

T Level Bricklaying Occupational Specialism

8711-305 Bricklaying Occupational Specialism Report (Summer 2024)

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Contents

- Foreword.....3**
- Introduction4**
- 8711-305 Bricklaying Occupational Specialism5**
- Best practice and guidance to providers on potential areas for improving
performance in assessment7**
- Support materials8
- Grade boundaries.....9**

Foreword

Summer 2024 Results

The occupational specialism qualification is made up of one component, which needs to be successfully achieved to attain the T Level Bricklaying 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 ([grading-arrangements-for-vtqsand-technical-qualifications-within-t-levels-in-the-academic-year-2023-to-2024](#)), 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 Onsite 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 strength and weakness demonstrated by the cohort of candidates who sat assessments in the summer 2024 assessment series.

The grade boundaries that were used to determine candidates' final summer 2024 results are also provided. **For summer 2024, as per Ofqual guidance, the approach to grading recognises that these are new qualifications.**

8711-305 Bricklaying Occupational Specialism

This was the second series for the Bricklaying occupational specialism, and overall, the cohort performed well.

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

The candidates had the opportunity with the drawing activity to express their own ideas, and this created a naturally differentiated task to stretch and challenge candidates' independent thinking and planning skills by creating designs with greater levels of complexity and accuracy. The higher-scoring candidates provided accurate scaled sketches, that were clearly annotated using the correct technical terms, and often used more complex designs. These showed better geometry and setting out skills. Lower-scoring candidates produced drawings that were not to scale, did not show proportion, were not always accurate and did not contain the correct hatchings and terminology.

The presentations were generally good, and, like the drawings, they provided candidates with a good opportunity to develop skills that are highly valued in the industry, for example when delivering a toolbox talk or when presenting to a client. Most candidates built their content using presentation software to produce slide decks and the practical observation forms (POs) were used well with appropriate narrative from the marking grids to provide evidence of their delivery.

The risk assessments gave the candidates a good opportunity to develop the practical skills required to assess risk and work to risk assessments in the workplace. Candidates were able to identify appropriate hazards and control measures and those who scored higher marks produced a comprehensive list of hazards with control measures and provided a risk rating using a numeric scoring system. Lower-scoring candidates produced risk assessments with gaps, and weak control measures that did not identify or address the associated risk and did not provide a risk rating.

For higher scoring candidates, the method statement, resource list and bill of quantities were comprehensive and detailed. They used correct technical terms and were set out in a logical order. Lower-scoring candidates missed some items, so a full list was not produced, eg missing hand tools.

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

Providers should continue to develop candidates' drawing skills, using scale and proportion, with neat annotation and using the appropriate technical terms. Risk assessments should identify what is at risk as well as who is at risk.

Task 2 – Construct complex masonry structures

This task required an understanding of setting out and provided a rigorous test of a good range of bricklaying skills. Candidates interpreted the assessment brief and drawings accurately to be able to construct the complex masonry structure, accurately setting out the work to ensure that they could maintain bond and plumb throughout the construction. In order to maintain Flemish bond in short lengths of radial brickwork, accurate setting out on each course was required, to ensure the size and alignment of perp joints. Candidates generally interpreted the drawing well; they were able to set out the lengths, the radius and the battered work accurately and this was a demonstration of candidates linking theory to practice. In the higher marked assessments, candidates consistently provided full and flush joints to their work, that were neatly pointed. Lower-scoring candidates lost bond and had perp joints of varying sizes that were not neatly jointed.

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

Centres should help candidates to develop their skills to ensure that cuts are sharp and accurate and produce neat 10mm perp joints. that are top hat and tailed.

Task 3 – Renovate and repair masonry structures

This task provided a test of both skills and knowledge that would be required in industry. One of the key aspects of this type of work is in knowing the Building Regulations and following manufacturers' guidance notes.

A good performance was shown across the cohort with all candidates completing this task successfully. The difference in marking was around the preparation for the task and the quality of the finished product. Lower scoring candidates smudged the faces of the blockwork, and the repointing wasn't quite as tidy.

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

In future series, assessors should ensure that the commentary on the PO form covers things like the candidate's use of proprietary materials.

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, and past series 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.

When building solid walls, candidates are encouraged to build with solid joints as work proceeds and not rely on mortar falling into these gaps as work on subsequent courses commences.

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.

Where photographic evidence is requested e.g. for plumbing and levelling, ensure that the bubble is seen and that you can see what the level is touching at either end, with any gaps clearly visible. Likewise, the gauge photo will need to show the actual measurement and that the tape is touching the floor at the other end. Ideally, gauge would be measured showing consistent four courses to 300 mm.

Photographs do not need to be great in number but do need to show everything a moderator would require to perform the remote moderation work. Photos need to be of sufficient resolution to enable “zooming in” to determine quality.

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.

It is recommended that candidates are provided with new and appropriately sized dry facing bricks of a quality that are good enough to produce work of a standard that would be required in the workplace. Where appropriate and specified candidates should have sufficient good quality contrasting bricks to be able to demonstrate high level skills when completing decorative panels and feature brickwork.

Support materials

Sample and Past Occupational Specialism (OS) Assessments:

It is recommended that Providers utilise and deliver the **sample OS** as well as **past OS** (if available) as formative assessment to support candidates in preparation for summative assessment.

Sample and past OS (if available): [T level Technical Qualification in Onsite Construction \(8711\)](#)

Guide Standard Exemplification Material (GSEM) Assessments:

It is also recommended that Providers utilise the **GSEMs** to help understand the standard required to achieve a Distinction and Pass grade.

8711-305 OS Distinction GSEM: [Onsite Bricklaying GSEM distinction](#)

8711-305 OS Pass GSEM: [Onsite Bricklaying GSEM threshold competence](#)

Grade Standard Exemplification Material (Grade SEM) Assessments:

It is also recommended that Providers utilise the **Grade SEMs** to help understand the standard that was required in the summer 2023 assessment series to achieve a Distinction grade. Note, there is no evidence at a Pass grade available from the summer 2023 series.

8711-305 OS Distinction Grade SEM: [Bricklaying OS - Summer 2023 Distinction Grade SEM](#)

TQ Occupational Specialism Assessment Process Guide:

The guide gives support to Providers in preparing for and delivering T Level Occupational Specialism assessments.

Link: [TQ Occupational Specialism Assessment process guide \(cityandguilds.com\)](#)

Events and Webinars:

City & Guilds run free webinars and events throughout the year on preparing for and delivering the T Level Occupational Specialisms. The below link provides details on upcoming in person events, live webinars, on-demand webinars and preparation for the occupational specialism assessment.

Link: [Events and webinars - T Levels | City & Guilds \(cityandguilds.com\)](#)

Grade boundaries

The table below shows the grade mark ranges for the Occupational Specialism **for the summer 2024 series**.

Grade	Mark range 0 - 90
Distinction	68 - 90
Merit	55 - 67
Pass	43 - 54
Unclassified (U)	0 - 42

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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