T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Onsite Construction (8711-36)

8711-306 Carpentry & Joinery Occupational Specialism Assessor Pack

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City & Guilds | eal

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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 are designed to 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.

Assessment objective	Typical Knowledge and skills	Approximate weighting
Prepare for the production of complex timber-based building products and structures	Displays knowledge and practical skills to identify information requirements from a brief e.g. size, shape, function, budget. Interpret drawings, specifications, and schedules. Use questioning techniques to obtain and clarify information required. Calculate lengths and angles required to meet specification. Measure length, area, and volume. Produce scaled drawings by hand in plan, elevation, and section. Produce cutting lists. Inspect materials. Mark out measurements on to timber- based products and sheet materials. Inspect equipment e.g. calibrated, serviceable. Estimate resource requirements e.g. time, materials, equipment availability. Follow a method statement including production and installation details and communicate plans to stakeholders effectively.	30%
Produce complex timber- based components	Demonstrates the knowledge and skills to research information required for producing complex components. Carry out geometrical calculations relating to complex 3D shapes e.g. area, volume, and length. Protect integrity, quality, and conditioning of materials during handling and storing. Use woodworking machinery, equipment, and tools including hand and power tools. Create templates and work holding jigs. Produce test pieces e.g. sample. Feed materials into equipment using work piece support and safety aids. Produce complex shapes. Set up and adjust machinery. Label and prepare components.	30%
Assemble complex timber-based products	Demonstrates the knowledge and skills to assess suitability of information provided. Use tools and equipment to assemble components to form products. Join timber- based components to other timber-based components and to non-timber-based components including fixtures and fittings.	20%

	Use non-permanent joining techniques. Use permanent joining techniques and use jigs for assembly.	
Install complex timber-based products into complex structures	Demonstrates the knowledge and skills to assess risks associated with the installation task. Prioritise and schedule tasks. Check compliance with building regulations and standards provided. Prepare timber-based products/environments for installation. Adapt timber-based products to meet installation requirements. Maintain tools. Install door and window ironmongery into timber-based products and carry out quality checks.	20%

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 carpentry, joinery production and fitting and is able to enter the industry to begin to work in the occupational area.

They will be able to interpret information, demonstrate planning, 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 carpentry and joinery.

They will work safely showing an understanding in the selection and use of tools and equipment and demonstrate a basic awareness of straightforward setting out, component production, assembly, finishing of carpentry and joinery as well as fitting joinery products.

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

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 carpentry, joinery production and fitting, 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 component production, assembly, finishing of carpentry and joinery as well as fitting joinery products and carpentry and joinery principles and processes.

They will work safely and make informed and appropriate use of tools, materials, and equipment within the construction environments 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 completing complex tasks and rectifying faults in carpentry and joinery. They will be able to accurately research, identify and rectify issues independently.

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

Assignment brief

You are employed by a local building contractor as a Carpenter and Joiner, and you have been commissioned to complete the carpentry and joinery tasks as part of the construction of a large private dwelling.

It is a large multi–trade project and you will be liaising directly with the project manager on the brief requirements.

A cloakroom is to be constructed, which is to be built into the corner of a larger hallway space, with timber studwork walls, a door lining with a laminated segmental headed borrowed light above, architraves and a door hung complete with furniture.

You are required to make the studwork partition to form the cloakroom, make and fix the door lining, make and fix the architraves and hang the door including bathroom mortice lock and handles. You have been commissioned four days (27 hrs) to complete the work, and the project manager has provided the following specification requirements:

A) You are required to make a door lining with glazed segmental headed borrowed light above.

Door lining specification:

- To suit 838 mm x 1981 mm door
- Section size: PAR/PSE Redwood 27 mm x 94 mm
- Door stop size: 12 mm x 32 mm
- Head detail as per **Figure 1**

B) You are required to construct the stud partition.

Studwork partition specification:

- Studs: 63 mm x 38 mm CLS
- Overall external wall dimensions (not including splayed wall) 2000 mm x 1200 mm
- Wall height 2400 mm
- Design as per **Figure 2**, door centrally positioned to the angled wall on the corner
- Plasterboard the outer face of the angled wall only

C) You are required to fit the lining, make and fix architraves, hang the door and fit ironmongery.

Architrave specification:

- Head shape to match lining
- Section: 44 mm x 15 mm, bullnosed
- Architrave fitted to outer face only

Door/ironmongery specification:

- 838 mm x 1981 mm interior door, 35 mm thick
- Hung on 3 x 75 mm butts
- Privacy lock with thumb turn

Note: door stop/glazing bead not required for borrowed light part of the lining

Figure 1

Note: plasterboard required to the outside face of the 45° wall containing the opening only. Door opening outwards into hallway.

Figure 2

Tasks

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

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

- T Level 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

General Task guidance

Assessment area
A corner wall must be made available to at least a minimum size of 1800 mm x 2400 mm suitable to construct the cloakroom as shown in Figure 2 to accommodate a height of 2400 mm

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

Note: All joint details have been omitted for assessment purposes, for example: lining joint, shaped head construction details and stud configuration to be determined by the candidate.

All work carried out should be to industry standards, and completed following safe working practices. If a candidate fails to carry out the activities safely, the assignment should be suspended until this aspect is corrected.

Photographs must be used to support the qualitative statements captured on the PO form. Details of specific photograph requirements are outlined in the task information below. Photographs must have the date and candidate's name attached so that they can be differentiated. The candidate does not need to be in any of the photographs. The purpose of the photographs is to demonstrate the quality and standards of work related to specific activities, these are to be taken throughout various stages of the assignment.

Time

The total time allocated for the completion of the tasks and production of evidence for this assessment is **27 hours**.
Timings for completion of specific tasks are outlined below.

- Task 1: 6 hours
- Task 2: 8 hours
- Task 3: 8 hours
- Task 4: 5 hours

Adhesive setting and queuing times for machines are not included in the times allocated.

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 must have access to the following to be able to complete the tasks in the assignment brief:

- Manufacturer's instructions where relevant to the tasks
- Centre's risk assessment (to be supplied once the candidate has produced their own)
- PPE
- Access equipment
- Measuring equipment
- Setting out tools included for the geometry requirements
- Carpentry and Joinery hand and power tools
- Equipment suitable to hold door
- Hand tool sharpening equipment
- Narrow bandsaw, ripsaw, industrial table router/spindle moulder, and hollow chisel morticer
- Safety aids for machines
- Assembly/cramping equipment
- Range of suitable fixings
- Equipment to tidy/clean any work surface/work area debris

Materials

For rod and templates:

- Clean ply or MDF of suitable thickness, 1200 mm x 1200 mm for setting out and templates

For the lining:

- 2 @ 27 mm x 94 mm x 2200 mm softwood lining material
- 2 @ 27 mm x 94 mm x 1000 mm softwood lining material
- 5 laminates @ 100 mm x 5.5 mm x 1000 mm
- 2 @ 12 mm x 32 mm x 2000 mm door stop
- 1 @ 12 mm x 32 mm x 1000 mm door stop

Suitable material to create formers for laminating
Suitable adhesive for lamination (eg urea formaldehyde powdered resin)

For the studwork:

- 34 m of 63 mm x 38 mm CLS
- 1 part sheet 12 mm plasterboard

For the architrave/door:

- 2 @ 45 mm x 14 mm x 2200 mm architrave
- 1 @ 145 mm x 14 mm x 1000 mm architrave (to cut)
- 838 mm x 1981 mm interior door, 35 mm thick
- 3 x 75 mm butts
- Privacy lock with thumb turn
- Handles to suit

Task specific guidance

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

Resources

- Drawing equipment and materials
- Trammel heads and beam
- Measuring equipment
- Sheet materials appropriate for setting out rod (1220 mm x 600 mm) and to produce templates
- Tools and machines to produce the templates

Candidates must be provided with the assignment brief and given time to plan for the construction of the timber stud cloakroom complete with a segmental headed door lining with matching architrave.

a) Plan for the carpentry and joinery work required for the cloakroom

Candidates should:

- detail the materials required, take measurements of the working area to calculate quantities of materials needed and provide reasoning why they are requesting these resources
- produce a materials list and a method statement planning their works and a risk assessment. The method statement should include a detailed sequence of activities, safety precautions and rationale for the tools and equipment selected
- complete the pro-forma for the method statement, materials list, cutting/component list, and risk assessment included within the resource materials provided. Centres should provide candidates with the pro-formas at the beginning of this assignment.
- take measurements of the working area to confirm the wall dimensions and calculate lengths and angles
- provide the quantities of stud materials needed with a rationale as to why they are requesting these resources.

b) Produce setting out details, templates and formers required for the construction of the curved headed lining and architrave

Each candidate must produce their own templates and formers.

c) Communicate rod and setting out details to the project manager

The tutor/assessor should act as the project manager during the presentation and record any feedback on the tutor/assessor feedback form.

The candidate will communicate the rod and design details to the project manager.

Candidates must complete this activity prior to carrying out the works.

If candidates provide plans that are not fit for purpose it is expected that the tutor/assessor should intervene and provide necessary feedback and corrective guidance to the plans prior to the candidate carrying out the tasks, however this should be commented on in the marking documentation and reflected in marks awarded.

Conditions of assessment:

- The time allocated is **6 hours**
- The candidate must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- Method statement
- Risk assessment
- Site measurements confirming dimensions with calculations of lengths and angles
- Material list also containing tools and equipment
- Cutting/component list
- Setting out rod, template for architrave
- Former for the door lining head
- Marked out sole plate position
- Communicate/present the rod detail prior to manufacture

The communication of the rod detail should **not** exceed 15 minutes.

The tutor/assessor should act as the project manager during the presentation and record any feedback on the tutor/assessor feedback form.

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

- Tutor/assessor observations
    - of the measurements and site location/work carried out by the candidate, confirming site conditions at the start of the planning activity.
    - of the templates of the door lining and architraves prior to manufacture
    - of the former made for lining head
    - of the rod production and presentation of the rod detail to the project manager

Task 2 - Produce complex timber-based products

Resources

- Redwood timber to produce door lining
- CLS to produce studwork
- Marking out tools and equipment
- Hand and power tools to produce joints
- Access to machines to produce profiles and shaped components

Candidates must be provided with their plans from Task 1 at the beginning of this assessment.

Candidates should complete the work as described in the assignment brief specifications, for the production of components for the door frame and studwork.

Conditions of assessment:

- The time allocated is **8 hours**
- The candidate must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- Jointed door lining components, shaped and moulded architrave components

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

- Tutor/assessor observations
    - Marking out (face marks, mortice/shoulder lines, gauging lines)
    - Jointed components, joints prior to dry fitting (shoulder lengths, gaps in joints in comparison to marking out)
    - Use of hand and power tools/machines
- Tutor/assessor photographic/video evidence at various stages to show candidates progress against the task
    - Photographic evidence of the door lining jointing components, with joints shown prior to dry fitting (shoulder lengths, and in comparison, to marking out)
    - Video evidence of production towards its completion
    - Photographic evidence of cutting studwork components and plasterboard

Task 3 - Assemble and finish complex timber-based products

Resources

- Tools and equipment for dry fitting the housings, cheeks and shoulders of components
- Assembly tools and equipment, for providing a level surface, cramping, and driving fixings
- Fixing tools and equipment for the studwork, lining, plasterboard and architraves

Candidates should complete the work as described in the assignment brief specifications, for the assembly and finish of the studwork, lining and architrave

Conditions of assessment:

- The time allocated is **8 hours**
- The candidate must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- Studwork complete with plasterboard to face around door opening
- Fitted door lining
- Fixed architraves to lining

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

- Tutor/assessor observations

  Door lining
  - The finished door lining
  - The finished studwork for quality of finish
  - The fixed door lining with plasterboard and architraves

- Tutor/assessor photographic/video evidence at various stages to show candidates progress against the task

  Lining:
  - Video evidence of the segmental lining in construction
  - Photographic evidence of the segmental lining at completion with quality of finish shown
  - Photographic evidence of finished faces, including inside faces
  - Photographic evidence of faces and all joints of the lining showing fit of joints (close-up to show that tolerances have been met)

  Studwork/lining:
  - Photographic evidence of studwork construction, start, during and upon completion showing front and side elevations prior to boarding
  - Video evidence of the studwork in construction
  - Photographic evidence of the studwork at completion with quality of finish shown
  - Photographic evidence of lining being fitted and at completion with quality of finish shown
  - Photographic evidence of lining, plasterboard and architraves (close up showing tolerances met, fit of mitres etc)

Task 4 - Install complex timber-based products and components

Resources

- Door hanging and lock fitting tools and equipment

Candidates should complete the work as described in the assignment brief specifications, for the hanging of the door and fitting of the lock and handles.

Conditions of assessment:

- The time allocated is **5 hours**
- The candidate must carry out the task on their own, under controlled conditions

What the candidate must produce for marking:

- Door hung in opening complete with privacy lock and furniture

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

- Tutor/assessor observations:
  - The process of hanging the door and fitting the privacy lock
- Tutor/assessor photographic/video evidence at various stages to show candidates progress against the task:
  - Photographic evidence of fit of hinges, lock forend and keep, door furniture (close up)
  - Video evidence of door being hung including shooting-in door and chopping of hinges
  - Photographic evidence showing fit of door against stops.

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: Health 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 sub assessment theme	Total marks per assessment theme
Indicative content	**Typical knowledge, understanding and skills:** To produce a risk assessment 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. Follow the risk assessment throughout 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 (If unsafe working occurs the assessment is to be stopped immediately). Whilst working through the tasks, adhere to the risk assessment, 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	**1-3**	**4-6**	**7-9**		**9**
Health and Safety	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.	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.	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		

	Health and safety is basic but considered during preparation and followed throughout tasks and all work completed safely.	Health and safety is considered during the planning stages and maintained through the tasks. Health and safety is well considered during preparation and followed throughout tasks and all work completed safely.	probability factors have been identified throughout. Health and safety is considered at the planning stage and throughout the tasks. Health and safety is thoroughly considered and followed throughout tasks and all work completed safely.		

Guidance for markers

Evidence from Tasks 1, 2, 3 and 4 should be used to assess performance against this assessment theme.

Task 1

- Risk Assessment

Task 2

- Assessor observation
- Following safe procedures for the production of timber-based products

Task 3

- Assessor observation
- Following safe procedures for the assemble and fixing of components

Task 4

- Assessor observation
- Following safe procedures for the installation of items

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, tools/equipment list and a cutting/components list. 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 the specification brief showing attention to timings and the quality of the finished work(s). The method should also include a rationale for the tools and equipment selected and their use. The materials list should comprise of all required materials, tools and equipment needed to meet the specification brief using accurate terminology. The cutting/component list should specify all the items required including the Grades or type of timber and other materials ensuring it meets the specification brief and using accurate terminology. Take measurements from an allocated space/work area and determine the stud requirements with correct positioning. Produce a rod for the lining complete with all required joint and sectional detail required for production and present this to the project manager meeting the specification brief using accurate terminology.				
Marks per band	**1-2**	**3-4**	**5-6**	**6**	**18**
Documents	Planning documents are brief and show minor inaccuracies in technical knowledge with some inaccurate sequencing. Any justifications and reasoning are given in	Planning documents are clear with good detail and demonstrate accurate technical knowledge and are in a logical sequence. Justification and reasoning are provided linking to the	Planning documents are thorough, detailed and demonstrate comprehensive technical knowledge and the tasks are set out in a logical order. Comprehensive justifications and		

	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 task with quantities attempted. Limited and in some cases inaccurate descriptions.	tasks, with only minor gaps. Tools, equipment, and materials list is clear and logical and identifies most of the components and quantities required to perform the tasks.	reasoning are given and link directly to the tasks. Tools, equipment, and materials list is detailed and includes all materials, tools and equipment and quantities required to perform the tasks with detailed descriptors.		
Marks per band	**1-2**	**3-4**	**5-6**	**6**	
Setting out details by rod	Work area measurements have been taken but with some inaccuracies. Rods contain key detail, but some lines are missing with drawing inaccuracies. Dimensionally accurate within 3mm, sectional detail within 2 mm. Joint positions are accurate in most instances but some of the jointing proportions are incorrect. Communication of the rod details is brief and lacked clarity. Use of positive body language, terminology and interaction was limited.	Work area measurements have been taken with only minor inaccuracies. Rods contain sufficient detail and are dimensionally accurate within 2mm, section detail within 1mm. Joint positions are accurate, with mostly accurate joint proportions. Communication of the rod details is fluid with minor lapses in detail, positive body language and terminology.	Work area measurements have been taken accurately using the correct methods and double checked. Rods are comprehensive, clear, and accurate within 1mm. All joint detail and joint proportions are accurate. Communication of the rod details is clear comprehensive, interactive with positive body language and correct terminology throughout.		

Marks per band	1-2	3-4	5-6	6	
Transfer shape using template/pattern	Templates/patterns are complete but with some inaccuracies (within 3mm of the rod dimension and shape). Template and patterns do not fully meet specified tolerance.	Templates/patterns are complete and are sufficiently accurate (within 2mm of the rod dimension and shape). Templates and patterns meet specified tolerance.	Templates/patterns are complete, accurate with smooth regular surfaces and match the rod (within 1mm of the rod dimension and shape). Templates and patterns exceed specified tolerance.		

Guidance for markers

Evidence from Tasks 1, 2, 3 and 4 should be used to assess performance against this assessment theme.

Task 1

- Method statement
- Tool/equipment list
- Cutting/component list
- Setting out rod
- Curved template/former

Assessor observation

- Work area/site measurements
- Communication of rod detail prior to manufacture

Task 2

Assessor observation as detailed in the assessment theme produce complex timber-based products

Task 3

Assessor observation as detailed in the assessment theme assemble and fix components

Task 4

Assessor observation as detailed in the assessment theme Installation of item

Assessment theme: Produce complex timber-based products

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 produce complex timber-based components/products to specification with attention to: • Accurate calculations • Accurate marking out • Correct use tools and machinery in line with health and safety regulations and manufacturer's instructions • Joinery marking out within 2 mm between shoulders • Joint positions within 2 mm (but within 2 mm parallel) • Appropriate jointing method selected • Finished components within 2 mm of rod • Attention paid to face and edge • Relevant components marked out in pairs • Material profile (moulding) to be within 1 mm of specified section • Stud locations marked out within 3 mm • Timber defects considered				
Marks per band	**1-5**	**6-10**	**11-15**	**15**	**27**
Produce complex timber-based structures	Sequence of work followed a logical approach but with some oversights. Attention to detail was maintained for most of the task but with some lapses. Calculations made but with some inaccuracies which has affected the final finish.	Sequence of work followed a logical approach with good attention to detail in the task with only minor lapses. Calculations are mostly accurate and do not affect the final finish. Most of the defects removed/rectified appropriately.	Sequence of work was efficient and logical throughout with full attention to detail. Calculations are consistently accurate. Defects removed/rectified effectively.		

	Limited attempt at removal/rectification of defects. Sectional detail meets most of the specified tolerances. Joints cut correctly with dimensions correct within 3 mm (shoulder to shoulder). Some errors requiring replacement timber which affected the overall quality of the finish. (no more than 2 replacement timber required).	Sectional detail meets specified tolerance. Joints cut correctly with all dimensions correct within 2 mm (shoulder to shoulder). Minor errors requiring replacement timber made with a sound quality finish. (1 replacement timber required).	Sectional detail exceeds specified tolerance. Joints cut correctly with all dimensions correct within 1 mm (shoulder to shoulder). High quality results with no mistakes made, to an excellent quality finish. (no replacement timber required).		
Marks per band	**1-2**	**3-4**	**5-6**	**6**	
Use of hand and power tools	Selection of tools correct most of the time but with some errors. Correct handling skills some of the time, but incorrect techniques used affected the overall quality of the finished product. Limited attention given to tool maintenance.	Selection of tools correct, for most of the task requirements with correct handling skills shown most of the time. Attention given to tool maintenance and product was finished to standard.	Selection of tools correct with excellent handling skills. Tools were well maintained throughout the task, resulting in a high-quality product.		
Marks per band	**1-2**	**3-4**	**5-6**	**6**	
Use of machinery	Evidence of inspection of the machines prior to use, but instances of incorrect set up, which had to be re set before use. Adequate attention given to safety	Full inspection of the machines and accurate set before use, sound attention to the safe use of the machines with little hesitation.	Comprehensive inspection of the machines and thorough set before use, including inspecting for faults.		

	aids with some initial hesitation. Machines used safely. Machine profiling and jointing operation attempted but some inaccuracies needing considerable adjustment.	Machines used safely. Machine profiling and jointing operations carried out with only minor adjustments.	Accomplished and safe use of machines. High quality profiling and jointing operations produced with little need for dry fitting.		

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

Task 2
Assessor observation
- Use of hand and power tools
- Use of machinery
- Production of timber-based products

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

Assessment Theme: Assemble and fix components

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 dry fit, assemble and fix complex timber-based products and components to specification, including: Studwork • Correct selection and use of tools and equipment • Correct methods and assembly techniques • Joints with no gaps not exceeding 2 mm • Noggins fixed flush with face of studs within 1 mm • Studwork dimension as per drawing within 2 mm • Studwork plumb on both faces within 4 mm • Studs fixed to correct centres • Noggins installed to provide support to plasterboard above lining head • Door open fabricated to size and centrally within studwork • Plasterboard securely fixed to studwork • All studwork securely fixed Lining • Correct selection and use of tools and equipment • Correct methods and assembly techniques • Inside faces are cleaned up prior to assembly • Components checked against the setting out/rod/templates • Finished joints with gaps not exceeding 1 mm • Overall dimensions to be within 2 mm of rod, and parallel within 2 mm • Joints securely fixed without movement • Lining to be square and without twist within 2 mm • Lining transom level and jambs plumb within 2 mm • Lining positioned allowing for plasterboard and skim • Fixings driven below surface Demonstrate careful handling of components minimising damage on assembly and fixing of the finished item.				

Marks per band	1-3	4-6	7-9	9	18
Dry fit and adjust components	Adjustments completed but with some inaccuracies due to lapse in checking as dry fit progressed. Selection of tools correct most of the time but with some incorrect usage. Joints fitted as a stand-alone rather than a whole resulting in some inaccuracies in fit. Considerable adjustments required due to inaccuracies.	Adjustments completed correctly, checking as dry fit progresses, joints considered as a whole. Selection of tools correct with confident usage most of the time. Joints fit to the requirements of the brief. Some adjustments required due to some inaccuracies.	Adjustments completed correctly, thorough checks through the checks and consistently accurate adjustments. Selection of tools correct displaying a high level of dexterity. Joints fit accurately to the requirements of the brief. Minimal adjustments required.		

Marks per band	1-3	4-6	7-9	9	
Assemble/fix components	Preparation attempted before commencing assembly but with some lapses. Tools, fixings equipment have been laid out, but the marking out was incomplete. Some inaccuracies in assembly/fixings, not secured, with gaps in joints affecting the overall quality of finished product. Some joints have gaps greater than 1 mm joinery, 2 mm carpentry. Finished product has slight some damage due to lapses in protection.	Sound preparation before commencing assembly with marking out complete and most tools, equipment, and fixings to hand. Well assembled, secure, with some minor gaps. Assembly/fixing meets the specification requirements within standard tolerances and to a sound quality finish. Most joints without gaps exceeding 1mm joinery, 2mm carpentry. Finished product protected from damage.	Well prepared, everything to hand before assembly, components well organised. Minimal gaps in joints. Assembly/fixings meets the specification requirements. Well-fixed to correct size and tolerance. The quality of the finished project is exemplary. Joints tight, minor gaps not exceeding 1mm joinery, 2mm carpentry. Comprehensive protection of finished product from damage.		

Assemble/fix components	Preparation attempted before commencing assembly but with some lapses. Tools, fixings equipment have been laid out, but the marking out was incomplete. Some inaccuracies in assembly/fixings, not secured, with gaps in joints affecting the overall quality of finished product. Some joints have gaps greater than 1 mm joinery, 2 mm carpentry. Finished product has slight some damage due to lapses in protection.	Sound preparation before commencing assembly with marking out complete and most tools, equipment, and fixings to hand. Well assembled, secure, with some minor gaps. Assembly/fixing meets the specification requirements within standard tolerances and to a sound quality finish. Most joints without gaps exceeding 1mm joinery, 2mm carpentry. Finished product protected from damage.	Well prepared, everything to hand before assembly, components well organised. Minimal gaps in joints. Assembly/fixings meets the specification requirements. Well-fixed to correct size and tolerance. The quality of the finished project is exemplary. Joints tight, minor gaps not exceeding 1mm joinery, 2mm carpentry. Comprehensive protection of finished product from damage.		

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

Task 3
Assessor observation
- Use of tools and equipment
- Dry fit and adjustment of components
- Assemble and fix components

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

Assessment Theme: Installation of item

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 install complex timber-based structures and components, minimising damage, ensuring accuracy of installation and a quality of finish. Door • fitted with 3 mm clearance to top and sides and allow for 10 mm ground clearance • fitted with 3 hinges with appropriate spacings no gaps exceeding 1 mm • leading edge applied and arris removed • privacy ironmongery fitted without gaps • handles operate freely • engages with keep without excessive play • All components securely fixed with no damage to surrounding faces Maintain a clean and tidy workstation throughout the assessment process			
Marks per band	**1-4**	**5-8**	**9-12**	**12**
Installation of item	Protection of item and area attempted during installation but with lapses resulting in some damage. Fixings carried out with some care but damage to faces evident. Positioning of the item attempted several times	Area protected and item handled carefully with any protection removed with care ensuring it is not damaged. Fixings carried out with minimal damage to faces. Positioning of the item is correct with correct plumb, level and spacing.	Comprehensive care given to protect and clean area and protect the item from damage. Fixings carried out without damage to faces. Care shown to ensure the finished item is fitted to a high standard with correct plumb, level and spacing	

	before plumb level and spacing correct. Any ironmongery is fitted correctly but requires some adjustment.	Any ironmongery fitted is secure and fit for purpose.	Any ironmongery is fitted securely, screws not damaged and appropriate conventions followed.	

Guidance for markers

Evidence from Task 4 should be used to assess performance against this assessment theme.

Task 4

Assessor observation

- Use of tools and equipment
- Protection of installation items
- Fixing and positioning of item

Additional supporting evidence

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

Assessment Theme: Quality inspection

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 theme	Total marks per assessment theme
Indicative content	**Typical knowledge, understanding and skills:** Carry out a complete inspection/quality check on finished timber-based structures/products/installations on completion.				
Marks per band	**1-2**	**3-4**	**5-6**		**6**
Quality inspection	Inspection/quality checks attempted but with lapses and limited attention to the final installed work.	Inspection/quality checks completed with only minor lapses to the final installed work.	Inspection/quality checks are comprehensive with no lapses to the final installed work.		

Guidance for markers

Evidence from Task 4 should be used to assess performance against this assessment theme.

Task 4

Assessor observation

- Inspection of completed work

Links to Maths, English, and Digital Skills

Task	Skills
Task 1	
	EC1, EC2, EC3, EC5, EC6 MC1, MC2, MC3, MC4, MC8, MC9, MC10 DC1, DC2, DC5
Task 2	
	MC1, MC2, MC3, MC4, MC7, MC10
Task 3	
	MC1, MC2, MC7
Task 4	
	MC1, MC2, MC7

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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