

# T Level Technical Qualification in Onsite Construction

## Painting and Decorating (8711-37) (307)

### Assessor Pack

**Practical Assignment - Sample**

Version and date	Change detail	Section
1.1 Jan 2021	Minor amendment to Band descriptors	Marking Grid (Health and Safety)
1.1 Jan 2021	Removal of “use of tools “in what must be produced for marking	Task specific guidance – Additional evidence of candidate performance that must be captured for marking: Assessor Observation  Task 2: A (i) Pg,12, A (ii) Pg.13, B Pg,14, C Pg.14, D Pg.15, E Pg.15
1.1 Feb 2021	Small addition to detail minor hazards In the health and safety Indicative content section	Marking Grid (Health and Safety) Indicative content section

SAMPLE

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## Assessment

The assessment for this component consists of a practical assignment that includes a project brief and then a number of tasks for the candidate to complete. The tasks set produce assessment themes that cover a range of knowledge and skills from the performance outcomes in the qualification specification. They are designed to allow judgement of the candidate to be made across different categories of performance.

The assessment for this component has been allocated a set number of marks against each task based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

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## Performance outcomes

The weightings for each performance outcome will remain the same for every version of the practical assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Performance outcome	Typical Knowledge and skills	Weighting
<b>Prepare for the application of surface coatings and wall-coverings</b>	Displays knowledge and practical skills to identify information requirements from a brief. This information is used to calculate length and areas, produce scaled drawings, and designs ready for the application of complex wallcovering and surface coatings. Develop material lists, risk assessments and method statement, demonstrating correct sequencing of tasks and prepares tools and equipment for use. Demonstrates the skill to extract brief requirements and communicate plans to stakeholders effectively.	30%
<b>Apply specialist surface coatings in complex environments</b>	Demonstrates the knowledge and skills to inspect, set up, and use hand and power tools, access equipment and safety aids; measuring and working accurately to tolerances; working safely according to risk assessment and method statement. Prepare surfaces and materials, application of coatings by brush, roller, and spray, producing decorative effects, protection of work/surrounding area, storage and cleaning of tools and equipment. Materials and techniques are used appropriately, correct sequence of operations carried out with consideration for the quality of the finish. Safe working practices demonstrated.	37%
<b>Apply specialist wallcoverings in complex environments</b>	Demonstrates the knowledge and skills to inspect, set up, and use hand and power tools, access equipment and safety aids; measuring and working accurately to tolerances; working safely according to risk assessment and method statement. Prepare surfaces and materials, application of a range of wallcoverings to a variety of surfaces, protection of work/surrounding area, storage and cleaning of tools and equipment. Materials and techniques are used appropriately, correct sequence of operations carried out with consideration for the quality of the finish. Safe working practices demonstrated.	33%

## Grade descriptors

**To achieve a pass (threshold competence), a candidate will be able to:**

Demonstrate an acceptable performance that meets the requirement of the brief, demonstrates the adequate technical skills in preparing a variety of surfaces, application techniques for paints and wallcoverings, and is able to enter the industry to begin to work in the occupational area.

They will be able to interpret information, demonstrate planning skills, assess risk, and follow safe working methods when applying practical skills to an acceptable standard as recognised by industry.

Demonstrate basic knowledge and understanding of the principles and processes required for Painting and Decorating.

They will work safely showing understanding in the selection and use of tools and equipment, be able to design and present a decorative scheme which is adequate for the brief and demonstrate a basic awareness of straightforward preparation and application processes.

Attempt some complex tasks and the level of performance meets an acceptable level.

Identify routine causes of painting and decorating faults and have some knowledge and skill in how to rectify them.

Communicate with stakeholders building sound working relationships to support the planning and execution of a brief.

Mostly use industrial terminology accurately in both written and verbal contexts.

**To achieve a distinction a candidate will be able to:**

Demonstrate an exemplary performance that fully meets the requirement of the brief, demonstrating exemplary technical skills in preparing a variety of surfaces, application techniques for paints and wallcoverings, and is able to enter the industry to begin to work in the occupational area.

They will demonstrate relevant and comprehensive knowledge and understanding of Painting and Decorating principles and processes through the tasks completed.

They will work safely and make informed and appropriate use of tools, materials, and equipment. design and present a decorative scheme showing a true representation of the brief they are provided.

Competently and independently, they will take measurements, interpret information, make calculations, demonstrate excellent planning skills, assess risk, and follow safe working methods when applying the technical skills to practical tasks and procedures.

Carry out tasks to an exemplary standard as recognised by industry, producing an excellent quality of work that meets acceptable tolerances, regulations, and standards.

Solution focussed, demonstrates a high level of understanding and skill when completing complex tasks and identifying and rectifying faults in painting and decorating tasks. Communicate with stakeholders building excellent working relationships to support the planning and execution of a brief.

Consistently use industry terminology appropriately in both written and verbal contexts.

## Assignment brief

You are employed by Paint mania Ltd, a local Painting and Decorating company. Your supervisor has assigned you to a customer brief that requires the re-decoration of their living room.

The customer has advised they require the following areas to be redecorated:

- **Fireplace**
  - The fireplace wall, including returns and recessed walls are to be prepared with a foundation paper and hung with drop patterned wallpaper that can be wiped clean
  - The fireplace back panel is to be prepared and then decorated in a replica “Vert de Mer” marble finish and with suitable protection applied
- **Walls**
  - The two adjoining walls to the fireplace need to be prepared and painted with coatings that can be wiped clean. The client has requested one wall is painted with a matt finish and with the other with an eggshell finish for comparison before their final selection.
- **Woodwork**
  - The 4-panel door needs to be prepared and paint finished with a hard-wearing paint
  - All woodwork, including the fireplace surround, is to be paint finished with a hard-wearing paint
- **Radiator**
  - The radiator needs to be prepared and then spray finished
- **Ceiling**
  - The ceiling which must be prepared and hung with a wallpaper that will hide some of the uneven surface and finished with paint.

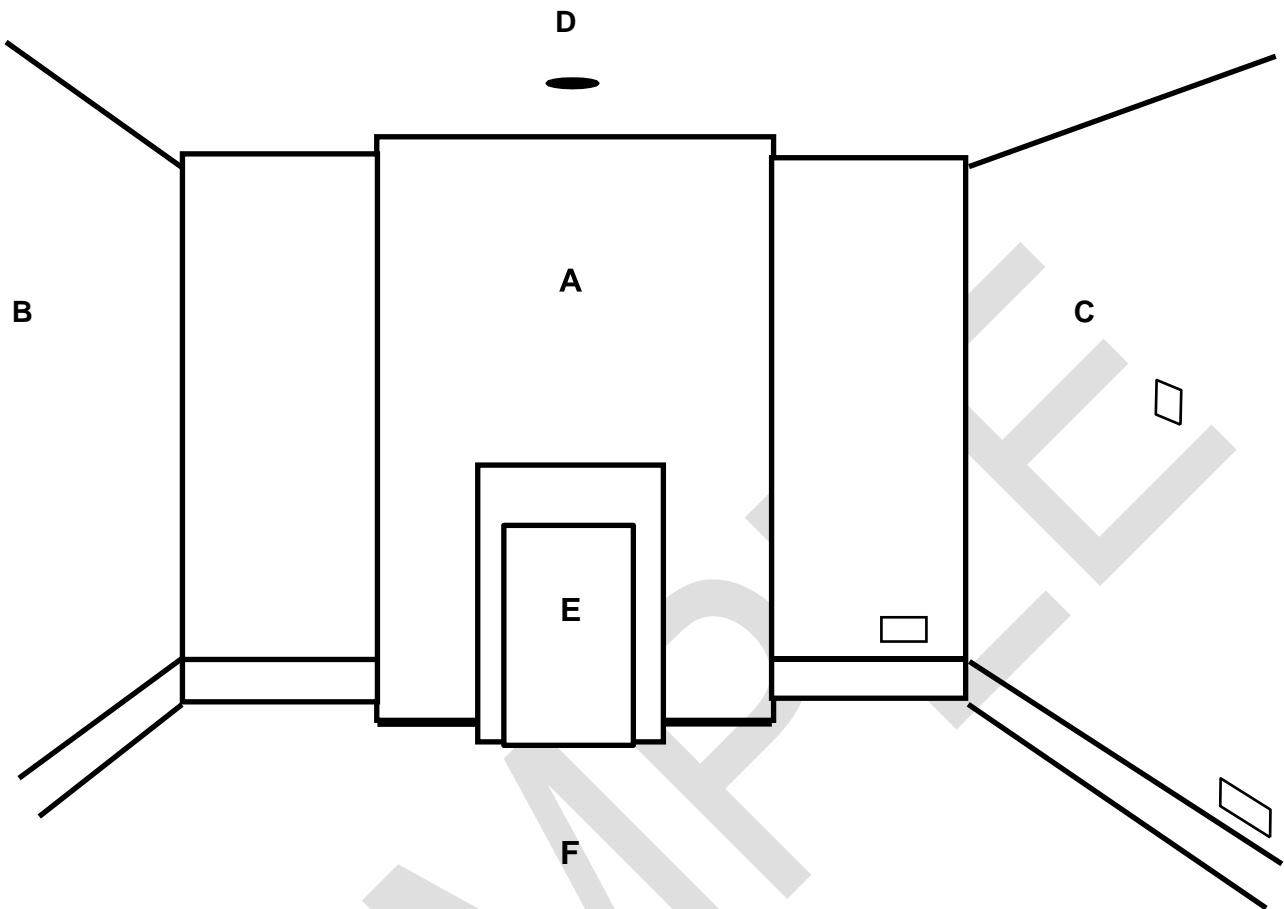
They have asked you to design a colour scheme that will blend well with the “Vert de Mer” marble finish of the fireplace back panel. They have also stated that they are concerned about the strong odour produced by paints and have asked you make suggestions and utilise paints that reduce this where possible.

Your selection of materials and colours will be based upon what is made available by your company and you will have variety of colours available in a range of hardwearing paints and various types of wallpaper.

You must sequence the work accordingly. The assignment brief is in no particular order.

Figures for the assignment brief requirements:

Figure 1. Layout of the Living room



- A. Fireplace Wall
- B. Adjoining Wall
- C. Adjoining Wall
- D. Ceiling
- E. Fireplace back panel
- F. Carpet Flooring

Room dimensions: 2.4m wide fireplace wall (wall A) x 2m side walls (walls B and C) x 2.3m high.

The woodwork, including the fire surround has not been highlighted in Figure 1, but includes the fire surround and all skirting boards. The 4-panel door and radiator has not been illustrated in Figure 1: work carried out to these items may be done remotely/separately from room.

This assignment has a time allocation of 27 hours.



# Tasks

Please read **ALL** information carefully before the assessment.

Ensure you have read the following guidance before you undertake the assessment of candidates:

- T level technical qualifications – marking
- T level technical qualifications – moderation (updated annually)
- T level technical qualifications – teaching, learning and assessment
- Technical qualification guides on marking and moderation
- Practical Observation template
- Mark grids following the tasks below
- Feedback guidance for assessors

## General task guidance

Centres must meet the specification given in **Figure 1** as a minimum, with work bay minimum 2.4 by 2.4m. If you are unable to implement or facilitate this specification, you must contact City & Guilds.

All work carried out should be to industry standards, done in a safe manner and compliant with building regulations. If a candidate fails to carry out the activities in a safe manner, the assignment should be suspended until this aspect is corrected.

Photographs must be used to support the qualitative statements captured on the PO form. Details of specific photograph requirements are outlined in the task information below. Photographs must have the date and candidate's name attached so that they can be differentiated. The candidate does not need to be in the photograph, the purpose of the photograph is to demonstrate the quality and standards of work of specific activities and of the work throughout various stages of the assignment.

## Time

The time allocated for the completion of the tasks and production of evidence for this assessment is 27 hours. Timings for completion of specific tasks are outlined below.

- Task 1 – 5 hours
- Task 2 – 22 hours

## Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials to complete the assignment brief. The centre should allow a 10% wastage for each candidate for any materials required.

The candidate should have a range of the following to be able to complete Task 1 and 2:

- Manufacturer's instructions
- Drawing equipment
- Stationary set, including pens, pencils, eraser, scissors, glue
- PPE
- Access equipment
- Protective coverings including dust sheets, masking tape etc.
- Measurement equipment

- Materials available to create the colour decorative design “mood board” including access to BS4800 colour charts and colour schemes
- Decorating tools and equipment for the preparation of surfaces, application of paints by brush, roller and HVLP spray. This should include both solvent-based and water-based applications
- Tools and equipment suitable for hanging blown vinyl, lining paper, and vinyl wallpaper
- Tools, equipment, and materials suitable for the preparation and application of acrylic based marbling techniques
- A range of coloured vinyl matt (minimum 6)
- A range of coloured acrylic eggshell paints (minimum 6)
- A range of coloured gloss paint (minimum 6)
- A range of drop patterned and set patterned vinyl wallpapers (minimum 6)
- 1000 grade lining paper to be used for cross lining the fireplace wall
- Paste (either powder or ready mix depending on choice of paper and manufacturers’ instructions).
- Paperhanging shears for trimming the lining paper
- Trimming knives as well as shears for trimming the vinyl wallcoverings.

Centres must provide a list with the range tools, materials (wallpapers and paint colours available) for the candidates to choose from for Task 1 and 2, ensuring the choices can be used harmoniously with the assignment requirements.

The assessment area must also contain the following:

An area to clean tools and materials, a preparation area, and a secure waste area.

## Task specific guidance

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

#### Resources

- A4 notepaper
- Drawing and or graph paper
- Tool, materials, and equipment lists with prices for materials, colour cards and material samples. (This will be relative to the centres own resources based upon the minimum requirements as detailed in Task specific guidance: Resources)
- Tape measure
- Pencils, drawing pens
- Scale ruler
- Drawing board
- Set squares
- BS 4800 colour chart
- Scissors
- Glue

Candidates should be provided with the assignment brief and given time to plan for the re-decoration of the living room.

#### a) Plan the re-decoration of the living room

Candidates are required to detail the materials required, take measurements of the working area to calculate quantities of materials needed and provide reasoning why they are requesting these resources.

It is expected that candidates will produce a materials list, a method statement planning their works and a risk assessment.

A template for the method statement, materials list and risk assessment has been included within the resource pack, centres should provide candidates with a template at the beginning of this assignment

Centres are required to provide a list of available materials to the candidate to aid the plan and design of the living room. This must be provided at the beginning of the assessment based upon the minimum resource requirements detailed in the resource section of the assessor pack.

#### b) Design a colour/decorative scheme “mood board”

As a minimum, it is expected that candidates will produce a colour decorative scheme “mood board” containing a scaled drawing, plan of the room with suggested materials, samples of colour and swatches of wallpapers and indication of where these will be applied giving an overall look of the finished room

Candidates will be provided with a specific working area and graph paper to ensure the dimensions meet the centre’s resources. Candidate must measure and make out their work area. The Candidate drawing should be applicable to the location they are being assessed in and all plans are to a suitable scale.

### **c) Present their colour/decorative scheme “mood board “to the client**

The presentation should not exceed 15 minutes

The assessor will act as the customer during the presentation and record any feedback on the assessor feedback form

Candidates must complete this activity prior to carrying out the works.

If candidates provide plans that are not fit for purpose it is expected that the assessor will intervene and provide necessary feedback and corrections to the plans prior to the candidate carrying out the tasks, however this should be commented on in the marking documentation and reflected in marks awarded.

#### **Conditions of assessment:**

- The time allocated for this task is 5 hours
- The candidate must carry out the task on their own, under controlled conditions

#### **What must be produced for marking:**

- Measurements of the site location/work area
- Calculations of area and the quantity of materials required
- A plan of work (method statement/sequence of work for the task) with justifications
- A materials list
- A risk assessment
- A scale drawing of proposed working area/living room, with a plan and 4 elevations.
- A colour design/decorative scheme ‘mood board’ of the living room, with detail of materials, samples of colour and swatches of wallpapers and indication of where these will be applied. Referencing to BS4800 colour chart for the colours chosen and to a recognised scheme.
- Presentation of the colour design/decorative scheme “mood board” with rationale to the assessor, prior to the work commencing.

You will act as the customer during the presentation and record any feedback on the assessor feedback form

#### **Additional evidence of candidate performance that must be captured for marking:**

- Assessor observation
  - Measurements of the site location/work area and marking out against the scaled drawing
  - Presentation of the colour design/decorative “mood board”

## Task 2 – Apply specialist surface coatings and wallcoverings

### Resources

- Allocated room: The room should be provided with a centre light holder, light switch and power sockets as can be seen on Figure 1, and these items may be simulated or real but should be a true representation to enable working around obstacles.
- The fireplace wall should have a chimneybreast with returns. There should be a fitted dummy fireplace surround that allows for returns and a back panel. This should be realistic and not a flat painted panel.
- A four-panelled door can be remote to the room and as it is to be painted with a solvent finish, adequate ventilation should be provided in the area chosen. Door size 1981 x 762.
- A standard white single panel radiator, size 600 x 600. This can be remote to the room and as it is to be sprayed this should be carried out in an area than can provide adequate ventilation of fumes.
- The surfaces of the room, door and radiator should be in fair condition and if there is a requirement for excessive preparation then this should not be included in the assessment times.
- Access equipment
- Protective equipment
- Range of hand tools appropriate to the tasks that include area and surface preparation, application of paints by brush, roller and HVLP spray, hanging wallpapers to ceiling and walls, specialist marbling equipment
- The materials as chosen by the candidate as part of the colour decorative design

Candidates are required to complete the work as described in the assignment brief specifications, following the planned sequence and colour design/decorative scheme “mood board” as detailed in their planning for Task 1.

### A. Fireplace

(i) The fireplace wall, including returns and recessed walls are to be prepared with a foundation paper and hung with a patterned wallpaper that can be wiped clean

#### Conditions of assessment:

- The time allocated for this task is 6 hours
- The candidate must carry out the task on their own, under controlled conditions

#### What must be produced for marking:

- A completed fireplace wall that has been cross-lined with a minimum 1000 grade lining
- Wipe clean drop patterned wallpaper to be hung

#### Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
  - Application of lining paper
  - Application of drop patterned wallpaper

- Assessor photographic/video evidence at various stages to show candidates progress against the task
  - Photographic evidence showing protection of the surrounding work area
  - Video evidence showing application of lining paper to fireplace wall with tolerances
  - Photographic evidence showing completed lining paper - minimum of two lengths
  - Photographic evidence showing - minimum three lengths of drop pattern paper cut and matched on pasting table
  - Photographic evidence of views of trimming to internal and external corner
  - Video evidence showing application of drop patterned wallpaper to fireplace wall
  - Photographic evidence of finished wallpaper with detail on drop pattern

(ii) The fireplace back panel is to be prepared and then decorated in a replica “Vert de Mer” marble finish and with suitable protection applied

**Conditions of assessment:**

- The time allocated for this task is 4 hours
- The candidate must carry out the task on their own, under controlled conditions

**What must be produced for marking:**

- The fireplace back panel prepared with a ground coat and decorated in a “Vert de Mer” marble effect and protected with a protective coating.

**Additional evidence of candidate performance that must be captured for marking:**

- Assessor observations
  - Application of ground coat
  - Application “Vert de Mer” marble effect
  - Application of protective coating
- Assessor photographic/video evidence at various stages to show candidates progress against the task
  - Photographic evidence of protection of surrounding areas
  - Video evidence of the preparation stages
  - Video evidence of the application of ground coat, showing application and hand skills
  - Video evidence of application of paint and application methods used
  - Video evidence of the application of protective coating prior to finish
  - Photographic evidence of finished fireplace with “Vert de Mer effects”

**B. Walls**

**Conditions of assessment:**

- The time allocated for this task is 3 hours
- The candidate must carry out the task on their own, under controlled conditions

**What must be produced for marking:**

- Decorate the 2 adjoining walls (B and C)
- One wall prepared and painted with a matt emulsion paint
- One wall prepared and painted with an eggshell finish.

### **Additional evidence of candidate performance that must be captured for marking:**

- Assessor observations
  - Application of paint to wall prepared with matt emulsion paint finish
  - Application of paint to wall with eggshell paint finish
- Assessor photographic/video evidence at various stages to show candidates progress against the task
  - Photographic evidence of the protection of surrounding areas
  - Video evidence of the application of paint using brush/roller to adjacent walls (separate video of each wall)
  - Photographic evidence of finished walls (B and C) – close up to show finishes

### **C. Woodwork**

#### **Conditions of assessment:**

- The time allocated for this task is 3 hours
- The candidate must carry out the task on their own, under controlled conditions

#### **What must be produced for marking:**

- The 4 panel, full size door is prepared, undercoated, and painted with a hardwearing finish.
- The surrounding woodwork including fire surround is prepared, undercoated, and painted with a hardwearing finish

### **Additional evidence of candidate performance that must be captured for marking:**

- Assessor observations
  - Preparation, undercoat, and application of the full door
  - Preparation, undercoat, and application of the surrounding woodwork including the fire surround
- Assessor photographic/video evidence at various stages to show candidates progress against the task
  - Photographic evidence of the protection of surrounding areas
  - Video evidence of the preparation stages of door and of the surrounding woodwork (separate video of door and woodwork)
  - Video evidence of undercoating stages of door and woodwork (separate video of door and woodwork) showing application and hand skills
  - Video evidence of the application of paint (separate video of door and woodwork)
  - Photographic evidence of finished door and woodwork

### **D. Radiator**

#### **Conditions of assessment:**

- The time allocated for this task is 2 hours
- The candidate must carry out the task on their own, under controlled conditions

#### **What must be produced for marking:**

- The radiator is prepared and finished in a water-based paint finish by HVLP spray application

**Additional evidence of candidate performance that must be captured for marking:**

- Assessor observations
  - Preparation of radiator
  - HVLP spray application
  
- Assessor photographic/video evidence at various stages to show candidates progress against the task
  - Photographic evidence of the protection of surrounding area
  - Video evidence of the preparation stage
  - Video evidence of the set-up of HVLP
  - Video evidence of the application of paint to the radiator, first spray coat
  - Photographic evidence of the finished radiator (close up)
  - Photographic evidence of wipe and clean of HVLP spray tool

**E. Ceiling**

**Conditions of assessment:**

- The time allocated for this task is 4 hours
- The candidate must carry out the task on their own, under controlled conditions

**What must be produced for marking:**

- A completed ceiling prepared and hung with a nonmatching blown vinyl embossed wallpaper
- A ceiling finished with matt emulsion paint

**Additional evidence of candidate performance that must be captured for marking:**

- Assessor observations
  - Preparation of ceiling
  - Application of blown vinyl embossed wallpaper
  - Application of paint to ceiling
  
- Assessor photographic/video evidence at various stages to show candidates progress against the task
  - Photographic evidence of the protection of surrounding areas
  - Video evidence of the application of blown vinyl embossed wallpaper to ceiling with tolerances
  - Video evidence of the application of paint to ceiling, application and hand skills
  - Photographic evidence of completed ceiling – close up and at distance



## Centre guidance

Guidance provided in this document supports the administration of this project.

The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- ***T level technical qualifications – marking***
- ***T level technical qualifications – moderation (updated annually)***
- ***T level technical qualifications – teaching, learning and assessment***

This synoptic assessment is designed to require the candidate to make use of their core knowledge, understanding and the practical skills they have built up over the course of their learning to tackle tasks/problems/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, tools, equipment, materials, and approaches to take, to complete the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the assessment themes are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification, so they are in a position to complete the assignment successfully.

### Health and safety

Candidates must not be entered for assessment without being clear of the importance of working safely and having attended sufficient practical training to be able to work safely. The assessor must immediately stop an assessment if a candidate works unsafely. At the discretion of the assessor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely, risking the safety of themselves or others however, their assessment must be ended, and they must retake the assessment in a future series after significant further training has taken place.

### Compliance with timings

Due to the nature of this assessment, the maximum time allowances provided must be adhered to. They refer directly to assessment time, not any additional setting up or drying times the centre needs to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work, they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to

be captured. If, however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

### **Assessor student ratios**

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions e.g. layout of the assessment environment,
- amount of additional support available (e.g. to capture image/ video evidence), staggered starts etc.,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than six candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

### **Observation evidence**

Observation notes form part of the candidate's evidence and must capture evidence of student performance during the practical tasks describing how well the activity has been carried out, rather than stating the steps / actions, the candidate has taken. The notes must be very descriptive and focus on the quality of the performance that are notable in relation to the quality indicators in the marking grid. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid. These descriptions will be used, along with e.g. photographic and video evidence to choose the relevant marking band and mark within the band so that students can be reliably and validly differentiated based on their performance. Observation evidence captured in these forms must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence for the task is available, at which point full consideration of how the student has applied both their skills and their knowledge during the practical can be given.

Identifying what it is about the performances that is different between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on how well they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence including e.g. photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Assessor marking and justification is completed on a separate form (CRF) to differentiate this evidence from the judgement, since in some cases the observation form will, in some cases, provide evidence relating to the judgement for more than one assessment theme.

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

### **Video and photograph evidence in T Level Technical qualifications**

The assessment materials for each synoptic assignment identify the minimum candidate and assessor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and assessor notes alone) plays a significant part of the synoptic practical assessment. If this is the case City & Guilds will prescribe the type/capture where the use of video is necessary for practical assessment components (e.g. specifying exactly which elements of the practical must be videoed, or photographed), and any technical specifications for these forms of evidence e.g. length of videos, maximum file sizes etc will also be supplied. Photographic and video evidence will be submitted along with the written candidate evidence and tutor evidence (Practical Observation forms) as described in the additional evidence section of the task

Video evidence must meet these minimum requirements, in order to be considered by moderators:

- As per the guidance in section 2.3.2 of *The Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- The qualitative written evidence provided by tutors must
  - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
  - include their judgement on the performance being demonstrated
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission, however for Technical Qualifications videos must be no longer than 5 minutes long.

Please note that where video evidence is unclear, or does not meet these minimum requirements, moderators will disregard it.

### **Minimum evidence requirements for marking and moderation**

The sections in the assignment:

- ***What you must produce for marking***, and
- ***Additional evidence of your performance that must be captured for marking***

These list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (e.g. screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

*Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.*

Where the minimum requirements have not been submitted for the moderation sample by the final moderation deadline, or the quality of evidence is insufficient to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

### **Preparation of candidates**

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to approach tasks through modelling, support, guidance, and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This supported approach is not valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids. Refer to the ***T Level Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

### **Guidance on assessment conditions**

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

### **Security and authentication of candidate work**

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**Where the candidate or tutor is unable to or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises e.g. at moderation, the centre may be contacted for justification of authentication.**

## **Accessibility and fairness**

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to any candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance, and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

## **Guidance and feedback**

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified e.g. if file naming is an assessment point for the assignment). Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. However, this does not apply if the tutor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

Tutors should however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors should ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any performance outcome, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

## **What is, and is not, an appropriate level of guidance**

- A tutor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely

to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor should not provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor must not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor must not produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided, as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

### **Guidance on marking**

Please refer to the ***T Level Technical qualifications – marking, and - moderation*** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark for each performance objective and overall.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation.

# Marking grid guidance

## Carrying out marking using assessment themes

The process of marking each assessment theme is iterative and should follow the process below which will become more spontaneous over time as the descriptors become familiar. It is recommended to refer back to these frequently however, so the standard does not unintentionally drift over the marking period.

The indicative content gives an indication of the expected content parameters the responses are likely to cover, and which aspects of the evidence are relevant. It is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or deviate into relevant topics not listed.

The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on performance in relation the specific assessment theme.

The assessment tasks guide the production of valid evidence under appropriate conditions for assessment. Candidate evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme. In this case different aspects of the evidence are being considered for each theme and need to be judged against the marking descriptors specified in the assessment themes independently of each other.

In some cases, the quality indicators looked for in the judgement may naturally be more strongly evidenced in one piece of evidence than another. For instance, more formulaic/prescriptive forms of evidence may not be able to generate evidence of higher levels of performance, so this evidence would need to be looked for in the other forms of evidence. This means that where a range of evidence is to be assessed, it should be treated as a single package of evidence for the purposes of marking even if generated through different tasks.

### Timing of marking

As some assessment themes require the triangulation of a number of pieces of evidence, marking cannot take place until after all of these are available. This does not however mean that all marking needs to take place after all candidates have completed the whole assessment.

Also it is possible to begin recording the notes that will justify the marking for some assessment themes as evidence is produced, with the final mark only being decided once the complete array of evidence is available. This is particularly the case if later evidence is more confirmatory, and the earlier evidence is sufficiently informative for the qualities being assessed to make this a useful exercise.

Through planning, it should be possible to identify any evidence that can start being reviewed earlier, and the assessment themes which could be scheduled for earlier completion of marking e.g. while observation evidence is fresh in the mind should this be helpful. Care must of course be taken to ensure any evidence required by candidates to progress with another task are available for that task to take place. In addition, it is recommended that a sense check across marking for each assessment theme, and across assessors, is carried out at the end to ensure marking has not drifted during the period. This may take the form of comparing candidate work to check that the ranking of quality of evidence matches the ranking of marks – where there are discrepancies marking should be checked for accuracy.

### Process for each assessment theme:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each assessment theme.
- Scan / read the candidate evidence, evidence captured by the assessor and the indicative content & band descriptors in the mark scheme.

### Process for each assessment theme:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each assessment theme.
- Scan / read the candidate evidence, and the indicative content & band descriptors in the mark scheme.
- Make an initial assessment of the required evidence as a whole, considering each band in turn to make a balanced judgement of the best band to use it as a starting point.
- Read the evidence and review it against the band descriptor in more detail, deciding if the response is securely sitting within the band, i.e. all quality characteristics described by the band descriptor are seen, and strongly meets the level of performance described by the descriptor holistically (i.e. across the range of relevant evidence).
  - Check the descriptor for the level above
  - If the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band
  - If *not* showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range

If the response is not securely in the band, but *is partially* showing the characteristics of the band,

- check the descriptor of the level below.
- decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

If there is no alignment with the descriptor, reassess the starting band, and begin again.

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an *evenly distributed scale*:
  - If the quality of response *fully* aligns with the performance described by the descriptor – assign a high mark within the band
- If the quality of the response *partially* aligns with the performance described by the descriptor – assign a low to medium mark within the band
- Consider the quality compared to a range of similar responses (e.g. relevant annotated training material exemplars, responses reviewed during standardisation, and through experience) choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison with that of the rest of the cohort for that assessment theme.



## Marking grid

There is a marking grid for each assessment theme that must be assessed as part of this occupational specialism assessment.

### Assessment Theme: Health and Safety

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Total marks per sub assessment theme</b>	<b>Total marks per assessment theme</b>
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>To produce a risk assessment and risk management plan for all the tasks.</p> <p>Identify the main risks and hazards for each task and detail the mitigations that will be used to reduce the risks and hazards and identify low risk hazards that may occur during the task(s) and mitigate for these as they arise.</p> <p>Follow the risk plan through the tasks.</p> <p>Maintain a tidy work area throughout the tasks.</p> <p>Correct PPE is identified and worn at all times and as designated in their risk assessment plans (If unsafe working occurs the assessment is to be stopped immediately).</p> <p>Whilst working through tasks, adheres to a risk assessment plan, adjusts correctly if required, follows safe working practices throughout and keeps work areas clean and tidy, all in accordance with current regulations and legislation.</p>				
<b>Marks per band</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>		<b>9</b>
	Risk assessment is complete and covers the key risk/hazard factors. Risk mitigation	Risk assessment is complete and covers a	Risk assessment is complete, detailed and clearly identifies all the associated risk/hazard factors. Risk		

	<p>methods are limited. Likelihood against probability</p> <p>has been attempted but lacks reasoning.</p> <p>Health and safety is followed during preparation and throughout tasks so that all work is completed safely but when working some low-risk hazards were missed.</p>	<p>good range of risk/hazard factors. Risk mitigation methods have</p> <p>been identified for some of the potential risks/hazards, but not all.</p> <p>Consideration is given to potential for harm and probability factors</p> <p>Health and safety is followed during preparation and throughout tasks and all work completed safely.</p>	<p>mitigation methods are detailed and have been clearly identified for all potential risks/hazards. Potential for harm and probability factors have been identified throughout</p> <p>Health and safety is followed during preparation and throughout tasks and all work completed safely. Risks and hazards that occur during the tasks are correctly mitigated against as they arise safely</p>		
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### Guidance for markers

Evidence from Task 1 and Task 2 should be used to assess performance against this assessment theme.

### Task 1

Risk Assessment

### Task 2

Assessor observation

- Following safe procedures for application of specialist surface coatings
- Following safe procedures for application of specialist wallcoverings

## Assessment theme: Design and planning

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Total marks per sub assessment themes</b>	<b>Total marks for assessment theme</b>
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>To produce detailed planning documents that include a method statement and materials list.</p> <p>The method statements should be detailed and comprise planning for all the tasks being carried out, with logically sequencing. It should also contain reasoning/justification appropriate to specification brief showing attention to timeliness and the quality of the finished work(s).</p> <p>The material list should comprise a list of all required materials, tools and equipment needed to meet the specification brief, including details of the quantities of materials required, using accurate terminology.</p> <p>Take measurements from an allocated space/work area and use the information gathered to complete a scaled drawing of the living room.</p> <p>Use the measurements of the living room and calculate the quantities of material required for the tasks.</p> <p>Demonstrate knowledge and understanding to plan and design a decorative scheme, complete with mood board, showing the selection of paints, wallpapers and colour design with suitable samples that will be used and to provide a true representation of the selected room scheme with clear justifications/reasoning for their choices.</p>				
<b>Marks per band</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6</b>	<b>12</b>
<b>Documents</b>	Planning documents are brief and show minor inaccuracies in technical knowledge. The tasks have been set out but with some inaccuracies in sequencing.	Planning documents are clear with good detail and demonstrate accurate technical knowledge. The tasks have been set out in a logical sequence.	Planning documents are thorough, detailed and demonstrate comprehensive technical knowledge and the tasks are set out in a logical order.		

	<p>Any justifications and reasoning are given in isolation and do not clearly link to the tasks</p> <p>Tools, equipment, and materials list is bullet pointed displaying key components required to perform the tasks. Limited and in some cases inaccurate descriptions. Quantities have been attempted for some of the tasks</p>	<p>Justification and reasoning are provided linking to the tasks, with only minor gaps</p> <p>Tools, equipment, and materials list is clear and logical and identifies most of the components required to perform the tasks. Quantities provided for most of the tasks</p>	<p>Comprehensive justifications and reasoning are given and link directly to the tasks</p> <p>Tools, equipment, and materials list is detailed and includes all materials, tools and equipment required to perform the tasks with detailed descriptors. Comprehensive list of quantities provided for all tasks</p>		
<b>Drawings and decorative scheme</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6</b>	
	<p>Work area measurements have been taken but with some inaccuracies due to incorrect methods applied</p> <p>Scaled drawing is complete but with some inaccuracies and limited detail on hatchings and symbols.</p> <p>Colour decorative scheme contains some examples and detail of finishes, but demonstrates some inaccuracies in technical knowledge with some designs not appropriate to the scheme, little attention given to overall aesthetics</p>	<p>Work area measurements have been taken with only minor inaccuracies using correct methods most of the time</p> <p>Scaled drawing is complete, with minor inaccuracies in measurements, hatchings and symbols have been used with minor inaccuracies</p> <p>Colour decorative scheme provides good examples and details of finishes demonstrating good technical knowledge with only minor gaps in representation of the scheme. Aesthetics has been considered</p>	<p>Work area have been taken accurately using the correct methods</p> <p>Scaled drawing is clear, accurate and detailed, with correct hatchings and symbols</p> <p>Colour decorative scheme provides extensive detail on finishes, demonstrates comprehensive technical knowledge and shows real attention to aesthetics, and is an accurate representation of the scheme</p>		

### **Guidance for markers**

Evidence from Task 1 and Task 2 should be used to assess performance against this assessment theme.

#### **Task 1**

- Method Statement
- Tools, equipment and materials list
- Scaled drawing
- Colour decorative scheme “mood board”

Assessor observation

- Measurements of site/location work area

#### **Task 2**

Assessor observation as detailed in the Assessment themes in Task 2

SAMPLE

**Assessment Theme: Presentation**

<p><b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b></p>	<p><b>Band 1 descriptor</b></p>	<p><b>Band 2 descriptor</b></p>	<p><b>Band 3 descriptor</b></p>	<p><b>Total marks per sub assessment themes</b></p>	<p><b>Total marks per assessment theme</b></p>
<p><b>Indicative content</b></p>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>To deliver a presentation of the chosen decorative scheme, using correct terminology and clear reasoning/justification for choices and how it represents the brief requirements.</p> <p>The presentation should be delivered using verbal and visual aids.</p>				
<p><b>Marks per band</b></p>	<p><b>1-2</b></p>	<p><b>3-4</b></p>	<p><b>5-6</b></p>		<p><b>6</b></p>
	<p>Presentation required some prompting. Minimal use of positive body language and interaction was limited overall</p> <p>Lacked clarity on the reasoning behind the chosen scheme</p> <p>Some incorrect use of language and terminology</p> <p>Presentation attempted to provide a representation of the scheme chosen but with some inaccuracies</p>	<p>Presentation was fluid with minor lapses. Good interaction and positive body language most of the time</p> <p>Clear and sound reasoning on the chosen scheme</p> <p>Use of terminology and language was mostly correct</p> <p>Presentation provided an accurate representation of the chosen scheme</p>	<p>Presentation was clear and fluid without lapses. Positive body language and interaction throughout</p> <p>Provided clear and detailed reasoning on the chosen scheme</p> <p>Correct use of terminology and language throughout.</p> <p>Presentation provided an accurate and detailed representation of the chosen scheme selected</p>		

### **Guidance for markers**

Evidence from Task 1 should be used to assess performance against this assessment theme.

### **Task 1**

Assessor observation

- Presentation

SAMPLE

## Assessment Theme: Preparation of surfaces and work area for applying specialist surface coatings

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks per assessment theme
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>Correctly protect and prepare work areas and surfaces for the application of specialist surface coatings.</p> <p>Protect work areas and prepare surfaces with minimal/no errors.</p> <p>Minor errors include:</p> <ul style="list-style-type: none"> <li>• Sheeted areas incomplete</li> <li>• Masking for protection incomplete</li> <li>• Surface blemishes including unfilled areas or not flush filling remain</li> <li>• Some areas un-sanded</li> </ul> <p>Minor errors should be viewed holistically and should not exceed the set parameters.</p>				
<b>Marks per band</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>		<b>9</b>
	<p>Correct preparation and protection of work areas attempted but with some areas left unprotected</p> <p>Preparation of surface carried out with some defects that affect final application</p>	<p>Correct preparation and protection of work areas with only minor gaps in protective coverings</p> <p>Preparation of surface carried out with minor defects that affect the final application</p>	<p>Consistent and thorough preparation and protection of work areas</p> <p>Preparation of surface carried out without any defect showing affecting the final application</p>		



	Accepts some surfaces without rectifying them before application  (No more than 2 minor errors)	Checks and rectifies surfaces for defect most of the time.  (1 minor error)	Consistently checks for defects and rectifies any found.  (No errors)		
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### Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

### Task 2

Assessor observation

- Protection and preparation of the surrounding work area

### Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

SAMPLE

## Assessment theme: Application of specialist surface coatings

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>Apply specialist surface coatings as per specifications, including:</p> <ul style="list-style-type: none"> <li>• Set up tools and equipment readiness for the work.</li> <li>• Use the correct application techniques/methods for applying solvent and waterborne coatings, whether by brush, roller or HVLP spray.</li> <li>• Follow a logical sequence of work and work safely throughout the tasks.</li> <li>• Apply specialist finishes replicating the finish in accordance with the chosen scheme with the minimum of minor errors.</li> </ul> <p>Minor errors include:</p> <ul style="list-style-type: none"> <li>• Misses</li> <li>• Runs</li> <li>• Bare spots</li> <li>• Streakiness</li> <li>• Uneven appearance</li> <li>• Patchiness</li> </ul> <p>Minor errors should be viewed holistically and should not exceed the set parameters.</p>				
<b>Marks per band</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>9</b>	<b>18</b>
<b>Application</b>	Followed correct set up, selection and application procedures but with some lapses. Minimal reference made to the method statement	Followed correct set up selection and application procedures followed the method statement most of the time	Correctly followed setting up procedures according to the method statement throughout the task		

	Use of tools and equipment correct some of the time, but instances of incorrect use led to several errors in application  Paint application and overall finish does not fully meet standards  (up to minor 4 errors)	Use of tools and equipment correct most of the time, small lapses lead to minimal errors in application  Paint application and overall finish mostly meets the standards  (3 minor errors or less)	Use of tools and equipment correct throughout the task  Paint application and overall finish fully meets the standards  (2 minor errors or less)		
<b>Scheme representation</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>9</b>	
	Task completed with some attempt made at representing the decorative scheme but due to some errors in the application the overall effect does not represent the scheme/specification requirements	Task completed with sound representation of the decorative scheme and the overall effect is mostly accurate and represents the scheme/specification requirements in most parts	Task completed and is a true representation of the decorative scheme. It is well executed in terms of balance and overall effect and clearly meets the scheme/specification requirements		

### Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

### Task 2

Assessor observation

- Application of specialist surface coatings
- Application of specialist finishes

### Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

## Assessment theme: Inspect finish and rectify work for specialist surface coatings

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Total marks per sub assessment themes</b>	<b>Total marks per assessment theme</b>
<b>Indicative content</b>	<b>Typical knowledge, understanding and skills:</b> Inspect and identify defects and use the correct techniques to rectify errors/defects, so they are minimised or removed Minor errors should be viewed holistically and should not exceed the set parameters.				
<b>Marks per band</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>		<b>6</b>
	Limited attention given to inspection of finished work and some errors missed  Some attempt at rectifying work carried out but several defects present  (3 minor defects remain)	Sound attention to detail when inspecting the finished work  Defects found and most of the defects were rectified correctly  (2 or less defects remain)	Comprehensive inspection on of the finished work  All defects found and rectified correctly		

### Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

### Task 2

Assessor observation

- Inspection
- Rectification techniques

### Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

## Assessment Theme: Preparation of surfaces and work area for applying specialist wallcoverings

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks per assessment theme
<b>Indicative content</b>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>Correctly protect and prepare work areas and surfaces for the application of specialist wallcoverings.</p> <p>Protect work area and prepare surfaces with minimal/no errors.</p> <p>Minor errors include:</p> <ul style="list-style-type: none"> <li>• Sheeted areas incomplete</li> <li>• Masking for protection incomplete</li> <li>• Surface blemishes including unfilled areas or not flush filling remain</li> <li>• Some areas un-sanded</li> </ul> <p>Minor errors should be viewed holistically and should not exceed the set parameters.</p>				
<b>Marks per band</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>		<b>9</b>
	<p>Correct preparation and protection of work areas attempted but with some areas left unprotected</p> <p>Checks surfaces for defects, and rectifies those identified correctly but some defects are missed</p>	<p>Correct preparation and protection of work areas with only minor gaps in protective coverings</p> <p>Checks surfaces for defects and rectifies most of them correctly</p>	<p>Consistent and thorough preparation and protection of work areas</p> <p>Thorough check for defects and any found are rectified correctly</p>		

	Accepts some surfaces without rectifying which affects the application  (More than 2 minor errors)	Preparation of surface carried out with minor defects that has minimal effect on the application  (1 minor error)	Preparation of surface carried out without any defect  (No errors)		
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### Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

### Task 2

Assessor observation

- Protection and preparation of the surrounding work area

### Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

## Assessment theme: Application of specialist wallcoverings

<p><b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b></p>	<p><b>Band 1 descriptor</b></p>	<p><b>Band 2 descriptor</b></p>	<p><b>Band 3 descriptor</b></p>	<p><b>Total marks per sub assessment themes</b></p>	<p><b>Total marks per assessment theme</b></p>
<p><b>Indicative content</b></p>	<p><b>Typical knowledge, understanding and skills:</b></p> <p>Apply specialist wallcoverings as per specification, including:</p> <ul style="list-style-type: none"> <li>• Correctly set up tools and equipment in readiness for the work.</li> <li>• Use the correct application techniques/methods for applying for applying wallcoverings including the application of lining paper and patterned wallcoverings to complex surfaces</li> <li>• Follow a logical sequence of work and work safely throughout the tasks.</li> <li>• Apply specialist wallcoverings replicating specification with the minimum of minor errors.</li> </ul> <p>Minor errors include:</p> <ul style="list-style-type: none"> <li>• Incorrect starting position, excess waste (over 100mm on length) on initial cutting</li> <li>• Misses in pasting</li> <li>• Dry or lifting edges</li> <li>• Paste on table or left on surrounding surfaces after hanging</li> <li>• Gaps or overlaps in excess of +/- 1mm</li> <li>• Pattern mismatch, pattern centring and/or balance</li> <li>• Cutting around obstacles and top and bottom showing gaps or overlaps in excess of +/- 1mm.</li> <li>• Waste trimming left on floor causing safety hazards</li> </ul> <p>Minor errors should be viewed holistically and should not exceed the set parameters.</p>				

Marks per band	1-3	4-6	7-9	9	15
<b>Application</b>	<p>Sequence of work correct for some of the time, but with some inconsistencies</p> <p>Starting positions for paper-hanging attempted but with inaccuracies</p> <p>Measurement and cutting attempted but with inaccuracies</p> <p>Correct use of tools and paste application executed but with some inconsistent pasting and incorrect techniques which has led to some errors</p> <p>Lining paper hung but some defects are apparent</p> <p>Wallpaper hung but with some defects and does not fully meet the requirements of the specification</p> <p>Patterned paper hung but not matched or centred accurately resulting in defects Cutting skills limited around obstacles with some inaccuracies</p>	<p>Sequence of work planning mostly correct</p> <p>Starting positions for paper-hanging mostly correct</p> <p>Measurement and cutting mostly accurate and within tolerance</p> <p>Correct use of tools and pasting is applied correctly most of the time, with a few lapses including dry edges</p> <p>Lining paper hung with minor defect and mostly meets requirements of the specification</p> <p>Wallpaper hung with minor defect and mostly meets requirements of the specification</p> <p>Patterned paper hung with minor defects. Pattern match mostly accurate, centred, and balanced. Cutting skills around obstacles accurate most of the time</p>	<p>Sequence of work planning fully correct</p> <p>Starting positions for paper-hanging fully correct</p> <p>Measurement and cutting accurate and within tolerance</p> <p>Correct use of tools and pasting techniques are correct with adjoining areas and table clean of paste</p> <p>Lining paper hung without defect and fully meets requirements of the specification</p> <p>Wallpaper hung without defect and fully meets the requirements of the specification</p> <p>Patterned paper hung with no defects, accurately centred and pattern balanced. Pattern matched and accurate cutting around obstacles</p>		



<b>Scheme representation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6</b>	
	Task completed but with some errors which affects the overall aesthetics/quality of finish and does not fully represent the scheme/specification requirements  (less than 4 errors)	Task completed with minor errors but is aesthetically pleasing and the overall quality of finish represents the scheme/specification requirements  (3 or less minor errors)	Task completed and is aesthetically pleasing and displays a high level of skills in the overall quality of the finish. Fully represents the scheme/specification requirements  (2 or less minor errors)		

### **Guidance for markers**

Evidence from Task 2 should be used to assess performance against this assessment theme.

### **Task 2**

Assessor observation

- Application of lining paper
- Application of wallpaper

### **Additional supporting evidence**

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

## Assessment theme: Inspect finish and rectify work for specialist wallcoverings

<b>Note: where there is insufficient evidence to award a mark, a zero mark may be given</b>	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Total marks per sub assessment themes</b>	<b>Total marks per assessment theme</b>
<p><b>Typical knowledge, understanding and skills:</b></p> <p>Inspect and identify defects and use the correct techniques to rectify errors/defects, so they are minimised or removed. Minor errors should be viewed holistically and should not exceed the set parameters.</p>					
<b>Marks per band</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>		<b>6</b>
	<p>Limited attention given to inspection of finished work and some errors missed.</p> <p>Some attempt at rectifying work carried out but several defects present</p> <p>(3 minor defects remain)</p>	<p>Sound attention to detail when inspecting the finished work.</p> <p>Defects found and most of the defects were rectified correctly.</p> <p>(2 or less defects remain)</p>	<p>Comprehensive inspection of the finished work</p> <p>All defects found and rectified correctly.</p>		

### Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

### Task 2

Assessor observation

- Inspection
- Rectification techniques

### Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

## Links to Maths, English, and Digital Skills

Task	Skills
<b>Task 1</b>	
	EC1, EC2, EC3, EC5, EC6 MC1, MC2, MC3, MC4, MC8, MC9 DC1, DC2, DC5
<b>Task 2</b>	
<b>A</b>	MC1, MC2, MC3, MC4, MC7, MC10, DC1, DC2
<b>B</b>	
<b>C</b>	
<b>D</b>	
<b>E</b>	

## Declaration of authenticity

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

### Additional Support

Has the candidate received any additional support in the production of this work?

**No**  **Yes**  (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

--

### Candidate:

*I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.*

<b>Candidate signature</b>	<b>Date</b>

### Tutor:

*I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.*

<b>Tutor signature</b>	<b>Date</b>

**Note:** Where the candidate and/or tutor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre and this will delay the moderation process. If any question of authenticity arises, the tutor may be contacted for justification of authentication



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