

# **T Level Plastering Occupational Specialism**

## **8711-308 Plastering Occupational Specialism Report (Summer 2024)**

Version and date	Change detail	Section	Question
V1-0 August 2024			

# Contents

- Foreword.....3**
- Introduction .....4**
- 8711-308 Plastering Occupational Specialism .....5**
- Best practice and guidance to providers on potential areas for improving  
performance in assessment .....7**
  - Support materials .....8
- 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 Plastering 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 strengths 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.**

## 8711-308 Plastering Occupational Specialism

This was the first sitting of the Plastering Occupational Specialism. The general performance of the cohort was very good across the Assessment Themes. All tasks had been completed and candidates performed well with their practical activities, demonstrating their ability to prepare, apply and complete a range of plastering and rendering work using their skills and techniques.

Candidates had also completed the planning tasks to support their practical work and presented a clients' brief, outlining advantages and disadvantages of modern and traditional renders.

### **Task 1 – Prepare and plan backgrounds for installation**

Candidates completed a resource list, identifying the tools and equipment needed to complete their practical tasks. This was supported with a method statement outlining the different activities needed to complete the tasks, and a risk assessment. The risk assessment was basic in some areas and could have better aligned to each task and contain more detail, such as the correct risk rating and severity.

The drawing produced for the cornice moulding was completed on graph paper which included transferring dimensions and using geometry skills to produce a profile that contained a range of different moulding members. Candidates had drawn each of the moulding members to scale however for most, the finished drawing contained basic information and could have been neater in its presentation.

Some of the presentations were completed and presented using slide decks. Overall, the candidates work was well presented and orchestrated, and the information was of very good quality and detail.

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

Candidates' presentations should be recorded to evaluate and support the remote moderation process. The drawings could have been sharper in detail and should contain minimum details such as a title, candidate details, scale and date. The risk assessments need to be aligned to each activity within the practical workshop and assignment tasks with realistic risk and severity ratings.

### **Task 2 – Plaster and render installations**

Candidates were able to demonstrate their skills and ability to produce internal and external surface finishes. Candidates had set out for dry lining a pier return, this was installed by direct bond and finished with gypsum plaster up to vertical beads which had been fixed to the external corners. Most candidates demonstrated good quality of finish.

For the internal solid task, standard angle beads were fixed to a window opening and then applied with a lightweight backing plaster and finish. The overall standard was consistent across the cohort and the higher scoring candidates demonstrated a very good standard for this task.

For the rendering task, candidates were required to fix stop and bell beads, apply a scratch coat and form three different render finishes which were separated using a band feature and beads. The candidates were able to showcase their skills for producing modern and traditional render including a feature perimeter banding. Marks were also awarded for setting out dimensions from a drawing and transferring information accurately. Candidates demonstrated good skills for setting out and fixing stop beads, level and plumb to form the perimeter bands and a bell bead to divide the two textured render surfaces. The scrape render finish and banding feature was completed to a good standard overall, however candidates seemed to struggle on the dry dash render finish, particularly on the bell cast area, which looked uneven, with misses in the dry dash surface when working up to the perimeter band feature.

For the moulding task, very good techniques were demonstrated to cast a moulding from a reverse, however the installation and stopping in was below the expected standard for most of the cohort.

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

For future series markers should support the candidates to further develop their skills when setting out and plan subsequent tasks to reduce standing times during drying plaster and render setting time.

Candidates need to further their skills with the installation of moulding work and setting out of the dry lining to ensure marks can be awarded for the high band of the CRF recording document.

Markers showed a good understanding of the marking process and provided a detailed account and evaluation of the candidate's performance. Current recording information should be used to prepare standardisation training for future synoptic assignments and the awarding of realistic marks.

**Task 3 - Repair to plaster surfaces**

Candidates were able to evaluate a background that needed repair and select materials and resources to make good a ceiling surface. Candidates used a variety of approaches to complete the work and the task was completed to a good quality. However, candidates should complete this task alongside their main task to make good use of time and to avoid waiting for plaster to set or use fast setting plasters.

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

Providers should try and plan tasks to run alongside each other to avoid standing and drying times of plaster.

## **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 prepare candidates for future assessments, especially in areas that are specialised such as casting and fixing moulding work, stopping in and preparing backgrounds and applying a range of different render finishes.

Risk assessments should align accurately against each practical assessment activity and clearly detail the severity and risk.

The presentations need to be recorded to authenticate and validate the candidates' responses to ensure it matches the moderation observation notes completed by the provider marker.

When completing individual PO recording documents, justifications for candidate performance should be supported with photographic evidence. This should contain the candidate's registration details to ensure the work is authenticated and valid when awarding marks on the CRF recording document. Providers delivering practical activities should refer to the centre assessment handbook for delivering occupational specialisms to ensure the correct photographs are captured.

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

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

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 analyse the quality of work performed by the candidate for remote moderation. Photos need to be of sufficient resolution to enable "zooming in" to determine quality. Although the candidates do not need to be in the photographs, they must be labelled with the task number, candidate enrolment number and name in the file name to ensure they can be authenticated during moderation.

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.

The moderators supporting notes must focus on the candidate's performance with detail and should reflect the quality of work in the photographic evidence.



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.

8711-308 OS Distinction GSEM: [Onsite Plastering GSEM distinction](#)

8711-308 OS Pass GSEM: [Onsite Plastering 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.**

<b>Grade</b>	<b>Mark range</b> <b>0 -90</b>
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:

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

T: 0300 303 53 52

E: [technicals.quality@cityandguilds.com](mailto:technicals.quality@cityandguilds.com)

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

Web chat available [here](#).

The T Level is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2024. 'T-LEVELS' is a registered trademark of the Department for Education. 'T Level' is a registered trademark of the Institute for Apprenticeships and Technical Education. 'Institute for Apprenticeships & Technical Education' and logo are registered trademarks of the Institute for Apprenticeships and Technical Education.

We make every effort to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement, and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

City & Guilds is a trademark of the City & Guilds of London Institute, a charity established to promote education and training registered in England & Wales (312832) and Scotland (SC039576). City and Guilds Group Giltspur House, 5-6 Giltspur Street London EC1A 9DE