for organising the presentation that are mostly appropriate. The learner will have made some use of digital features to enhance the quality of the presentation.</p>
Demonstrate some ability to work effectively with others.	<p>The learner demonstrates mostly effective communication of technical information that is mostly appropriate for the audience and is delivered in a clear manner. The presentation in Task 4 uses mostly occupationally relevant terminology and demonstrates interpersonal skills that are appropriate.</p> <p>The learner will have some command of sector specific vocabulary that is used in context. Ideas will be mostly well organised and generally expressed in a formal style and is delivered in a clear manner. The learner will make some active use of visual aids such as slides throughout the presentation. There will be good coherences between the different parts of the presentation and the delivery by different presenters.</p>



<p>Using relevant knowledge and skills apply a generally reasoned approach to solving problems, identifying some issues and proposing some substantiated solutions</p>	<p>The learner demonstrated some reasoned judgements in the preparation of the solution. The solution meets most of the requirements of the specification. The learner has prepared mostly accurate internal and external plans for the building.</p> <p>The positioning of most key internal building features and amenities such as windows, doors, and toilets are logical and match the requirements of industry design guidance. The learner has incorporated most of the required spaces specified in the design and has achieved this in a logical and aesthetically pleasing manner. The building has an appropriate orientation on the site and most required external features such as the cycle storage and car parking spaces are presented in a logical manner.</p> <p>The learner has incorporated sensible sustainable drainage and landscaping features appropriate for the requirements of the external areas around the building. Overall, the solution logical and demonstrates some coherence between different aspects of the design. The solution is feasible with some further amendments.</p>
<p>Select and use mostly appropriate, sector relevant primary research skills. Present researched information in a mostly well organised way.</p>	<p>The learner demonstrates good research and presentation skills when structuring information related to Task 1 into a generally organised formal report for the Senior Project Manager. The report has a mostly a logical structure and presents most of the required data.</p> <p>For example, where learners are required to select any design feature this would be supported with a justification. There will be some evidence of the learner's line of reasoning for inclusion of information into the report, and most of the required references will be given to justify the points made.</p> <p>Overall, the report will be adequately structured, broadly appropriate for the audience and will generally use technical language appropriately.</p>



E	Demonstrates limited ability to communication using documents, drawings and mathematics.	<p>The learner demonstrates limited communication skills. The information detailed on drawings and within the project management task is limited and lacks clarity.</p> <p>Project Management Planning in Task 1 partially covers the activities within the project. There is some sequencing of the dependencies between the different activities, but these are not often correct. The digital presentation of the project management task is partially clear. There is limited attempt to adopt industry standard notation or features.</p> <p>CAD drawings and sketches in Task 2 are limited in detail. Standard conventions and / or annotations have been attempted but may not always be technically correct. The drawings may lack a drawing frame and / or title blocks. The CAD drawings and sketches may not be to a conventional scale. The choice of language used in any text on the drawing is generally non-technical.</p> <p>They will use simple mathematical techniques with some level of accuracy. No attempt is made to check the accuracy of their results.</p> <p>Furthermore, the presentation and accompanying speaker notes for Task 2 will somewhat effectively communicate the technical information of the proposed project. Slides are simple and make limited use of colour, animations and transitions. Some images and figures are not clear and lack labels. Some text is missing. The presentation does not always follow a logical order. The learner will have selected and applied techniques for organising the presentation that are somewhat appropriate. The learner will have made a basic use of digital features to enhance the quality of the presentation.</p>
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<p>Demonstrate limited ability to work with others.</p>	<p>The learner demonstrates partially effective communication of technical information which is somewhat appropriate for the audience but has limited clarity in delivery. The learner makes a partial contribution to the Task 4 presentation using very limited occupationally relevant terminology.</p> <p>The learner has limited appropriate interpersonal skills. The learner will have a limited command of sector specific vocabulary. Ideas are ambiguous and expressed in an informal style of speaking inconsistent with the industry sector. The presentation may not always be delivered in a clear manner.</p> <p>The learner does not make active use of visual aids such as slides throughout the presentation. There is limited coherence between the different parts of the presentation and the delivery by different presenters.</p>
<p>Using some relevant knowledge and skills partly apply a sensible approach to solving problems, identifying in a limited way issues and proposing unsubstantiated solutions</p>	<p>The learner demonstrates limited judgements in the preparation of the solution. The solution partially meets the requirements of the specification. The learner has prepared incomplete internal and external plans for the building.</p> <p>The positioning of most key internal building features and amenities such as windows, doors, and toilets has limited logic and does not match the requirements of industry design guidance.</p> <p>The learner has incorporated a limited number of the required spaces specified in the design. The building has an inappropriate orientation on the site and most required external features such as cycle storage and / or car parking spaces are missing or are inadequate.</p> <p>The learner has not incorporated appropriate external works and landscaping features for the areas around the building.</p> <p>Overall, the solution has limited logic and shows superficial coherence between the different aspects of the</p>



		<p>design. The solution requires significant amendments to be feasible.</p>
	Use simple and appropriate, sector relevant primary research skills. Present researched information in a limited and unstructured manner.	<p>The learner demonstrates limited research and presentation skills. The report lacks a logical structure and key parts of the data required by the task are missing.</p> <p>For example, there may be a couple of types of sustainable drainage features mentioned, but these may not be appropriate and will lack any justification. There will be a lack of evidence of the learner's line of reasoning for inclusion of information into the report, and most references will be missing.</p> <p>Overall, the report will include limited structure and will only be partially clear. Its appropriateness for the audience and use of technical language will be limited.</p>