

T Level Technical Qualification in Onsite Construction

**8711-306 Carpentry and Joinery
Occupational Specialism Report
(Summer 2023)**

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Foreword

Summer 2023 Results

The occupational specialism qualification is made up of one component, which need to be successfully achieved to attain the T Level Carpentry and Joinery Occupational Specialism.

We discussed the approach to standard setting/maintaining with Ofqual and the other awarding organisations before awarding this year. We have agreed to take account of the newness of qualifications in how we award this year to recognise that students and teachers are less familiar with the assessments ([Vocational and technical qualifications grading in 2023 – Ofqual blog](#)), whilst also recognising the standards required for these qualifications.

Introduction

This document has been prepared to be used as a feedback tool for providers in order to support and enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for the T Level Technical Qualification (TQ) in Building Services Engineering for Construction **Occupational Specialisms**.

This report provides general commentary on candidate performance in the occupational specialism assignment. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the summer 2023 assessment series.

The grade boundaries that were used to determine candidate's final summer 2023 results are also provided. **For summer 2023, as per Ofqual guidance, the approach to grading recognises that these are new qualifications.**

8711-306 Carpentry and Joinery Occupational Specialism

This is the first sitting of this occupational specialism.

Generally, most candidates were able to complete all aspects of the assessment. The standard of work produced by candidates varied greatly, with some very good work being produced exceeding industry standards.

Task 1 Prepare and plan for the production of complex timber-based products

This task involved planning/setting out for the lining and the studwork and presenting this to the role-playing marker.

A mix of performance was demonstrated. Some candidates seemed to be tutor led rather than applying their own knowledge and understanding. For instance, some candidates at a provider used the same, incorrect method to set out the curve. Other candidates from different providers performed well on this task and were applying their own knowledge and understanding when completing this task resulting in them using the correct geometric method to find the curve.

There was limited evidence submitted by providers of the presentation.

Actions providers can take to support assessment preparation for future series:

Carpentry and joinery cover a variety of tasks, by checking the learning program against the scheme of work (for theory as well as practical) will ensure candidates have a wide knowledge and understanding of setting out for various tasks that would be required at this level. Certain construction details are omitted from the brief for the candidate to decide upon for themselves without prompt from the provider.

Specifically, ensure geometric methods are included in training when setting out complex joinery, this will attract higher marks. For instance, geometrically determining an arch using a trammel would attract a higher mark than bending a rule.

Task 2 Produce complex timber-based products

Overall, the candidate performance for this task was mixed. The lining has a curved head, which should be made from laminated Joinery Quality (JQ) softwood. The exact method of laminating (type of former) was left up to candidates. Two general methods were used, a solid double former using sash cramps or a single built-up former with G cramps. Candidates from the same provider tended to use the same method, leaving no variety.

One provider used an incorrect material (MDF) to laminate the curved head for the lining.

There appeared to be confusion around materials and design of the door lining.

Jointing method of the transom was by a variety of acceptable methods. The studwork components were mostly produced using a chopsaw.

Actions providers can take to support assessment preparation for future series:

Thoroughly read the assessment brief to ensure the correct materials are available for candidates. Ensure candidates receive training on completing assessments, allowing them to read the assessment and complete the work correctly as outlined by the awarding body.

Candidates should be taught various methods of forming curved components, allowing them to select the best method for themselves.

Task 3 Assemble and finish complex timber-based products

Performance of assembling the lining was mixed, with not all candidates using bearers or cramping blocks. Some candidates forgot to clean up inside faces prior to assembly and did not use the correct tools for cleaning up the lining afterwards.

Performance of assembling the studwork and then the lining was satisfactory, with many candidates using acceptable methods to complete this task. Lower ability candidates didn't put studwork in above the head or add a stud to make a fixing for plasterboard on the corners, or did not position noggins correctly, so didn't display their understanding of the construction techniques for studwork. Some candidates didn't use the correct face of the plasterboard.

Actions providers can take to support assessment preparation for future series:

Ensure the guidance provided for the work bays is adhered to so as to ensure the bays/work areas are plumb and level so candidates are not disadvantaged.

Some errors noted were due to incorrect setting out (see actions for task 1).

Task 4 Install complex timber-based products and components

Linings were generally well executed with the correct fixings, with only a few candidates not fixing them correctly. Linings were fixed, with the majority of candidates used 4-5 fixings each side. Many candidates used plastic packers rather than folding wedges. Either method is acceptable.

The architraves were fitted mostly using mitres at the corners, although there were a couple of occasions where the radius of the architrave did not match the radius of the lining - this happened by taking the inside radius and not adding on the lining. A few candidates butted rather than mitred the architraves.

Candidates performed the hanging of the door as expected. A good number of candidates were unaware of standard hinge spacing conventions. Locks and door furniture fitted reasonably well by most candidates with little if any poor practice observed. The issues observed were centred around the neatness of housings, where some gapping was displayed.

Actions providers can take to support assessment preparation for future series:

To ensure candidates are taught the correct methods of installing second fix, such as the correct method to cut architraves at the corners or standard hinging conventions.

Some of the problems such as incorrect radius of architrave head was due to incorrect setting out as per actions given in task 1.

Best practice and guidance to providers on potential areas for improving performance in assessment

It is recommended that providers utilise and deliver the sample assessments as formative assessment to support candidates in preparation for summative assessment. This will not only help prepare candidates but will be an ideal opportunity for marker training and standardisation.

The provider staff and candidates must thoroughly read the assessment to ensure the work is carried out to the specification required. Moderators will be working to the assessment brief and marking grids and making judgments accordingly.

Candidates are to determine any missing setting out detail for themselves without prompt from provider staff. This enables the candidate to show their knowledge and understanding and enable the marker to award marks accordingly. One would expect a cohort of candidates to use a variety of jointing/design detail as well as construction methods and technique as they themselves deem fit. Marks are awarded for knowledge and understanding, for instance, using correct geometric methods of setting out curved components will attract a better mark than a less accurate “how it is done on site” method.

Ensure correct materials are made available and sourced well before time. Quality materials should be used, as defective/incorrect timber could potentially disadvantage candidates.

Ensure machines, power and hand tools are all well maintained and serviced prior to the assessment window. This will ensure candidates have access to the correct machines, and not be disadvantaged due to machine breakdown.

Appropriate PPE should be worn at all times and assessors should ensure that candidates are working safely and should not come to harm or risks to health from the materials used in the assessment.

Photographs do not need to be great in number but do need to show everything a moderator would require to be able to perform the remote moderation work. Photos need to be of sufficient resolution to enable “zooming in” to determine quality. Many providers use colour-coded packers inserted into gaps to indicate the size of the gap; this is good practice.

Photographs should be collated into one document, and well labelled, and with commentary if possible.

Videos will need to show specific important points of the assessment, for instance the candidate setting up or using a machine safely.

Grade boundaries

The table below shows the grade mark ranges for the Occupational Specialism **for the summer 2023 series.**

Grade	Mark range 8711-306
Distinction	67 - 90
Merit	54 - 66
Pass	42 - 53
Unclassified (U)	0 - 41

Get in touch

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

Should you require assistance, please contact us using the details below:

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Web chat available [here](#).

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