



City & Guilds Level 2 Extended Technical Occupational Entry in Bricklaying (Diploma) (7255-52)

Version 1.0 (February 2025)

**Assignment Pack 7255-260
(sample)**

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1. Assessment overview

This guidance contains assessment documentation for the Level 2 Extended Technical Occupational Entry in Bricklaying (Diploma) (7255-52).

The assessment for this component includes an assignment that contains a brief and a number of tasks for the candidate to complete.

The tasks are assessed by grading descriptors which detail achievement which details the level of performance required to achieve a pass.

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2. Assignment guidance

General task guidance

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

Overarching conditions

For this assessment – City & Guilds Level 2 Extended Technical Occupational Entry in Bricklaying – Practical assignment component 260 – candidates are required to complete three tasks which must be completed in order.

- Task 1 – Produce a risk assessment and resource list for the tools and equipment that will be needed to complete the cavity wall model in Task 2.
- Task 2 – Construct the cavity wall model in accordance with the drawing and specification that will be provided.
- Task 3 – Complete a repair to a damaged area in the wall.

Use of Artificial Intelligence (AI)

Candidates should be reminded that the purpose of this assessment is to reflect their own abilities at responding to and generating evidence for the tasks. AI misuse constitutes malpractice which may result in malpractice sanctions for the candidate involved. Centres should ensure candidates are aware of the guidance on the use/misuse of AI.

What is permitted

AI may be used by a candidate as a source where use of the internet is allowed for a research task or where production of evidence is allowed outside of controlled/supervised conditions. The candidate must be able to demonstrate that the work is their own. Where candidates use AI, they must acknowledge its use and show clearly how they have used it. How candidates have decided to use it could impact on the overall mark they are allocated.

What is not permitted

AI misuse is where a candidate uses an AI tool in an assessment or fails to appropriately reference it in an assessment where internet use is permitted. Examples include the following:

- Copying sections of AI-generated content so that the work is no longer the candidate's own will be treated as plagiarism.
- Copying whole responses of AI-generated content will be treated as plagiarism.
- Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.
- Failing to reference use of AI tools when they have been used as a source of information is likely to be considered malpractice.
- Incomplete or poor referencing of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). We encourage providers to read and reference this guidance. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification.

Time

The total time for completion of this assessment is 14 hours, broken down per task as follows:

- Task 1–2 hours
- Task 2–10 hours
- Task 3–2 hours.

These timings must **not** be exceeded.

All allocated task timings include time for candidates to work on and produce the required evidence, as well as time for thinking, reflection, and application of prior knowledge from the specification content.

Candidates are not required to have formal reading time for the scenario and brief; this is included within the duration for Task 1.

Candidates are required to position the materials and equipment in preparation for the work in Task 2; this is not included in the overall time for this task.

Task 1 must be administered before Task 2 and Task 3 are provided to the candidate.

Task 2 and Task 3 must be completed over 2–3 consecutive days (to suit the provider and candidate). All materials must be kept securely between the assessment days.

When working under controlled conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated once the break begins. All materials must be kept securely during the break.

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, tools and equipment.

Resources required for this assignment per candidate are listed below (and also within the relevant task):

Materials and quantities

- Insulation blocks – 26
- Facing bricks – 257
- Contrasting bricks – 15
- Insulation sheets – 4

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- Wall ties and retaining clips –16 of each
- Damp Proof Course (DPC) – 100 mm 7 m, 225 mm 1 m
- Lintel (IG type or similar) – minimum 760 mm long
- DPC tray – 1m length, 450 mm wide
- Weep vents – 2
- Cavity closers – 3 m length
- Training mortar – 250kg approx. including a wastage allowance
- Boards for mortar – 2
- Sand – enough to mix mortar for Task 3
- Cement – enough to mix mortar for Task 3.

Tools

- Brick trowel
- Pointing trowel
- Half round jointer
- Gauge rod
- Corner blocks
- Craft knife (to cut DPC)
- Block saw
- Saw (to cut insulation and cavity closures)
- Line and pins
- Spirit level
- Lump/club hammer
- Bolster
- Comb hammer
- Boat level
- Tape measure
- Bucket
- Bucket trowel
- Batching equipment
- Soft hand brush.

Adjustments may be made to overall wall sizes as per the drawing for the model in Task 2 (Appendix 1 – Part iii) to account for minimal regional variations in material sizes (brick and block size variations).

Additional specific resource requirements for each individual task are detailed in the task 'resources' section.

Supporting documentation templates can be found in Appendix 1.

Task specific guidance

Task 1

- This task can be completed in a classroom setting.
- A risk assessment template is included in Appendix 1 – Part i to be used by candidates.
- A resource list template is included in Appendix 1 – Part ii to be used by candidates.
- Tasks must be undertaken by candidates on their own under controlled conditions.
- Permitted ratios for candidates observed by Assessor up to 10:1.

Task 2

- Candidates must have access to the planning materials from Task 1 to complete Task 2.
- A cavity wall model drawing is included in Appendix 1 – Part iii to be used by candidates.
- Candidates must have the use of specifically designated areas, such as fully equipped workshops, to fulfil assessment requirements. The equipment must meet industry standards and the workshops must reflect a realistic working environment.
- Candidates must have an area in the workshop a minimum of 3 m x 3 m with a level floor.
- Bricks should be of good quality and suitable for cutting by hand.
- Pre-mixed training mortar is to be made available for candidates throughout the assignment.
- Tasks must be undertaken by candidates on their own under controlled conditions.
- Permitted ratios for candidates observed by Assessor up to 6:1.

Task 3

- Candidates need access to their built model in Task 2.
- A cavity wall model drawing is included in Appendix 1 – Part iv to be used by candidates.
- Tasks must be undertaken by candidates on their own under controlled conditions.
- Permitted ratios for candidates observed by Assessor up to 6:1.

Following the assessment, candidates will be required to sign a 'Candidate Declaration of Authenticity' to confirm work produced is their own.

Re-sit opportunities

Candidates must achieve a pass in **all three tasks** to achieve a pass for the assessment overall.

In cases where candidates fail a task, they will be required to complete a further period of learning before then re-sitting all tasks within a different version of the assessment.

Candidates can retake a different version of the assignment up to maximum of **three** times before re-registration is required.

3. Assignment brief

The candidate is a bricklayer, working on a housing development that is building new energy efficient homes.

The candidate has been asked to produce a model of a cavity wall with a variety of features that are included in the houses as a sample for the architect.

Specification

The cavity wall will be constructed as per the following specification:

- the inner leaf consists of insulation blocks
- the outer leaf consists of a solid wall and pier facing bricks
- insulation 50mm – partial fill with stainless steel ties and retaining clips for the cavity to be installed as per the drawing (Appendix 1 – Part iii)
- Damp Proof Course (DPC) to be bedded as per the drawing (Appendix 1 – Part iii)
- lintol to be bedded with bearing to meet current building regulations
- cavity tray to be installed with stop ends formed into perp ends as required
- weep holes to be installed above the opening
- cavity closers to be used to close the cavity as per the drawing (Appendix 1 – Part iii)
- contrasting bricks to be used for decorative features
- training mortar to be used throughout the model
- joint finish to the brickwork to be half round and the blockwork finish to be flush from the trowel.

This assignment has an overall time allocation of **14 hours**.

4. Tasks

Task 1 – Produce planning documentation

Before producing the model of a cavity wall sample for the architect, the candidate must:

- Carry out a risk assessment in preparation to complete Task 2 and Task 3, using the template provided (Appendix 1 – Part iii).
- Produce a resource list to include all tools, equipment, materials and quantities required to complete and build the cavity wall model as detailed in the specification and the model drawing (Appendix 1 – Part iii) (a 10% allowance should be made for material waste).

Conditions of assessment

- The time allocated for this task is two hours.
- The candidate must carry out the task on their own, under controlled conditions while being observed.

Controlled conditions

- The candidate must only work on their task in the allocated time.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed between sessions.
- The candidate must not share or discuss their work with other candidates.
- The candidate is only permitted to use the reference materials detailed in the resources section.

What must be produced for grading

- A completed risk assessment.
- A completed resource list.

Resources

- Risk assessment template (Appendix 1 – Part i).
- Resource list template (Appendix 1 Part ii).
- Cavity wall model drawing and specification for the cavity wall model in Task 2 (Appendix 1 – Part iii).

Task 2 – Construct a cavity wall with a range of features

The candidate is now required to construct the model of the cavity wall for the architect within a working area of 3 m x 3 m

The candidate must:

- position the materials and equipment in preparation for the work
- set out the position of the wall in the allocated area
- dry bond the first course of the wall to the required sizes
- construct the cavity wall model as per the drawing (Appendix 1 – Part iii) and specification
- produce joint finishes to the brickwork to be half round and the blockwork finish to be flush from the trowel
- work in a safe manner and segregate waste resources for reuse, recycling and disposal.

Conditions of assessment

- This is a workshop-based assessment to be carried out individually and under controlled conditions.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed between sessions.
- The time allocated for this task is 10 hours.
- The candidate must carry out the task on their own, while being observed.

Controlled conditions

- The candidate must not share or discuss their work with other candidates.
- The candidate must only work on their task in the allocated time.
- The candidate is only permitted to use the reference materials detailed above in the resources section.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- The completed cavity wall model as per the drawing and specification for the model.

Additional evidence for this task

- Completed section of AOF.
- Five assessor photographs, capturing the task in progress and at completion. Images can support judgements of quality which could affect the pass/fail decision.
 - First photograph to show DPC and isolated pier at DPC height with DPC laid and lapped.
 - Second photograph to show completed front elevation.
 - Third photograph to show completed rear elevation including isolated pier.
 - Fourth and fifth photographs to show both completed end elevations.

Resources

- Supporting cavity wall model drawing (Appendix 1 – Part iii), and specification for the model.
- The centre's risk assessments and method statements.
- Completed resource list from Task 1.
- Materials and equipment for building the cavity wall model:
 - facing bricks
 - contrasting bricks
 - insulation blocks
 - insulation sheets
 - wall ties and retaining clips
 - DPC
 - lintel (IG type or similar)
 - DPC tray
 - weep vents
 - cavity closers
 - training mortar
 - boards for mortar.
- Appropriate tools.
- Appropriate personal protective equipment (PPE).

Task 3 – Complete a repair to a damaged wall area

Having completed the cavity wall model for the architect, has been identified that there is a damaged brick in the model.

The candidate must carry out the repair of the damaged brick below the DPC of the wall as indicated in Appendix 1 – Part iv. This will include removing the brick identified in the drawing as being damaged and replacing it with a new brick.

The candidate must mix the mortar required to complete the repair by hand to a ratio of 6:1.

The work must be carried out carefully ensuring no damage is sustained by the surrounding bricks and the replaced brick and joints should match the existing work in the model.

Permitted reference materials for this task:

- Supporting cavity wall model drawing, indicating the brick to be replaced (Appendix 1 – Part iv).
- Access to the centres risk assessments and method statements.
- Completed resource list from Task 1.

Conditions of assessment

- This is a workshop-based assessment to be carried out individually and under controlled conditions.
- The time allocated for this task is two hours.
- The candidate must carry out the task on their own, while being observed.

Controlled conditions

- The candidate must not share or discuss their work with other candidates.
- The candidate must only work on their task in the allocated time.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed between session.
- The candidate is only permitted to use the reference materials detailed above in the permitted reference materials section.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- The completed repair.

Additional evidence for this task

- Completed section of AOF.
- Two assessor photographs capturing the task in progress and at completion. Images can support judgements of quality which could affect the pass/fail decision.
 - First photograph of the wall with the brick removed.
 - Second photograph at completion with the brick replaced.

Resources

- Supporting cavity wall model drawing, indicating the brick to be replaced (Appendix 1 – Part iv).
- The centre's risk assessments and method statements.
- Completed resource list from Task 1.
- Materials and equipment for repairing the model:
 - facing bricks
 - bucket
 - sand
 - cement
 - batching equipment.
- Appropriate tools.
- Appropriate personal PPE.

5. Grading

Guidance on grading

Task grading descriptors

Grading descriptors for each task are displayed below. Each table includes a descriptor of candidate evidence at minimum pass level and just below pass level (ie fail).

Assessors should consider the grading descriptors in each task table and consider whether candidates have met each of the descriptors that define the minimal performance required for a pass grade. The indicative content is specific for this version of the assignment and is provided to supplement the grade descriptors, giving a sense of the intentions of the task evidence and expected parameters of the response for the given assignment version. The indicative content is not, however, exhaustive.

The assessor should use the indicative content to support their judgement, but ultimately the judgement should be based on whether the candidate evidence meets the minimal pass requirements as outlined by the grading descriptors. The fail descriptor may be helpful to support the assessor to confirm that the evidence presented meets the pass requirement – but note, **all** individual grading descriptors within a marking grid **must** be met at the pass descriptor in order to confirm a pass grade for the task.

All tasks must be completed successfully for a pass grade to be awarded.

Task 1 – Complete planning documentation

Fail	Pass
<ul style="list-style-type: none">Completed documentation but there were minor omissions and incorrect calculations.Mistakes in the documentation that would not allow the candidate to complete Task 2.Some major and minor risks identified in the risk assessment but with no appropriate control measures.	<ul style="list-style-type: none">Completed documentation but with some minor incorrect calculations and corrections may have been made.Minor mistakes in the documentation made that would not affect the candidate completing Task 2.All major risks identified in the risk assessment, some minor risks missed, not all control measures were appropriate.

Indicative content (what will be seen for this version of the task)

Candidates must complete the risk assessment template.

The risk assessment should contain risks and their risk rating, hazards and control measures that are present whilst completing Task 2 and Task 3. These could include:

- Manual handling: medium risk – risk of injury to hands (trapping fingers/cuts), risk of back injury. Control measure: protective gloves, correct posture when bending, selection of correct PPE and using mechanical methods where possible,
- Skin injury: low risk – risk of injury to hands/allergic reaction/cement burns. Control measure: barrier cream, protective gloves, selection of correct PPE.

Indicative content (what will be seen for this version of the task)

- Eye injury: high risk – risk of injury from cutting bricks and blocks and splashes of mortar. Control measure: eye protections, selection of correct PPE.
- Slips, trips and falls: high risk – risk of injury from walkways obstructed, materials stacked incorrectly, split materials. Control measure: keeping walkways and working areas clear, materials stacked correctly, any spilt materials cleared away.
- Foot injury: high risk – risk to crushing injury to toes and feet. Control measure: wearing protective footwear at all times.

Candidates must complete the resource list with materials and their qualities and tools required to complete Task 2 and Task 3. A 10% wastage allowance should be included by the candidate as required. (The below list indicates the exact materials and resources required without 10% wastage applied).

Materials and quantities

- Insulation Blocks – 26
- Facing bricks – 257
- Contrasting bricks – 15
- Insulation sheets – 4
- Wall ties and retaining clips – 16 of each
- DPC – 100 mm 7 m, 225 mm 1 m
- Lintel (IG type or similar) – minimum 750 mm long
- DPC tray 1m length – 450 mm wide
- Weep vents – 2
- Cavity closers – 3 m length
- Training mortar (no quantity is required)
- Cement (enough to mix minimal mortar for Task 3)
- Sand (enough to mix minimal mortar for Task 3)
- Boards for mortar – 2.

Tools

- Brick trowel
- Pointing trowel
- Half round jointer
- Gauge rod
- Corner blocks
- Craft knife (to cut DPC)
- Block saw
- Saw (to cut insulation and cavity closures)
- Line and pins
- Spirit level
- Lump/club hammer
- Bolster
- Comb hammer
- Boat level
- Tape measure
- Bucket

Indicative content (what will be seen for **this version** of the task)

- Batching equipment.

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Task 2 – Construct a cavity wall with a range of features

Fail	Pass
<ul style="list-style-type: none"> Worked in a safe manner but with concern that some potential health and safety hazards may not have been fully considered or mitigated against, and used tools or equipment incorrectly. Waste resources were incorrectly segregated for reuse, recycling and disposal. Selected and used correct PPE but did not use correctly throughout the whole duration of the task. Gauge: overall height ± 9 mm and above. Level: top of brickwork ± 9 mm and above ± 9 mm blockwork and above. Face plane: deviation on brickwork over 11 mm – top corner diagonal. All plumbing points over tolerance ± 9 mm. The completed model was not finished in a clean manner to an acceptable standard and included excessive smudging. Bonding arrangement: brickwork and blockwork incorrectly bonded as per the specification. Lintel: insufficient bearing and not bedded level. Cleanliness of cavity: excessive mortar droppings left in the cavity. Joint finish completed as per the specification but the overall finish is not of a quality standard with 11 or more hollows. All cavity wall components (inc. cavity tray, weep vents, wall ties and insulation) were installed but incorrect placement exists or have been omitted completely. 	<ul style="list-style-type: none"> Worked in a safe manner avoiding any potential health and safety hazards and used tools, equipment correctly. Any wrongly selected tools or equipment were amended before use. Waste resources were segregated for reuse, recycling and disposal. Selected and used correct PPE throughout the task. Gauge: overall height ± 8 mm. Level: top of brickwork ± 8 mm and ± 8 mm blockwork. Face plane: deviation on brickwork not more than 10 mm – top corner diagonal. All plumbing points within tolerance ± 8 mm. Completed model was finished in a clean manner with minimal smudging to the wall. Bonding arrangement: brickwork and blockwork correctly bonded as per the specification. Lintel: correct bearing bedded level. Cleanliness of cavity: cavity left clean, limited mortar droppings left in the cavity. Joint finish completed as per the specification and to a quality standard with 10 or less hollows. All cavity wall components (inc. cavity tray, weep vents, wall ties and insulation) were installed but minor inconsistencies of correct placement may exist.

Indicative content (what will be seen for this version of the task)

Candidates must set out and build the cavity wall model as per the drawing in Appendix 1 – Part iii.

Main cavity wall with window opening:

- setting out wall position and positioning materials: length of wall and width of opening as per the drawing

Indicative content (what will be seen for this version of the task)

- horizontal DPC: positioned on 3rd course and flush with face correctly lapped
- brickwork: plumb at corners and end of return
- opening: correct size and plumb
- cavity closers fitted correctly
- raking cut: cut to correct angle neatly within a tolerance ± 8 mm
- soldier course: regular joint thickness
- soldiers to be plumb.

Isolated pier:

- square: no face to be more than 10 mm out of square
- gauge: overall height ± 8 mm
- level: brickwork not concave or convex within a tolerance
- plumb: all points plumb to overall height
- face plane: top corner diagonal on each face within 10 mm
- facework: clean, with full joints.

Task 3 – Complete a repair to a damaged component in the wall

Fail	Pass
<ul style="list-style-type: none"> • Worked in a safe manner but with concern that some potential health and safety hazards may not be fully considered or mitigated against, and used tools or equipment incorrectly. • Selected and used correct PPE but did not use correctly throughout the whole duration of the task. • Damaged component removed and replaced with but joints not filled and do not match the existing work. • The completed repair was finished but not to an acceptable standard, with excessive smudging to the component replaced and the surrounding areas. • Alignment not maintained with surrounding components and visually incorrect to the surrounding area. • Hand mixed mortar not accurately gauged to correct ratio. • Mortar not thoroughly mixed. • Inconsistently maintained joints with hollows across the length of the brick and perpend. 	<ul style="list-style-type: none"> • Worked in a safe manner avoiding any potential health and safety hazards and used tools, equipment correctly. Any wrongly selected tools or equipment were amended before use. • Selected and used correct PPE throughout the task. • Damaged component removed and replaced with even and full joints to match the existing work. • The completed repair was finished in a clean manner with minimal smudging to the component replaced and the surrounding areas. • Alignment maintained with surrounding components and visually correct to the surrounding area. • Accurately gauged and hand mixed mortar to the correct ratio. • Mortar thoroughly mixed to a correct consistency. • Full joints maintained across the length of the brick and perpend.

Indicative content (what will be seen for **this version** of the task)

Candidates must carry out the repair of the damaged brick below the damp proof course of the wall. This will include removing the brick identified in the drawing (Appendix 1 – Part iv) as being damaged and replacing it with a new brick.

The work must be carried out carefully and the replaced brick and joints should match the existing work in the model.

Face plane of the replaced brick should be within ± 3 mm tolerance.

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6. Centre guidance

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

This assessment is designed to require the candidate to make use of the 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.

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.

Centres are required to rotate usage of assignment versions, which will be monitored by the external quality assurer (EQA).

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 assessment.

Candidates should be made aware during learning what the assessment will be measuring, and how the assessment will be marked. Candidates should understand the level of performance that will be required as a minimum to demonstrate competence.

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 the assessment must be ended, and they must retake the assessment in a future series after significant further training has taken place. Any warnings issued to a candidate must be considered as part of the marking process and recorded on the assessor observation record form. Any actions that have led to that warning must be detailed on the assessor observation record form so they can be considered along with the other evidence when applying the grading descriptors.

Compliance with timings

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

All allocated task timings include time for candidates to work on and produce the required evidence, as well time for thinking, reflection and application of prior knowledge from the specification content.

Scheduling assessment sessions

It is the centre's responsibility to arrange how time is managed to fit with timetables and meet the times allocated for each task within this assessment.

Centres should aim to schedule tasks in the fewest amount of assessment sessions but ensure that the durations dictated for each task are covered. In order to aid deliverability and manageability of assessment, sessions can be split where there is a requirement. Where this is necessary, sessions should, where possible be timetabled over consecutive days and in as few sessions as possible. All assessment evidence must be stored securely and access to assessment materials and their work only given to candidates during the formal assessment times. All candidates are required to complete a declaration of authenticity along with their evidence submission, and the arrangements must support the assessor in being confident in confirming authenticity.

Where assessments need to be completed in a number of assessment sessions or over consecutive days all practical work areas and any evidence produced must be kept secure and must only be accessed by the assessor. Information and notices should be used to inform other users of the facility that no access will be granted when assessment sessions are in progress. Practical work areas, tools, equipment and systems for the assessment must not be reset until a candidate has completed the full assessment.

Assessor student ratios

The number of candidates an assessor will be able to observe at one time will vary depending on local conditions relating to:

- monitoring and maintaining safety during assessment
 - any specific hazards related to the task that pose a risk of harm in relation to the competence of the learners
 - availability of supervisory staff to support the assessor
- the practicalities of collecting evidence
 - the complexity of evidence collection for the task
 - 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 which may be eased through staggered starts etc
 - local conditions eg
 - layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period
 - amount of additional support available (eg to capture image/video evidence)
 - availability of suitable workspaces/bays or of shared resources and equipment.

Centres are advised to trial the planned arrangements during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, with favourable local conditions and support, (and unless otherwise specified) no more than six candidates will be observed by a single assessor at one time, and the number will usually be fewer than this maximum. The key factors to consider are the logistics of collecting sufficient evidence and ability to remain working safely in the assessment environment. A timetable of assessments and layout of the workspaces, detailing:

- the students being assessed at each workstation
- the assessor(s) and

- support staff present
- must be available for verification on request.

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 grading descriptors. They must provide sufficient, appropriate evidence that can be used by the assessor (and for verification) to assess the performance using the grading descriptors.

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 assessor should refer to the grading descriptors to ensure appropriate aspects of performance are recorded. These notes will be used for grading and verification purposes and so must be detailed, accurate and differentiating.

Assessors should ensure that any required additional supporting evidence including, eg photographs 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).

Assessor marking and justification is completed on a separate form (assessor observation record form).

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

Photographic evidence

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

Please note that centres must ensure that photographic evidence is clear and meets the minimum requirements. The ability of the EQA to take this evidence into account may be impaired and delay the verification process if the requirements are not met.

Minimum evidence requirements for grading

The sections in the assignment:

- What must be produced for grading, and
- Additional evidence for this task.

These list the minimum requirements of evidence for grading and the verification sample. Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for grading and verification and has been produced under appropriate conditions.

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

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. Although candidates will not have access to the grading descriptors during the assessment. Candidates should be made aware of what they need to do to achieve a pass by referring and formatively being assessed against grade descriptors as part of their formal learning programme.

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 will not have access to the grading descriptors.

Guidance on assessment conditions

The assessment conditions that are in place for this 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 the tasks within this 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 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. It is the centre's responsibility to ensure that local administration and oversight gives the assessor 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 assessor 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 assessor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or assessor is unable to or does not confirm authenticity through signing the declaration form, the work cannot be accepted and a grade of fail will be given. If any question of authenticity arises eg at verification, the centre may be contacted for justification of authentication.

Accessibility and fairness

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

Assessors can support access where necessary by providing clarification to any candidate on the requirements or timings of any aspect of this assignment. Assessors 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 a pass grade. Assessors/tutors should ensure that materials/tools meet with requirements for the assessment, eg are in good working order prior to the assessment taking place.

Guidance and feedback

To support centre file management, assessors may specify a suitable file format and referencing format for evidence (unless otherwise specified, eg 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 and guidance must be:

- recorded fully on the assessor observation record form
- taken into account along with the candidate's final evidence during marking
- made available for verification.

Assessors 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 assessor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

Assessors 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 each task during the time allowed.

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

The information on the guidance given and captured on the assessor observation record form is part of the evidence that must be taken into account along with the other evidence for the task when grading. It is up to the assessor to decide if the guidance the candidate has required suggests they are lacking in any performance outcome and consider the severity of the issue when applying the grading criteria. The assessor must record where and how guidance has had an impact on the grade given, so this is available should queries arise during verification or appeal.

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

- An assessor 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 assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor 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 assessor 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 assessor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the grade awarded.
- The assessor 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 grading.
- The assessor must not produce any templates, pro formas, work logs etc. If templates are provided by City & Guilds as part of the assignment, these should not be adapted but can be provided to candidates either electronically or as paper-based. Compliance of this requirement will be checked as part of the verification process.

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

Submission of/retention of evidence

In order to fully support candidates, centres are required to retain a candidate's evidence until the next EQA sampling activity. However, where this is not practical, the centre must keep all the relevant assessment records in place to show progress of the candidate throughout their qualification. Candidate assessment records must be retained for three years after certification.

See Appendix 3, Centre Handbook: Quality Assurance Standards for details.

7. Assessor observation form (AOF)

Task	Qualification number
Candidate name	Candidate number
Centre name	

Complete the tables below referring to the relevant marking grid/grade descriptors, found in the assessment pack.

Assessor observation	Notes – <i>capture detailed, accurate and differentiating notes which identify how the evidence meets the requirements of the grading descriptors. Also capture any other information relevant to the assessment of this task/assessment, eg any support provided.</i>

Assessor signature	Date

8. Candidate record form (CRF)

Candidate name	Candidate number
Centre name	Centre number

Marker Notes – Please always refer to the relevant marking grid for guidance on criteria and make notes which describe the quality of the evidence and justification of how the grading descriptors have been met. Expand boxes as required.

Task	Notes and justification	Outcome
Task 1		Pass/fail
Task 2		Pass/fail
Task 3		Pass/fail

Internal assessor name	Date
Internal assessor signature	

9. Declaration of authenticity

Assessment ID/Version	Qualification number
Candidate name	Candidate number
Centre name	Centre number

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.

Candidate signature	Date

Assessor:

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.

Assessor signature	Date

NB – If any question of authenticity arises, the assessor may be contacted for justification of authentication.

Appendix 1 – Assessment resources

SAMPLE

Part i) – Risk assessment template

Risk Assessment Form

Centre Name

Task Number

Name

(competent person carrying out the risk assessment)

Date

(DD/MM/YYYY)

Site details (Enter details of the site that the risk assessment is being carried out on)

Latest date for review

(DD/MM/YYYY)

People at risk

Workers
 Adjacent workers
 Site wide workers
 Homeowner/end user
 Visitors
 Members of the public

.
.
.
.
.
.

Hazards identified

(Consider the hazards specific to the type of activities being assessed)

Level of risk

(High, medium, low)

Control measures required

(Enter details of actions that need to be taken to reduce, control or eliminate the risks of each hazard)

Hazards identified (Consider the hazards specific to the type of activities being assessed)	Level of risk (High, medium, low)	Control measures required (Enter details of actions that need to be taken to reduce, control or eliminate the risks of each hazard)	
Name (Person responsible for implementing controls)		Date controls must be actioned by (DD/MM/YYYY)	

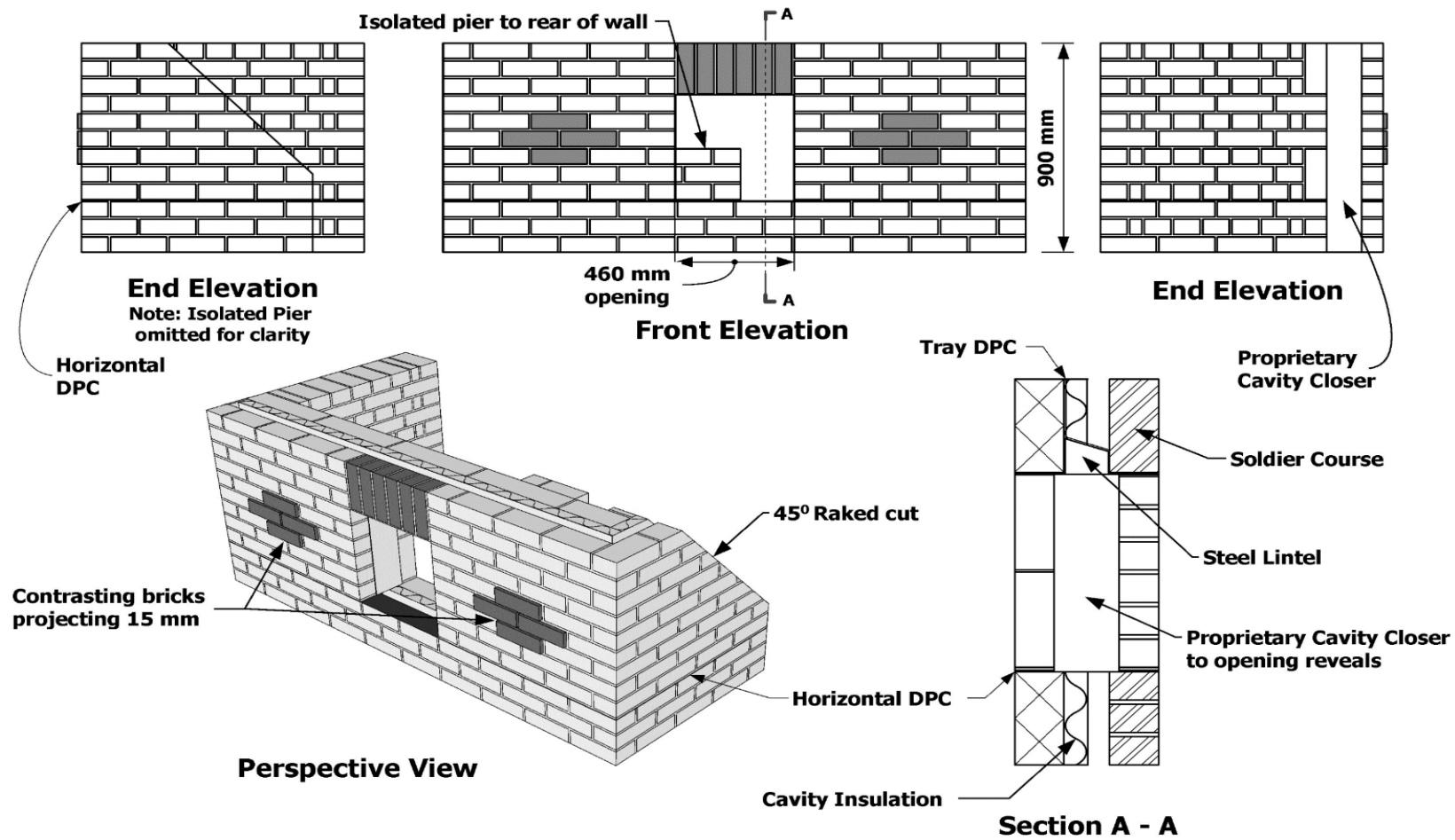
Resource List

Signed

Date (DD/MM/YYYY)

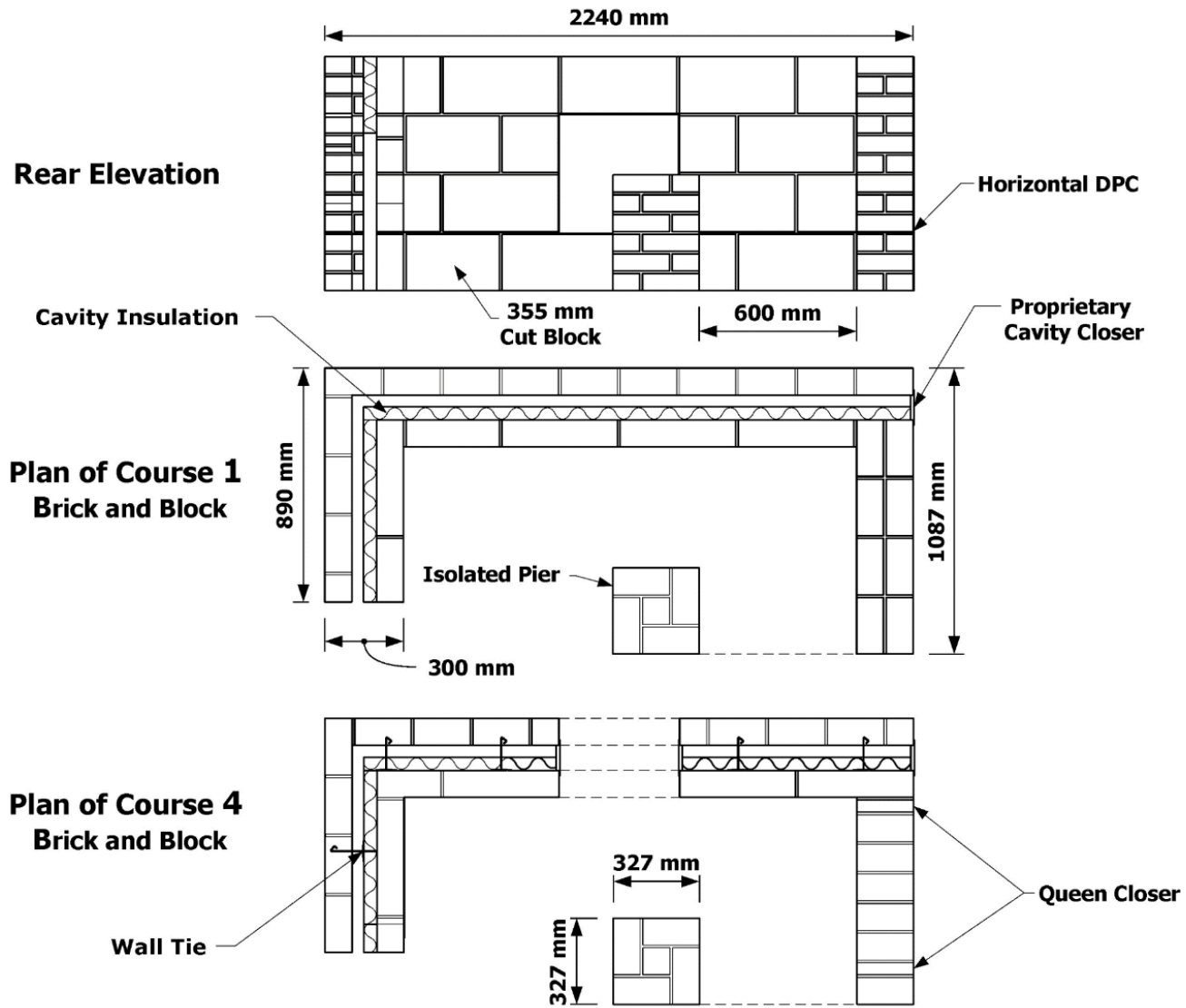
SAMPLE

Part iii) – Cavity wall model drawing, and specification for the model¹

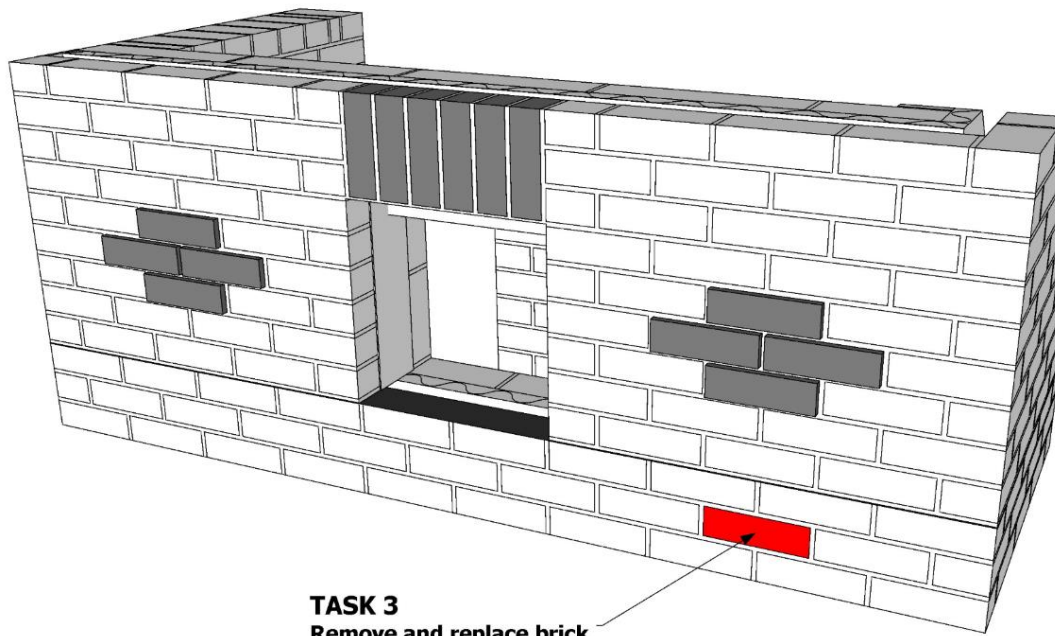


SAMPLE

¹ Adjustments may be made to overall wall sizes as per the drawing for the model in task 2 to account for minimal regional variations in material sizes (brick and block size variations)



Part iv) – Cavity wall model drawing, indicating repair



TASK 3
Remove and replace brick

Appendix 2 – Mapping of tasks to transferrable employability skills

The following transferable employability skills underpin the content of this qualification. The grid below provides an overview of where the employability skills map to and are best demonstrated within this practical assessment.

Transferrable employability skills	Task		
	1	2	3
Communication in the workplace			
Selects appropriate formats for written communication for different purposes and audiences, in line with workplace conventions or procedures, where appropriate (CSW1) .	✓	✓	
Produces documents of different types that are appropriate (eg, in terms of length, style and language use) for the purpose and intended audience (CSW2) .	✓	✓	
Demonstrates initiative in carrying out own role (CW4) .	✓	✓	✓
Accurately and appropriately uses terminology associated with a particular workplace or sector in written communication (CSW5) .	✓		
Workplace conduct			
Identifies and follows codes of conduct (eg, for personal presentation, timekeeping) as appropriate to own role (CW1) .	✓	✓	✓
Applies sufficient effort to enable them to complete tasks set to the standard required (CW3) .	✓	✓	✓
Demonstrates initiative in carrying out own role (CW4) .		✓	✓
Outlines aspects of own conduct which meet expectations of a work setting (CW5) .		✓	✓
Problem solving			
Gathers appropriate information or advice from different sources to help solve a specific work-related problem (PSW1) .	✓	✓	✓
Assesses a range of potential solutions, applying appropriate problem-solving strategies (PSW2) .	✓	✓	✓
Presents a clear action plan, including tasks and timelines, for implementing a chosen solution to a specific work-related problem (PSW4) .		✓	✓
Time management skills			

Transferrable employability skills	Task		
	1	2	3
Plans work: <ul style="list-style-type: none"> • according to priority • taking into account length of time needed to complete tasks • in order to meet deadlines • including appropriate breaks (TMS1). 	✓	✓	✓
Works at an appropriate pace to carry out tasks in accordance with plan (TMS2) .	✓	✓	✓
Adjusts approach in response to any change of circumstance (eg, one task overrunning), as appropriate, to ensure remaining time is spent effectively (TMS3) .	✓	✓	✓

Appendix 3 – Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centre document library on www.cityandguilds.com or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Handbook: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The Centre document library also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the Contact us section of the City & Guilds website, [Contact us](#)

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that builds competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, TradeSkills4U, Intertrain, Kineo and The Oxford Group.

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