T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Onsite Construction (8711-35)

8711-305 Bricklaying Occupational Specialism Assessor Pack

Summer 2023

Version 1.1

City & Guilds | eal

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Version and date	Change detail	Section
1.1 March 2023	Clarification to resources for Task 2	Resources Materials for Task 2 – page 11 Task specific guidance Task 2 – page 14
	Clarification of cutting methods	Task specific guidance Task 2 – page 14

Assessment

The assessment for this component consists of a practical assignment that includes a project brief and then a number of tasks for the candidate to complete. The tasks set produce assessment themes that cover a range of knowledge and skills from the performance outcomes in the qualification specification. They are designed to allow judgement of the candidate to be made across different categories of performance.

The assessment for this component has been allocated a set number of marks against each task based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The live Occupational Specialism assessment materials must be used in conjunction with the 'TQ Occupational Specialism assessment process guide', this is available on the T Levels Resource Hub.

Performance outcomes

The weightings for each performance outcome will remain the same for every version of the practical assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Performance outcome	Typical knowledge and skills	Weighting
Prepare and plan for the construction of complex masonry structures	Displays knowledge and practical skills to identify information requirements from a brief. This information is used to calculate length, heights, and openings, produce scaled drawings, and designs ready for the construction of complex masonry structures. Develop material lists, risk assessments and method statement, demonstrating correct sequencing of tasks and prepares tools and equipment for use. Demonstrates the skill to extract brief requirements and communicate plans to stakeholders effectively.	27%
Construct complex masonry structures	Demonstrates the knowledge and skills to operate tools and equipment for masonry tasks. Can carry out geometrical calculations and produce complex shapes. Maintains line level, plumb, and axial deviation. Construct complex masonry structures in a logical sequence with consideration of protection to area and product. Apply joint finish to masonry structures half round/flush weathered. Classify and organise waste for disposal.	57%
Renovate masonry structures	Demonstrates the knowledge and skills to repair and maintain masonry structures according to specification. Assess suitable information for efficiency and sufficiency Inspect masonry for damage and carry out repairs. Repoint defective mortar joints to specification. Mix mortar to application requirements. Match existing materials Maintain the integrity of masonry structures and blend new products to match existing products.	16%

Grade descriptors

To achieve a pass (threshold competence), a candidate will be able to:

Demonstrate an acceptable performance that meets the requirement of the brief, demonstrates the adequate technical skills and techniques for planning preparing, and carrying out the work to industrial standards including level plumb and gauge, quality of finish and is able to enter the industry to begin to work in the occupational area.

They will be able to interpret information, demonstrate planning and presentation skills, assess risk, and follow safe working methods when applying practical skills to an acceptable standard as recognised by industry.

Demonstrate basic knowledge and understanding of the principles and processes required for building complex masonry. They will work safely showing an understanding in the selection and use of tools and equipment and demonstrate a basic awareness of setting up and carrying out the work

Attempt some complex tasks and the level of performance mostly meets an acceptable level.

Identify routine causes of masonry faults and have some knowledge and skills in how to rectify them.

Work collaboratively within sound working relationships.

Attempt some complex tasks and the level of performance meets an acceptable level.

Communicate with stakeholders building sound working relationships to support the planning and execution of a brief.

Mostly use industrial terminology accurately in both written and verbal contexts.

To achieve a distinction a candidate will be able to:

Demonstrate an exemplary performance that fully meets the requirement of the brief, demonstrating exemplary technical skills and techniques for planning, preparing, setting out and constructing complex masonry to industry standards including level plumb and gauge, quality of finish and is able to enter the industry to begin to work in the occupational area.

They will demonstrate relevant and comprehensive knowledge and understanding of complex masonry principles and processes through the tasks completed. They will work safely and make informed and appropriate use of tools, materials, and equipment within the construction environment that they are operating.

Competently and independently, they will interpret information, demonstrate excellent planning, assess risk, and follow safe working methods when applying the technical skills to practical tasks and procedures.

Carry out tasks to an exemplary standard as recognised by industry, producing an excellent quality of work that meets acceptable tolerances, regulations, and standards.
Solution focussed, confidently diagnosing complex tasks and faults in masonry. They will be able to accurately research, identify and rectify issues independently. Communicate with stakeholders building excellent working relationships to support the planning and execution of a brief.

Consistently use industry terminology appropriately in both written and verbal contexts.

Assignment Brief

You are an employee of TJT Construction Ltd, a local construction company and you have been commissioned by a new client to work on a project at a garden centre. The work consists of three parts:

- Providing a design and a drawing for a decorative brick archway.
- Constructing a sample panel as a new entrance for the garden centre
- The refurbishment and repair of an existing boundary wall.

You have a period of **24 hrs (over four-five days)** to complete this work, and you are provided with the following brief:

Task 1

Design and draw a decorative archway for the client to consider incorporating into a new section of the garden wall forming a new entrance to the existing garden. The drawing should be produced to a suitable scale and include a specification for the type and quantity of materials, and joint finishes. The candidate will present the design and scaled drawing of the proposed archway to the client. The tutor/assessor will act as the client.

Task 2

Construct a decorative sample panel. The client has requested the construction of a feature decorative sample panel according to their specification, to demonstrate the quality and type of finish of the work, before commencing on the full construction. The sample panel is to be constructed as per the drawings (as detailed in Figure 1) and the following specification:

- Wall to be bonded in English bond
- Wall to be one brick thick
- Contrasting facing bricks of your own choice to be selected for the panel and the letters G and C.
- Obtuse corners to be 30 degrees
- Panel to be recessed by 112mm
- Letters on the left-hand return to be projected 15mm
- Letters on the right-hand return to be indented 15mm
- Panel to be constructed in open brickwork with voids measuring a third of the brick length
- Joints to be finished half round to the main wall and flush to the panel
- Corners to be formed using squint bricks

Figure 1. Details for the construction of the sample decorative panel

Figure 1 (continued)

Figure 1 (continued)

Note: **Allowance should be made for difference in measurements due to variation in brick sizes.**

Task 3

A brick planter in the outside area has suffered frost damage and the jointing is badly eroded.

You need to remove four bricks from the wall and replace them with matching bricks.
The joints to the whole face of the wall will need to be cleaned out and pointed with a coloured mortar to improve the overall appearance.

You will select and mix suitable materials to carry out the work.

You must plan your time and complete all of the tasks.

General task guidance

Please read **ALL** information carefully before the assessment.

Ensure you have read the following guidance before you undertake the assessment of candidates:

- T level technical qualifications – Teaching, Learning and Assessment Guide
- TQ Occupational Specialism – Assessment process guide
- Technical qualification guides on marking and moderation
- Practical Observation template
- Mark grids following the tasks below
- Feedback guidance for assessors

Feedback guidance for assessors

Centres have to meet the specification given in **Figure 1** as a minimum. If they are unable to implement or facilitate this specification, they must contact City & Guilds to discuss appropriate simulations and alterations.

All work carried out should be to industry standards, done in a safe manner and compliant with building regulations. If a candidate fails to carry out the activities safely the assignment should be suspended until this aspect is corrected safely by the candidate or tutor/assessor depending on the appropriateness of the activity. Any intervention as a result of health and safety will be seen as a critical error. It is the tutor/assessor's responsibility to ensure that such intervention is reflected in the marking of the candidate's performance.

Photographs must be used to support the qualitative statements captured on the Practical Observation (PO) form. Details of each photograph that is required is outlined in the task information below. Photographs must include the task, candidate's enrolment number and name in the filename so that they can be differentiated. The candidate does not need to be in the photograph, as the purpose of the photograph is to demonstrate the quality and standards of work of specific activities and of the work throughout various stages of the assignment.

Time

The time allocated for the completion of the tasks and production of evidence for this assessment is **24 hours**. Timings for completion of specific tasks are outlined below.

- Task 1 – 4 hours
- Task 2 – 16 hours
- Task 3 – 4 hours

  Total 24 hours

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials. The centre should allow a 10% wastage for each candidate for any materials required.

The candidate should have a range of the following to be able to complete the tasks:

Task 1 - Prepare and plan for the construction and repair of complex masonry structures

Drawing equipment

- A3 drawing paper
- Compasses
- Scale rule
- Pencil
- Pencil sharpener
- Eraser
- T square
- Drawing board
- Set squares
- Board clips

Optional - Electronic/Digital means can be used to produce the drawings.

Task 2 – Construct complex masonry structures

- PPE
- Measurement equipment
- Brick trowel
- Lump hammer
- Comb hammer
- Bolster
- Line and pins
- Spirit level
- Boat/Pocket level
- Tape measure
- Jointing iron
- Pointing trowel
- Sliding bevel

Task 3 – Renovate and repair masonry structures

- Brick trowel
- Lump hammer
- Jointing chisel
- Pointing trowel
- PPE
- Hand brush
- Hand hawk

Materials

Task 2 – Construct complex masonry structures

- Suitable facing bricks with a choice of colours to allow candidates to develop contrasting patterns
- Training mortar
- Arch centre with 686 mm span and 65 mm rise

Task 3 – Renovate and repair masonry structures

The centre should provide a preconstructed 1 brick thick wall in English Bond. Wall should be 8 bricks long and 10 courses high.

- Training mortar
- Mortar colourant
- Matching bricks

The assessment area must also contain the following:

- Mixing area, access, and waste disposal area

Task specific guidance

Task 1 - Prepare and plan for the construction and repair of complex masonry structures

The candidate will be provided with a suitable area to complete the task and will produce a plan and drawing to a suitable scale to present to the client and the presentation should not exceed 15 minutes.

Resources:

Drawing equipment

- A3 drawing paper
- Compasses
- Scale rule
- Pencil
- Pencil sharpener
- Eraser
- T square
- Drawing board
- Set squares
- Board clips

Optional - Electronic/Digital means can be used to produce the drawings.

Candidates should be provided with the assignment brief and given time to plan for the work.

Candidates are required to detail the materials required, take measurements of the working area to calculate quantities of materials needed and explain why they are requesting these resources.

It is expected that candidates will produce a bill of quantities, materials/tools list, method statement planning their works and a risk assessment in addition to their drawing.

Templates for the method statement, materials list and risk assessment have been provided. Centres should provide candidates with these templates at the beginning of the task.

The tutor/assessor will act as the customer during the presentation and record any feedback on the tutor/assessor feedback form

Candidates must complete the preparation and planning activity prior to carrying out Tasks 2 and 3.

If candidates provide plans that are not fit for purpose it is expected that the tutor/assessor will intervene and provide necessary feedback and corrections to the plans, and this should be commented on in the marking documentation and reflected in marks awarded.

Conditions of assessment:

- The time allocated for this task is 4 hours
- The candidate must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- Measurements of location/area
- Method statement
- A risk assessment
- Bill of quantities
- A materials/tools list
- The design of a decorative archway in a suitable scaled drawing (using a maximum of 300 bricks)
- Candidate will present the design/scaled drawing of the proposed archway to the client.

Additional evidence of candidate performance that must be captured for marking:

- Tutor/assessor observation of the presentation
- Tutor/assessor observation of measurements of the site location/work area to be confirmed by the tutor/assessor at the start of the planning activity.

Task 2 – Construct complex masonry structures

The candidate is required to complete the work as described in the assignment brief specifications, following the planned sequence as detailed in the planning for Task 1.

Construct a sample decorative panel according to the drawing and client's specifications.

Resources:

- Facing bricks 210
- Contrasting bricks 45
- Squint bricks 52
- Training mortar
- Angle template
    - Note, centres may choose to use 30 degrees or 45 degrees squint or dog legs according to what they have in stock. If 45 squints are used suitable adjustments should be made to the length of the returns.
- Arch centre with 686 mm span and 65 mm rise

Tools and Equipment:

- PPE
- Measurement equipment
- Brick trowel
- Lump hammer
- Bolster
- Line and pins
- Spirit level
- Boat/Pocket level
- Tape measure
- Jointing iron

Candidates should be provided with the assignment brief and given time to plan for the work. It is expected that candidates will produce a sample decorative panel as per the specification and drawing provided.

Candidates will be provided with a specific working area and sufficient materials as per the guidance and must measure and mark out their work area.

If selected bricks prove difficult to cut by hand, candidates should be allowed to cut them by machine under supervision.

Conditions of assessment:

- The time allocated for this task is **16 hours** (time for loading out the materials in the work area is not included in the allocated time)
- Candidates must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- A completed decorative sample panel

Additional evidence of candidate performance that must be captured for marking:

- Tutor/assessor observations
  - Completed decorative sample panel - observations to include working within tolerances

- Tutor/assessor photographic/video evidence at various stages to show candidate's progress
  - Video evidence of setting out/measuring/marking out
  - Video evidence of first course laid
  - Photographic evidence of the plumb, line, and gauge of the work
  - Video evidence of work in progress at start, at stages throughout and close to completion of decorative panel
  - Photographic evidence of the completed panel, one from the front elevation and from the side elevation
  - Photographic evidence of work area/housekeeping/waste disposal management during and at completion of the task

Task 3 – Renovate and repair masonry structures

The candidate will need to carry out repairs to an existing planter including replacing damaged bricks, removing the mortar joints and re pointing in coloured mortar to the agreed specification.

The candidate must plan your time and complete all of the tasks.

Resources:

- Sand
- Lime
- Colourant
- Four bricks to match the existing wall

The centre will provide a preconstructed wall to allow the candidate to carry out the task.

Tools and Equipment:

- Brick trowel
- Lump hammer
- Jointing chisel
- Pointing trowel
- PPE
- Hand brush
- Hand hawk

Conditions of assessment:
The centre will provide a pre-constructed one brick thick wall in English bond for the candidate to perform the requirements of the task.

- The time allocated for this task is **4 hours**
- Candidates must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- The wall with bricks replaced to match existing
- Wall pointed with coloured mortar
- Weather struck jointed with coloured mortar

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
    - Inspect and removal as part of preparation
    - Bricks removed without excessive damage to the wall
    - Repaired brickwork - observations to include working with tolerances

- Assessor photographic/video evidence at various stages to show candidates progress against
    - Photographic evidence of inspect and removal of materials for preparation or repair
    - Photographic evidence of removal and replacement of bricks
    - Photographic evidence of the wall repointed
    - Video evidence of gauging coloured mortar
    - Photographic evidence of the face of the wall once jointed

Centre guidance

Guidance provided in this document supports the administration of this project.

The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical Qualifications and **must** be referred to alongside this guidance:

- ***T Level Qualifications – Teaching, Learning and Assessment Guide***
- ***TQ Occupational Specialism – Assessment process guide***

This practical assessment is designed to require the candidate to make use of their core knowledge, understanding and the practical skills they have built up over the course of their learning to tackle tasks/problems/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, tools, equipment, materials and approaches to take, to complete the brief.

During the learning programme, it is expected that tutors/assessors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the practical assignment.

Candidates should be made aware during learning what the assessment themes are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification, so they are in a position to complete the assignment successfully.

Health and safety

Candidates must not be entered for assessment without being clear of the importance of working safely and having attended sufficient practical training to be able to work safely. The tutor/assessor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor/assessor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely, risking the safety of themselves or others however, their assessment must be ended, and they must retake the assessment in a future series after significant further training has taken place.

Compliance with timings

Due to the nature of this assessment, the maximum time allowances provided must be adhered to. They refer directly to assessment time, not any additional setting up or drying times the centre needs to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work, they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills. However, this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If, however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's/assessor's notes of how far over time the task has taken.

Tutor/Assessor candidate ratios

Where the tutor/assessor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form to suit local requirements (eg. to use electronic and hand-written formats) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor/assessor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg. layout of the assessment environment,
- amount of additional support available (eg. to capture image/video evidence), staggered starts etc.,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than six candidates will be observed by a single tutor/assessor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation evidence

The practical observation form (PO) is used to record descriptive information and evidence of candidate performance during an observation.

Observation notes form part of the candidate's evidence and must capture evidence of candidate performance during the practical tasks describing how well the activity has been carried out, rather than stating the steps / actions, the candidate has taken. The notes must be very descriptive and focus on the quality of the performance that are notable in relation to the quality indicators in the marking grid. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid. These descriptions will be used, along with any candidate produced evidence and supporting photographic/video evidence to choose the relevant marking band and mark within the band so that candidates can be reliably and validly differentiated based on their performance. Observation evidence captured in these forms must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence for the task is available, at which point full consideration of how the candidate has applied both their skills and their knowledge during the practical can be given.

Identifying what it is about the performances that is different between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not necessarily help differentiate between them. However, qualitative comments on how well they do it, and quantitative records of accuracy and tolerances would.

The tutor/assessor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors/Assessors must ensure that any required additional supporting evidence including photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor/assessor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Tutor/Assessor marking and justification is completed on a separate form (CRF) to differentiate this evidence from the judgement, since in some cases the observation form will provide evidence relating to the judgement for more than one assessment theme.

The ***TQ Occupational Specialism – Assessment process guide*** is an essential guidance document and is available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Video and photograph evidence in T Level Technical qualifications

The assessment materials for each practical assignment identify the minimum candidate and tutor/assessor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and tutor/assessor notes alone) plays a significant part of the practical assignment, City & Guilds will prescribe the type/capture where the use of video evidence is necessary for practical assessment components (e.g. specifying exactly which elements of the practical must be videoed, or photographed).Any technical specifications for these forms of evidence e.g. length of videos, maximum file sizes etc will also be supplied. Photographic and video evidence will be submitted along with the written candidate evidence and tutor/assessor evidence (Practical Observation forms) as described in the additional evidence section of the task

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators and must be checked by the submitting tutor/assessor before submission:

- As per the guidance in section 2.2 (Observation Evidence) of the *TQ Occupational Specialism – Assessment process guide*, tutors/assessors must ensure that this evidence can be easily matched to the correct candidate and task, is audible, clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).

- The qualitative written evidence provided by tutors/assessors must
  - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.

- include their judgement on the performance being demonstrated

- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission.

Please note that where video evidence is unclear, or does not meet these minimum requirements, moderators will disregard it.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- ***What the candidate must produce for marking***, and
- ***Additional evidence of candidate performance that must be captured for marking***

These list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (e.g. screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have not been submitted for the moderation sample by the final moderation deadline, or the quality of evidence is insufficient to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be made aware of which aspects of their performance will be creditworthy in the assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor/assessor instruction in how to approach tasks through modelling, support, guidance and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This supported approach is not valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any prior formative assessments. Candidates may not have access to the full marking grids. Refer to the ***T Level Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this practical assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this practical assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this practical assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor/assessor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Controlled conditions:

- candidates must only work on their tasks in the allocated times
- assessment evidence must be handed in at the end session for secure storage which cannot be accessed by candidates
- tutor/assessor observations must be carried out within the tutor/assessor to candidate ratio stipulated by City & Guilds
- candidates must not share or discuss their work with other candidates
- where assessments need to be completed in a number of assessment sessions or over consecutive days, all practical work areas and any evidence produced must be kept secure and must only be accessed by the tutor/assessor
- candidates are not permitted to bring any materials into the assessment session.

Internet access

Where internet access is allowed as part of a task (e.g. for research purposes) candidates must be advised that this is the case and reminded of the importance of submitting their own work and the seriousness of plagiarism, malpractice and collusion. Candidates should be advised that their browser history can be monitored and checked. Depending on the type of task candidates may be requested to submit their internet search history to be considered as part of the submission of evidence, in order to confirm the authenticity of submitted evidence.

Where candidates are allowed the use of computer equipment, but not the use of the internet for a task, equipment should be provided with internet capability disabled (e.g. Wi-Fi disabled, machine disconnected from network etc).

Scheduling assessment sessions

It is the centre's responsibility to arrange how time is managed to fit with timetables and meet the times allocated for each task during the assessment window. Assessment windows are specified in the key date schedule.

The tasks must be issued in order, one at a time to candidates by centres in the scheduled assessment times. Candidates are able to refer to the brief and scenario during all of the scheduled assessment time. Candidates are not permitted to return to tasks after the assessment time for the task has ended and the next task has begun. Candidates must not move on to the next task within the assessment session until instructed to do so by the tutor/assessor. It is the tutor's/assessor's responsibility to ensure that all evidence for a task has been submitted before administering the next task. Candidates are not required to have formal reading time for the scenario and brief, this is included within the duration for Task 1.

When working under controlled conditions for longer sessions, supervised breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated once the break begins. All materials must be kept securely during the break.

Centres should aim to schedule tasks in the fewest amount of assessment sessions but ensure that the durations dictated for each task are covered. However, to aid deliverability and manageability of assessment, sessions can be split where there is a requirement – for example where timetabling of an appropriate location for six hours is not possible, e.g. where centre's access to computer resources is limited, or where candidates are not available for six consecutive hours (e.g. due to work placement commitments). Where this is necessary, sessions must be timetabled over consecutive days and in as few sessions as possible. All

assessment evidence must be stored securely and access to assessment materials and their work only given to candidates during the formal assessment times. All candidates are required to complete a declaration of authenticity along with their evidence submission, and the arrangements must support the tutor/assessor in being confident in confirming authenticity.

Where assessments need to be completed in a number of assessment sessions or over consecutive days all practical work areas and any evidence produced must be kept secure and must only be accessed by the tutor/assessor. Information and notices should be used to inform other users of the facility that no access will be granted when assessment sessions are in progress. Practical work areas, tools, equipment and systems for the assessment must not be reset until a candidate has completed the full assessment.

Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor/assessor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor/assessor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor/assessor is unable to or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises e.g. at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors/assessors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors/Assessors can support access where necessary by providing clarification to any candidate on the requirements or timings of any aspect of this practical assignment. Tutors/Assessors should not provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor/assessor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor/assessor must intervene.

Guidance and feedback

To support centre file management, tutors/assessors may specify a suitable file format and referencing format for evidence (unless otherwise specified e.g. if file naming is an assessment point for the assignment). Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors/Assessors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. However, this does not apply if the tutor/assessor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

Tutors/Assessors should however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this practical assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor/assessor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors/Assessors should check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors/Assessors should ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any performance outcome, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor/assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the tutor/assessor has prompted the candidate to check that they have covered all the requirements. Where the tutor/assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor/assessor should not provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor/assessor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor/assessor must not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the

chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

- The tutor/assessor must not produce any templates, pro formas, work logs etc for candidates to use to support their performance unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided, as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the **TQ Occupational Specialism – Assessment process guide** for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark for each performance objective and overall.

Marking guidance

Carrying out marking using assessment themes

The process of marking each assessment theme is iterative and should follow the process below which will become speedier over time as the descriptors become more familiar. It is recommended to refer back to these frequently however, so the standard does not unintentionally drift over the marking period.

The indicative content gives an indication of the expected content parameters the responses are likely to cover, and which aspects of the evidence are relevant. It is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or deviate into relevant topics not listed.

The specific task evidence listed within the tutor/assessor guide and marking grid must be used to make a judgement on performance in relation the specific assessment theme.

The assessment tasks guide the production of valid evidence under appropriate conditions for assessment. Candidate evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme. In this case different aspects of the evidence are being considered for each theme and need to be judged against the marking descriptors specified in the assessment themes independently of each other.

In some cases, the quality indicators looked for in the judgement may naturally be more strongly evidenced in one piece of evidence than another. For instance, more formulaic/prescriptive forms of evidence may not be able to generate evidence of higher levels of performance, so this evidence would need to be looked for in the other forms of evidence. This means that where a range of evidence is to be assessed, it should be treated as a single package of evidence for the purposes of marking even if generated through different tasks.

Timing of marking

As some assessment themes require the triangulation of a number of pieces of evidence, marking cannot take place until after all of these are available. This does not however mean that all marking needs to take place after all candidates have completed the whole assessment.

Also, it is possible to begin recording the notes that will justify the marking for some assessment themes as evidence is produced, with the final mark only being decided once the complete array of evidence is available. This is particularly the case if later evidence is more confirmatory, and the earlier evidence is sufficiently informative for the qualities being assessed to make this a useful exercise.

Through planning, it should be possible to identify any evidence that can start being reviewed earlier, and the assessment themes which could be scheduled for earlier completion of marking e.g. while observation evidence is fresh in the mind should this be helpful. Care must of course be taken to ensure any evidence required by candidates to progress with another task are available for that task to take place. In addition, it is recommended that a sense check across marking for each assessment theme, and across tutors/assessors, is carried out at the end to ensure marking has not drifted during the period. This may take the form of comparing candidate work to check that the ranking of quality of evidence matches the ranking of marks – where there are discrepancies marking should be checked for accuracy.

Process for each assessment theme:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each assessment theme.
- Scan / read the candidate evidence, evidence captured by the tutor/assessor and the indicative content & band descriptors in the mark scheme.
- Make an initial assessment of the required evidence as a whole, considering each band in turn to make a balanced judgement of the best band to use it as a starting point.
- Read the evidence and review it against the band descriptor in more detail, deciding if the response is securely sitting within the band; i.e. all quality characteristics described by the band descriptor are seen, and strongly meets the level of performance described by the descriptor holistically (i.e. across the range of relevant evidence).
    - Check the descriptor for the level above
    - If the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band
    - If *not* showing characteristics of the higher band revert to the original band, select 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,
    - check the descriptor of the level below.
    - 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, reassess the starting band, and begin again.
- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an *evenly distributed scale*:
    - If the quality of response *fully* aligns with the performance described by the descriptor – assign a high mark within the band
      If the quality of the response *partially* aligns with the performance described by the descriptor – assign a low to medium mark within the band
    - Consider the quality compared to a range of similar responses (e.g. relevant annotated training material exemplars, responses reviewed during standardisation, and through experience) choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison with that of the rest of the cohort for that assessment theme.

Marking grid

There is a marking grid for each assessment theme that must be assessed as part of this occupational specialism assessment.

Assessment Theme: Healthy and Safety

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per assessment theme
Indicative content	**Typical knowledge, understanding and skills:** To produce a risk assessment and risk management plan for all the tasks. Identify the main risks and hazards for each task and detail the mitigations that will be used to reduce the risks and hazards and identify low risk hazards that may occur during the task(s) and mitigate for these as they arise. Follow the risk plan through the tasks. Maintain a tidy work area throughout the tasks. Correct PPE is identified and worn at all times and as designated in their risk assessment plans (If unsafe working occurs the assessment is to be stopped immediately). Whilst working through tasks, adhere to a risk assessment plan, adjust it correctly if required, following safe working practices throughout and keep work areas clean and tidy, all in accordance with current regulations and legislation.			

Marks per band	1-2	3-4	5-6	6
	Risk assessment is complete and covers the key risk/hazard factors. Risk mitigation methods are limited. Likelihood against probability has been attempted but lacks reasoning. Health and safety is followed during preparation and throughout tasks so that all work is completed safely but when working some low-risk hazards were missed.	Risk assessment is complete and covers a good range of risk/hazard factors. Risk mitigation methods have been identified for some of the potential risks/hazards, but not all. Consideration is given to potential for harm and probability factors. Health and safety is followed during preparation and throughout tasks and all work completed safely.	Risk assessment is complete, detailed and clearly identifies all the associated risk/hazard factors. Risk mitigation methods are detailed and have been clearly identified for all potential risks/hazards. Potential for harm and probability factors have been identified throughout. Health and safety is followed during preparation and throughout tasks and all work completed safely. Risks and hazards that occur during the tasks are correctly mitigated against as they arise.	

Guidance for markers

Evidence from Tasks 1, 2 and 3 should be used to assess performance against this assessment theme.

Task 1

Risk Assessment

Task 2

Assessor observation

- Following safe procedures for construction of complex masonry structures

Task 3

Assessor observation

- Following safe procedures for the repair of masonry structures

Assessment theme: Design and planning

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme
Indicative content	**Typical knowledge, understanding and skills:** To produce detailed planning documents that include a method statement, materials/tools list and bill of quantities. The method statements should be detailed and comprise planning for all the tasks being carried out, with logical sequencing. It should also contain reasoning/justification appropriate to specification brief showing attention to timeliness and the quality of the finished work(s). The material list should comprise a list of all required materials, tools and equipment needed to meet the specification brief and the bill of quantities including quantities of materials required with costings, using accurate terminology. Take measurements from an allocated space/work area and use the information gathered to complete a scaled drawing of the work. Use measurements to calculate the quantities of material required for the tasks. Plan and design complex masonry structures - produce a sample decorative panel design to a suitable scale with details of decorative features and types of materials with rationale for choice and showing an accurate representation of the specification requirements.				

Marks per band	1-2	3-4	5-6	6	12
Documents	Planning documents are brief and show minor inaccuracies in technical knowledge. The tasks have been set out but with some inaccuracies in sequencing. Any justifications and reasoning are given in isolation and do not clearly link to the tasks. Tools, equipment, and materials list shows some structure of displaying the key components required to perform the tasks. Limited and in some cases inaccurate descriptions. Quantities have been attempted for some of the tasks.	Planning documents are clear with good detail and demonstrate accurate technical knowledge. The tasks have been set out in a logical sequence. Justification and reasoning are provided linking to the tasks, with only minor gaps. Tools, equipment, and materials list is clear and logical and identifies most of the components required to perform the tasks. Quantities provided for most of the tasks.	Planning documents are thorough, detailed and demonstrate comprehensive technical knowledge and the tasks are set out in a logical order. Comprehensive justifications and reasoning are given and link directly to the tasks. Tools, equipment, and materials list is detailed and includes all materials, tools and equipment required to perform the tasks with detailed descriptors. Comprehensive list of quantities provided for all tasks.		

Marks per band	1-2	3-4	5-6	6	
Drawings and Design	Work area measurements have been taken but with some inaccuracies due to incorrect methods applied. Scaled drawing is complete but with some inaccuracies and limited detail on hatchings and symbols. Design was attempted but lacked some detail, demonstrating some technically correct knowledge, but limited detail given to the design of complex features and as a result not fully reflective of the specification requirements.	Work area measurements have been taken with only minor inaccuracies using correct methods most of the time. Scaled drawing is complete, with minor inaccuracies in measurements, hatchings, and symbols. Design has the majority of detail required, with only minor lapses, demonstrating good technical knowledge most of the time with good detail provided to the complex design features that is reflective of the specification requirements.	Work area measurements have been taken accurately using the correct methods. Scaled drawing is clear, accurate and detailed, with correct use of hatchings and symbols. Design is comprehensive, clear, and detailed, comprehensive attention given to complex design features, comprehensive technical knowledge displayed and fully represents the specification requirements.		

Guidance for markers

Evidence from Tasks 1, 2 and 3 should be used to assess performance against this assessment theme.

Task 1

- Method statement
- Materials/tools list
- Bill of quantities
- Scaled drawing
- Deign a sample decorative panel

Assessor observation

- Measurements of site/location work area

Task 2

Assessor observation as detailed in the Assessment theme Construct complex masonry structures

Task 3

Assessor observation as detailed in Repair of masonry structures

Assessment Theme: Presentation

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per assessment theme
Indicative content	**Typical knowledge, understanding and skills:** To deliver a presentation of the design of the sample decorative panel, using correct terminology and clear reasoning/justification for choices and how it represents the brief requirements. The presentation should be delivered using verbal and visual aids.			
Marks per band	**1-2**	**3-4**	**5-6**	**6**
	Presentation required some prompting. Minimal use of positive body language and interaction was limited overall. Lacked clarity on the reasoning behind the chosen design. Some incorrect use of language and terminology. Presentation attempted to provide a representation of the design chosen but some inaccuracies and unclear rationale.	Presentation was fluid with minor lapses. Good interaction and positive body language most of the time. Clear and sound reasoning on the chosen design. Use of terminology and language was mostly correct. Presentation provided an accurate representation of the chosen design selected.	Presentation was clear and fluid without lapses. Positive body language and interaction throughout. Provided clear and detailed reasoning on the chosen design. Correct use of terminology and language throughout. Presentation provided an accurate and detailed representation of the chosen design selected.	

Guidance for markers

Evidence from Task 1 should be used to assess performance against this assessment theme.

Task 1

Assessor observation

- Presentation

Assessment Theme: Construct complex masonry structures

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme
Indicative content	**Typical knowledge, understanding and skills:** Correct protection and preparation of the work areas and surfaces and correct selection of materials and equipment. Demonstrate knowledge and skill in using the correct techniques to construct the decorative panel in accordance with the specification, including: • Accurately marking out of measurements for gauge and bonding • Correct preparation of materials for use • Correct set out of complex decorative features • Maintaining line, level, plumb and gauge • Correct bond and jointing • Protecting the integrity of materials • Minimising waste (tolerance 10%) • Checking work on completion for error/defects (may include minor errors in cutting, shaping, spacing, jointing, poor pointing, cracked bricks, dirty face work and defects that are noticeable on finished product) Demonstrate good practice in maintaining a clean and tidy work environment and disposing of waste correctly and in accordance with legislation.				

Marks per band	1-4	5-8	9-12	12	51
Construct	Correct preparation and lay out of work area attempted but with some errors and lapse in placement of tools and equipment and as a result lacks efficiency for completing work. Tools selection was appropriate but with some errors. Materials handled correctly to application requirements some of the time, but with some lapses resulting in wastage above tolerance. Cutting was accurate in some instances but with some errors which affects the overall quality and appearance of the finished product. Shaping is accurate some of the time but with some apparent errors. Work completed but with some errors and apparent defects that affect the overall finish, attempts to meet the specification requirements.	Correct preparation and lay out of work area, with only minor inaccuracies in placement of tools and equipment. Overall preparation efficient for completing the work. Tools selection appropriate and materials chosen appropriately and handled to application most if the time, but with and to the task with wastage in tolerance. Cutting is accurate most of the time with minor lapses, which does not affect the overall quality and appearance of the finished product. Shaping is mostly accurate with minor errors. Work completed with minor errors and minimal defects that do not affect the overall finish, sound representation of the specification requirements.	Correct preparation and lay out of work area, thorough and accurate positioning of tools and equipment to allow maximum efficiency in completing the work. Tools selection appropriate throughout the tasks, materials used correctly to application requirements with no wastage. Cutting is accurate, without error with a high-quality finish and pleasing appearance. Shaping is accurate and error free. Work completed without error or defect, high quality finish that fully represents the specification requirements.		

Marks per band	1-3	4-6	7-9	9
Setting out/marking out	Set out and mark out completed but without fluency, limited dry bonding and with some inaccuracies in joint size. Panel components are measured but with some inaccuracies prior to cutting.	Set out and mark out completed logically with only minor inaccuracies in joint size. Panel components are measured and prepared correctly with only minor inaccuracies.	Set out and mark out completed in a logical sequence, all joint sizes are accurate. All panel components are accurately measured and prepared prior to cutting.	
Marks per band	**1-3**	**4-6**	**7-9**	**9**
Plumb/ level/ gauge	Plumbing points are maintained to plumb across some of the required areas to within +/- 6mm The work is generally level through the courses and the top of the wall is finished to within +/-10mm The overall gauge of the work is within 8mm to 4 courses to 300mm but there are variations in joint thickness over the construction.	Plumbing points are maintained across most of the required areas to within a tolerance of +/- 4mm The work is levelled through the courses and the top of the wall is finished to within +/- 5 mm The overall gauge is correct to within 4mm to 4 courses to 300mm and there is consistency for most of the time in the joint thickness over the construction.	Plumbing points are maintained across all of the required areas to within a tolerance of +/- 2mm The work is accurately levelled through all of the courses and the top of the wall is completed to within +/- 3mm The overall gauge is correct to 4 courses to 300mm with regular consistency of joint thickness over construction.	
Marks per band	**1-2**	**3-4**	**5-6**	**6**
Bonds	Bonding has been attempted, but with some inconsistencies which affects the overall appearance and stability of the structure.	Bonding is sound and consistent, most of the time and the appearance and structure is aesthetically pleasing and stable.	Bonding is well balanced, consistent throughout and stable and the appearance is aesthetically pleasing.	

Marks per band	1-3	4-6	7-9	9
Joint finishes	Application completed but with lapses which had led to inconsistencies in the joint finish. Some joints are completed but others are open which has affected the overall appearance and quality.	Sound application and joints are mostly full and well finished. Appearance and overall quality not affected by small errors.	Application is consistent and all joints are full and well finished. High quality of finish and pleasing appearance.	
Marks per band	**1-2**	**3-4**	**5-6**	**6**
Cleanliness and disposal of waste	Area is generally tidy but limited attention has been paid to the correct procedure to dispose of waste throughout the task.	Area is tidy and attention is paid to maintaining a clean work area with only minor lapses. Waste is disposed of correctly and regularly most of the time.	Area is kept tidy throughout the work. Waste is disposed of correctly and at regular intervals throughout the task.	

Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

Task 2

Assessor observation

- Construction of complex masonry structure
- Setting out
- Line, plumb level and gauge
- Bond and Joint finishes
- Completed structure
- Cleanliness and disposal of waste

Additional supporting evidence

Photographic and/or video evidence requirements are stated in the specific task guidance for each task within this assessor pack.

Assessment themes: Repair of masonry structures

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme

Indicative content	**Typical knowledge, understanding and skills:**
	
	• Correctly protect and prepare work areas, surfaces and correctly select materials and equipment for the repair of masonry structures.
	
	• Demonstrate correct techniques to carry out the repair and maintenance of the brick planter in accordance with the specification including:
	  • Correctly mixed mortar
	  • Accurately blending of new masonry products to the existing structure
	  • Accurately matching of masonry
	  • Protecting the integrity of materials,
	  • Minimising waste (tolerance 10%).
	  • Checking finished work for error (may include minor errors in preparation of materials, cleaning, damage to surface, gauging, matching existing materials, jointing, dirty face work and defects that are noticeable on finished product)
	
	Candidates should be able demonstrate good practice in maintaining a clean and tidy work environment.				

Marks per band	1-2	3-4	5-6	6	15
Preparation for repair work	Pre-inspection complete, but not all the materials have been removed to sufficient depth before the repair is made. Limited brushing down or cleaning carried out. Consideration is given to the structure to ensure that damage does not occur during the cleaning and preparation process but with some lapses.	Pre-inspection complete, most of the materials have been removed correctly and to sufficient depth before the repair is made. Sound brushing down and cleaning carried out. Consideration is given in most instances to ensure that the structure is protected from damage during the preparation process.	Comprehensive pre-inspection made, all materials removed correctly and in full before any repair is made. Comprehensive brushing and cleaning carried out. Consistent consideration is taken to ensure that the structure is fully protected from damage during the preparation process.		
Marks per band	**1-3**	**4-6**	**7-9**	**9**	
Repair work	Mortar is mixed for the joints, with gauging accurate but colour and texture does not fully match existing structure. Jointing completed but with some lapses in sequencing and with some inaccuracies resulting in wastage above tolerance. Work completed but with some errors that affect the overall finish and not fully represent the specification requirements.	Mortar is mixed evenly for the joints with accurate gauging but with some slight colour and texture mismatch to existing structure. Jointing completed to a good standard in a logical sequence most of the time with only minor inaccuracies that have been rectified, minimal waste of materials (below tolerance). Work completed with only minor errors that do not affect the overall finish, sound representation of the specification requirements.	Mortar is correctly mixed and gauged and matches the required colour and texture of the existing structure. Jointing completed to an excellent standard n a logical sequence, neat consistent and correct with no material waste. Work completed without error or waste, high quality finish that fully represents the specification requirements.		

Guidance for markers

Evidence from Task 3 should be used to assess performance against this assessment theme.

Task 3

Assessor observation

- Preparation, removal and protection of structure
- Completed repair work according to specification including mixing, gauging, matching and overall finish

Additional supporting evidence

Photographic and/or video evidence requirements are stated in the specific task guidance for each task within this assessor pack.

Links to Maths, English, and Digital Skills

Task	Skills
Task 1	
	EC1, EC2, EC3, EC4 EC5, EC6 MC1, MC2, MC3, MC4, MC8, MC9 DC1, DC2, DC5
Task 2	
	MC1. MC2, MC3, MC4, MC7, MC10
Task 3	
	MC1. MC2, MC3, MC4, MC7, MC10

Get in touch

The City & Guilds Quality team are here to answer any queries you may have regarding your T Level Technical Qualification delivery.

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