

T Level Carpentry and Joinery Occupational Specialism

8711-306 Carpentry and Joinery Occupational Specialism Report

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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 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 ([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.**

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This was the second year this assessment was sat by candidates. 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 that exceeded industry standards.

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

This task involved planning and setting out for the staircase and the studwork/landing, before presenting this to the client (assessor). A mixed performance was demonstrated. Some candidates seemed to be tutor led rather than applying their own knowledge and understanding, following the trend from last year. For instance, some candidates at a provider used the same, incorrect method to set out the stair with irregular newel placement. Other candidates from different providers performed well on this task and were applying their own knowledge and understanding when completing this task.

There was very limited evidence submitted by providers of the presentation of the rod details.

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

Carpentry and joinery covers a wide variety of tasks. 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, and it would be expected that each candidate would use slightly different methods of setting out. Centres should ensure methods used to set out complex joinery, such as a staircase, is included in training as this will attract higher marks. For example, determining the rise and going using a template from the top edge of the string would attract a higher mark than using a less accurate method.

Task 2 – Produce complex timber-based products

Overall, there was a mixed performance for this task. The stair was set out in a variety of ways; it was evident that some candidates did not know the basic setting out principles required for treads and risers or the correct positioning of the newels. The carpentry aspect of the assessment showed better knowledge, however some candidates omitted details such as missing perimeter noggins. Some very neat trenching of the strings resulted in a tidy finish for the stairs later in the assessment.

The specification for the staircase required whitewood strings; most centres used redwood which is acceptable if laminated. Solid redwood tends to cup across its width and this effect was seen with some work.

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 organisation. Candidates should be taught various methods of setting out staircase components, allowing them to select the best method for themselves.

Task 3 – Assemble and finish complex timber-based products

Performance of assembling the staircase 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 joinery afterwards. Some candidates did not produce satisfactory wedges which were either too short or the incorrect pitch not matching the housing. Some candidates were unaware of how wedges are driven, using a mallet instead of a hammer. Dowels were used in many cases, with varying degrees of success. Some strings exhibited multiple housings, and/or were not paired. The higher scoring candidates produced some very nicely made staircases with tight joints.

Performance of assembling the studwork and landing floor was satisfactory, with many candidates using acceptable methods to complete this task. Lower ability candidates didn't use perimeter noggins or add noggins between studs, so didn't display their understanding of the construction techniques for studwork and floors. Higher scoring candidates constructed the landings to a high standard.

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

Some errors noted were due to incorrect setting out (see actions for Task 1). Mistakes made early in the task follow through and only show themselves during assembly. Training on general good practice such as correct joinery assembly procedures (use of level bearers, protection and correct tool use) will improve the finish of whatever the joinery article may be.

Task 4 – Install complex timber-based products and components

Staircases were generally fitted to the landing satisfactorily. Some were of the wrong hand, and potentially down to misinterpretation of figure 1 in the assignment brief. Most candidates completed the handrail, including spindles and were able to determine the correct centres to comply with the building regulations. Spindles were generally well spaced as per building regulations. Nosings were generally suitably fixed to the trimmer, some exhibited large gaps between edge of nosing and flooring.

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

To ensure candidates are taught the correct methods of installing second fix. Some of the problems were due to incorrect setting out of the strings as per actions given in task 1. Allow candidates reasonable extra time as per qualification requirements, for example, setting and queuing times for machines.

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 the 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 techniques as they themselves deem fit. Marks are awarded for knowledge and understanding, for instance, using correct methods of setting out stair components will attract a better mark than less accurate methods.

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 and is very useful to moderators to determine accuracy of finished joints.

Photographs should be collated into one document, and well labelled, and with commentary if possible, and not uploaded individually. Many unlabelled documents on the moderation portal makes remote moderation difficult.

Videos will need to show specific important points of the assessment as per qualification requirements. Videos do not have to be of prolonged length; however it is important that these are of sufficient quality.

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.

8711-306 OS Distinction GSEM: [Onsite Carpentry and Joinery GSEM distinction](#)

8711-306 OS Pass GSEM: [Onsite Carpentry and Joinery 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 and Pass grade.

8711-306 OS Distinction Grade SEM: [Carpentry and Joinery OS - Summer 2023 Distinction Grade SEM](#)

8711-306 OS Pass Grade SEM: [Carpentry and Joinery OS - Summer 2023 Pass 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:

Monday - Friday | 08:30 - 17:00 GMT

T: 0300 303 53 52

E: technicals.quality@cityandguilds.com

W: <http://www.cityandguilds.com/tlevels>

Web chat available [here](#).

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