T Level: Onsite Construction Occupational Specialism: Bricklaying

<table>
<tr><td>Role Title</td><td>Working Pattern</td><td>To be agreed between the provider and employer</td></tr>
<tr><td>Bricklaying trainee</td><td>Duration</td><td>315 hours</td></tr>
<tr><td colspan="3">Objective(s)</td></tr>
<tr><td colspan="3">To support the bricklaying team by contributing to the renovation of masonry structures in order to meet challenging time and quality standards</td></tr>
<tr><td colspan="3">Typical Activities</td></tr>
<tr><td colspan="3">1. Work within a team to prepare for renovation of masonry structures (at least once a week) by
o Identifying information requirements from different sources
o Gathering and interpreting information and data
o Producing risk assessments and method statements
o Calculating resource requirements
o Measuring environments
o Briefing team members on planned activities
2. Work within a team to set out brickwork for construction (at least once a week) by
o Inspecting masonry for damage and defects
o Measuring and marking out materials
3. Work within a team to renovate masonry structures (at least once a week)
o Erecting blockwork/brickwork
o Applying masonry within existing structures
o Mixing mortar
o Blending masonry to existing fabric
o Inserting supports to maintain structural integrity</td></tr>
<tr><td colspan="2">Learning goals</td><td>TQ Reference</td></tr>
<tr><td colspan="2">On the placement the student will need to further develop and hone through activity 1:

Employability skills
• Working with others with different skills, expertise, and experience to accomplish a task or goal e.g. briefing others
• Planning: identifying discrete steps, estimating time and resources, prioritising, sequencing activities
• Analysing: identifying common features, classifying, ordering</td><td>[Insert corresponding reference from the TQ content]</td></tr>
</table>

• Investigating: identifying sources, developing search queries/questions, interrogating data • Applying a logical approach to identifying issues and propose solutions • Assessing a situation for potential adverse effects • Conveying information to an audience to secure understanding **Technical skills and understanding** • Measuring environments • Understanding of how scientific concepts are applied to brickwork e.g. the relationship between masonry and different types of construction frames • Understanding of building technology e.g. integral building components • Understanding of how geometry is used in brickwork On the placement the student will need to further develop and hone through activity 2: **Employability skills** • Working with others with different skills, expertise, and experience to accomplish a task or goal e.g. briefing others • Assessing a situation for potential adverse effects • Physical dexterity: precise and controlled movement, coordination, delicacy **Technical skills and understanding** • Inspecting masonry for damage and defects • Measuring and marking out requirements • Understanding of how scientific concepts are applied to brickwork e.g. the relationship between masonry and different types of construction frames On the placement the student will need to further develop and hone through activity 3: **Employability skills** • Working with others with different skills, expertise, and experience to accomplish a task or goal e.g. briefing others • Assessing a situation for potential adverse effects • Critical thinking: questioning, evaluating pros and cons, using logic reasoned argument, synthesising and concluding • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Physical dexterity: precise and controlled movement, coordination, delicacy	

Technical skills and understanding • Shaping masonry products • Mixing mortar to application requirements • Removing damaged brickwork • Blending masonry products into existing building fabric • Erecting blockwork/brickwork • Understanding of how scientific concepts are applied to brickwork e.g. the relationship between masonry and different types of construction frames • Understanding of building technology e.g. integral building components	

Minimum starting requirements

- Attendance at employer induction day to cover organisational policies, procedures, work practices, health and safety requirement including PPE
- Site induction
- Achievement of a health and safety test to enable the employer to obtain the necessary permits for the student to access the site e.g. visitors card, trainee card

Suggested prior learning

- Knowledge of building technology
- Knowledge of health and safety risks and associated controls
- Experience in renovating and refurbishing masonry structures in controlled environments such as in a college or training centre
- Knowledge of mathematical techniques related to area, length, and geometry
- Knowledge of scientific concepts and principles e.g. effects of the external environment including trees and drainage on masonry products.
- Knowledge of the range of tools, equipment and materials that can be used for renovating brickwork
- Typical workplace behaviours needed for role, including:
    - Punctuality
    - Prioritisation of quality
    - Awareness of own ability and need to improve overall quality and performance
    - Respect for others
    - Politeness
    - Appreciation of others in the team, the expertise they have developed and guidance and support they can offer
    - A focus on task at hand and avoidance of distractions such as social media
    - A safety-first attitude
    - Respect for the environment they are working with which may be someone's home
    - Respect for other trades and visitors to the workplace

T Level: Onsite Construction

Occupational Specialism: Carpentry and Joinery

Role Title	**Working Pattern**	To be agreed between the provider and employer
Joinery trainee	**Duration**	315 hours
Objective(s)		
To support the joinery team by contributing to the production of complex timber-based components in order to meet challenging time and quality standards		
Typical Activities		
1. Work within a team to prepare for the production of complex timber-based components (at least one day per week) by o Interpreting drawings, specifications, and schedules o Producing drawings and sketches o Carrying out calculations o Marking out measurements onto timber-based products o Estimating requirements 2. Work within a team to produce complex timber-based components (at least one day per week) by o Using woodworking machinery and equipment o Creating templates and work holding jigs o Producing test pieces o Producing complex shapes o Preparing components for assembly		
Learning goals		**TQ Reference**
On the placement the student will need to further develop and hone through activity 1: **Employability skills** • Working with others with different skills, expertise, and experience to accomplish a task or goal e.g. briefing others • Assessing a situation for potential adverse effects • Planning: identifying discrete steps, estimating time and resources, prioritising, sequencing activity **Technical skills and understanding** • Interpreting information and data in different formats e.g. drawings, method statements		*[Insert corresponding reference from the TQ content]*

• Measuring and marking out environments and materials e.g. length, area, angles, shapes • Carrying out geometrical calculations relating to complex 3D shapes • Producing drawings and sketches • Understanding of the costs associated with activities and how to minimise waste On the placement the student will need to further develop and hone through activity 2: **Employability skills** • Working with others with different skills, expertise, and experience to accomplish a task or goal e.g. briefing others • Assessing a situation for potential adverse effects • Applying a logical approach to identifying issues and propose solutions • Critical thinking: questioning, evaluating pros and cons, using logic reasoned argument, synthesising and concluding • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force **Technical skills and understanding** • Interpreting information and data in different formats e.g. drawings, method statements • Operating equipment e.g. set them up, adjust them, feed materials safely and efficiently • Carrying out geometrical calculations relating to complex 3D shapes • Producing complex shapes from timber-based products • Understanding of wood science and how the understanding is applied when producing complex timber-based components e.g. how defects arise and their implications to the production process • Understanding of the costs associated with activities and how to minimise waste	
Minimum starting requirements	
• Attendance at employer induction day to cover organisational policies, procedures, work practices, work environment, health and safety requirement including PPE • Training on the use of specific equipment if no prior knowledge or experience	

Suggested prior learning

- Experience of using a range of tools and equipment
- Experience of working with a range of timber-based products to produce timber-based components
- Experience of measuring and marking out timber-based products
- Experience of producing complex shapes from timber-based products in controlled environments such as a college or training centre
- Skills needed to interpret drawings and other sources of information
- Knowledge of typical hazards associated with working with timber-based products and associated tools and equipment
- Knowledge of mathematical techniques related to geometrical shapes
- Typical workplace behaviours needed for role, including:
    - Punctuality
    - Prioritisation of quality
    - Awareness of own ability and need to improve overall quality and performance
    - Respect for others
    - Politeness
    - Appreciation of others in the team, the expertise they have developed and guidance and support they can offer
    - A focus on task at hand and avoidance of distractions such as social media
    - A safety-first attitude