

T Level Painting and Decorating Occupational Specialism

8711-307 Painting and Decorating Occupational Specialism Report

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Contents

Foreword.....3

Introduction4

8711-307 Painting and Decorating Occupational Specialism5

**Best practice and guidance to providers on potential areas for improving
performance in assessment8**

 Support materials9

Grade boundaries.....10

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 Painting and Decorating 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.**

8711-307 Painting and Decorating Occupational Specialism

This was the first sitting of the Painting & Decorating occupational specialism and overall the cohort performed very well.

Task 1 – Plan and present for the application of surface coatings and wallcoverings:

Most candidates delivered commendable presentations utilising presentation slide decks and video to effectively convey their planning and material selections. Their presentations were well-structured and clear, showcasing their ability to communicate complex ideas succinctly and professionally.

Use of presentation software and video

Candidates skilfully used presentation software to organise their content, incorporating visually appealing slides that highlighted key aspects of their projects. They included detailed diagrams, and images to illustrate their design choices and the steps involved in the redecoration process. The integration of video allowed candidates to demonstrate techniques and processes in real-time, providing a dynamic and engaging element to their presentations. This multimedia approach helped to convey their ideas more vividly and allowed the audience to grasp the practical aspects of their work.

Clarity and structure

The clarity of the presentations was a standout feature. Candidates ensured that their slides were not cluttered, using bullet points, concise text, and high-quality visuals to enhance understanding. They structured their presentations logically, beginning with an overview of their project goals and progressing through the planning stages, material selection, and implementation steps. This clear organisation would have helped to keep the audience engaged and made the content accessible, even to those without a background in decoration.

Overcoming presentation anxiety

A notable achievement was how candidates overcame their fears of presenting to an audience. Many demonstrated significant growth in their public speaking skills, showing confidence and composure. They employed various techniques to manage anxiety, such as practicing extensively, using cue cards, and engaging with the audience through eye contact and questions. This not only helped them deliver their content more effectively but also showcased their professionalism and ability to handle real-world client interactions.

Demonstration of planning and material selection

Additionally, all candidates were required to produce various planning documents, including a risk assessment, method statement, materials and resources list, and a mood board featuring the colours and fabrics to be used in the assessment tasks.

In their presentations, candidates detailed their planning documentation and the processes and the rationale behind their material selections. They explained how they chose specific colours from the BS4800 range, the types of finishes, and the selection of wall coverings, justifying each choice based on factors such as durability, aesthetics, and suitability for the

staircase area. This level of detail demonstrated their comprehensive understanding of the project requirements and their ability to make informed decisions.

Summary

Overall, the presentations reflected the candidates' dedication and preparation, showcasing their ability to convey technical information effectively and engage with their audience. Their use of presentation slide decks and video, combined with clear and structured content, highlighted their planning and material selection processes. Overcoming presentation anxiety was a significant accomplishment, underscoring their growth and readiness for professional challenges in the field of decoration.

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

Centres must ensure that delivery staff and assessors review the T Level assignment before beginning the assessment process. It is essential to verify that all candidates present their presentations at the correct time, as specified in the assignment brief. Some centres did not adhere to the scheduled presentation times, highlighting the importance of clear communication and adherence to the assignment guidelines.

Task 2 – Apply specialist surface coatings and wallcoverings

The overall submission of practical skills was commendable, with previously taught practical knowledge clearly evident. Candidates showcased their decorative effect skills with notable attention to detail. Although there were some inconsistencies, the majority of the work appeared to be of good quality.

Decorative effect skills

The observed decorative effect skills reflected a solid understanding of techniques and a keen eye for detail. While there were minor variations in consistency, the overall execution demonstrated a good grasp of the methods taught during the course. Candidates were able to apply these skills effectively, contributing to a polished final appearance.

Wallpapering skills

Candidates excelled particularly in wallpapering. Their skills in joining and trimming wallpaper were impressive, reflecting good practices and a professional approach. The majority of the wallpapering tasks were executed with precision, resulting in clean and seamless finishes that aligned well with the assessment brief.

Colour and material selection

The selection of colours and materials by the candidates was well thought out and harmonised effectively with the assessment brief. These choices contributed to a cohesive and aesthetically pleasing overall appearance. Candidates demonstrated a clear understanding of how to select and apply materials to achieve the desired decorative effects.

Papered Ceilings

The quality of the papered ceilings was generally good, with most pieces reflecting a high standard of work. However, a few minor defects were noted in some submissions. These defects did not significantly detract from the overall quality but highlighted areas for potential improvement.

General Brushwork

The general brushwork was of good quality, though there were instances of inconsistency in finish and quality. Most candidates demonstrated competent brush skills, but some variations were evident. Ensuring uniformity in brushwork will be an area to focus on for future improvement.

Summary

In summary, the practical skills submissions were strong, with previous training clearly influencing the quality of work. Candidates displayed commendable decorative effect skills, excellent wallpapering practices, and thoughtful colour and material selections. While there were minor defects in some papered ceilings and occasional inconsistencies in brushwork, the overall standard was high, reflecting well on the training and preparation received. Continued emphasis on consistency and attention to detail will further enhance the quality of future submissions.

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

Brushwork and general painting skills

It is crucial for centres to provide opportunities for candidates to hone their brushwork and general painting skills. Regular practice sessions should be scheduled, allowing candidates to build confidence and proficiency in these fundamental areas. This consistent practice will help candidates achieve a uniform and high-quality finish in their work.

Mastery of decorative effects

Centres must also dedicate time for candidates to practice various decorative effects until these techniques become second nature. This includes not only basic effects but also more advanced techniques that may be required for specific projects. By incorporating regular practice sessions into the curriculum, candidates will be able to experiment with and perfect a range of decorative effects, ensuring they are well-prepared for any decorative challenges they may encounter.

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

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

It is crucial for centres to ensure that high-quality tools and materials are available and sourced well in advance. Using poor quality tools and materials could disadvantage candidates, leading to substandard presentations.

Providers must address working at height by ensuring all candidates are fully trained and confident before using any equipment. Providers must inspect and source the appropriate equipment suitable for the assessment tasks. Damaged or incorrect equipment could lead to accidents, such as candidates falling from heights.

Appropriate PPE should always be worn. Assessors must ensure that candidates work safely and are not exposed to harm or health risks from the materials used in the assessment.

Photographs should be sufficient to enable a moderator to perform remote moderation in line with the assessment brief. Photos need to be of high enough resolution to allow for zooming in to determine quality, but do not need to be excessive in number.

Photographs should be collated into a single, well-labelled document with commentary, if possible, rather than uploaded individually. Multiple unlabelled documents in the moderation portal make remote moderation difficult.

Videos must highlight specific important points of the assessment as per qualification requirements. While they do not need to be lengthy, it is important that these videos are of sufficient quality.

Candidates and assessors must ensure that assessment briefs are thoroughly read and fully understood before beginning the assessment process. This will help avoid any confusion regarding the sequence of tasks, whether they are practical or written.

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.

8711-307 OS Distinction GSEM: [Onsite Painting and Decorating GSEM distinction](#)

8711-307 OS Pass GSEM: [Onsite Painting and Decorating GSEM threshold competence](#)

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	67 - 90
Merit	54 - 66
Pass	42 - 53
Unclassified (U)	0 - 41

Get in touch

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

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

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Web chat available [here](#).

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