



City & Guilds Level 2 Extended Technical Occupational Entry in Wood Occupations (Diploma) - Site Carpentry (7255-62)

Version 1.2 (March 2026)

**Assignment Pack 7255-261
(Sample) - Assessor**

Version and date	Change detail	Section
V1.0 July 2025	Initial version	All
V1.1 October 2025	Re-sit opportunities updated with re-submission process	2
	Assessor guidance for re-submission process added for each task	5
	Reference to section of Centre Handbook relating to retention of evidence updated	6
	Centre Assessment document title amended	Appendix 1
	Candidate record form updated	10
V1.2 March 2026	Amendment to two descriptors in Task 2 to be more specific on the safe use of tools and equipment	Grading

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1. Assessment overview

This guidance contains assessment documentation for the Level 2 Extended Technical Occupational Entry in Wood Occupations (Diploma) – Site Carpentry.

The assessment for this component consists of an assignment, which includes an assignment brief and then a number of tasks for the candidate to complete.

The tasks are assessed by grading descriptors which detail a level of performance required to achieve a below pass (ie fail) level and pass level.

The grading descriptors are designed to allow for a holistic judgement to be made on the evidence presented by the candidate.

2. Assignment guidance

General task guidance

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

Overarching conditions

All tasks for this assessment will be given to the candidate at once to enable them to carry out the first task.

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.
- 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 – 5 hours
- Task 3 – 7 hours

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.

When working under supervised 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. Where appropriate, they must have the opportunity to choose components, tools and equipment that demonstrate their ability to select from a range of appropriate materials.

The candidate should have access to the following to select and carry out each task:

Task 1:

- Risk assessment form (see Section 7 of this Assessor Pack for template).
- Resources list (see Section 8 of this Assessor Pack for template).

Task 2:

- Timber as per materials list.
- Workshop area sufficient to erect the studwork, with plywood to walls and floor to enable good fixing.
- Access to hand and power tools, including chop saw for cutting studwork components.
- Fixings appropriate for the task.

Task 3:

- Lining, door with ironmongery/furniture as per materials list.

Task-specific guidance

Task 1:

- Candidates will be provided with the tasks document and be required to produce a risk assessment, setting out details, a template and a cutting list for the project.
- A risk assessment will also be provided by the candidate for all work to be carried out, including any machines.
- The candidate will work to the centre risk assessment.
- Candidates will work on their own under supervised conditions.
- This task can be carried out in a classroom or in the workshop under supervision. It is envisaged that 12–14 candidates could be observed by one member of staff.

Task 2:

- Candidates will have access to sufficient workshop area and appropriate tools.
- Candidates will not confer about the task being produced and will work under supervision at all times.
- Candidates must have completed Task 1 prior to conducting Task 2.
- Candidates must work in a safe manner and segregate waste resources for reuse, recycling and disposal.
- As assessors must closely observe each candidate to produce notes to enable them to complete the assessment paperwork, it is suggested that a maximum of six candidates are assessed at once. Additionally, candidates may have to leave the room to use a machine; therefore, an additional staff member must be available to supervise if the assessor must leave the room.

Task 3:

- Candidates will have access to sufficient workshop area and appropriate tools.
- Candidates will not confer about the task being produced and will work under supervision at all times.
- Candidates must have completed Tasks 1 and 2 prior to conducting Task 3.
- Candidates must work in a safe manner and segregate waste resources for reuse, recycling and disposal.
- Because assessors must closely observe each candidate to produce notes to enable them to complete the assessment paperwork, it is suggested that a maximum of six candidates are assessed at once. Additionally, candidates may have to leave the room to use a machine; therefore, an additional staff member must be available to supervise if the assessor must leave the room.

Resit 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 and have not met conditions for the resubmission of evidence detailed below and within the grading section, they will be required to complete a further period of learning before then re-sitting fully, all tasks within a **different version** of the assessment.

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

Resubmission of evidence

A candidate can resubmit evidence for specific grading criteria where they have not met the pass standard within a task, if the following conditions and guidance are met.

Centre assessor

Must ensure

- The candidate has met the deadlines for the completion of the assessments including where an extension has been agreed
- The resubmission of evidence does not take place until all tasks within the assessment have been completed and assessed
- The candidate is not provided with any feedback on how to improve their performance
- The resubmission of evidence takes place within 15 working days of the previous assessment outcome
- Evidence used for resubmission has been developed under replicated conditions and controls as set out in the original assessment
- Resubmitted evidence and assessor judgements are available for EQA review and that this is made clear in the assessment documentation
- The resubmission of evidence is approved by the IQA
- Evidence of formative assessment and coursework of the candidate is provided to the IQA
- The above process is carried out before any EQA sampling takes place and a grade submitted to City & Guilds.

Internal Quality Assurer (IQA)

Must ensure

- The resubmission of evidence is conducted fairly and in line with the conditions of the original assessment
- That the resubmission of the evidence has not given the candidate an unfair advantage over other candidates
- That no feedback has been given to the candidate to improve their performance
- Candidate and assessor records clearly identify the grading criteria that have not been met as well as assessment outcomes for the original assessment

- Resubmitted evidence is available for review by the EQA
- That the candidate's formative assessment materials have been sampled and made available
- That both the candidate and centre assessor have met the conditions and guidance set out in this process
- The resubmission form to document candidate eligibility is completed and retained for EQA sampling.

Please note that further information and guidance for centre assessors on the resubmission of evidence process will be found within the grading section of this assignment

3. Assignment brief

You are working on site for Peter Scout Builders. The client has requested a room be divided with a stud partition and new door, as part of a refurbishment project.

You have been asked to construct the wall, fix the lining and hang the door, including door stop, latch and handles.

Specification

The wall will be constructed and the door hung as per the drawing and information provided.

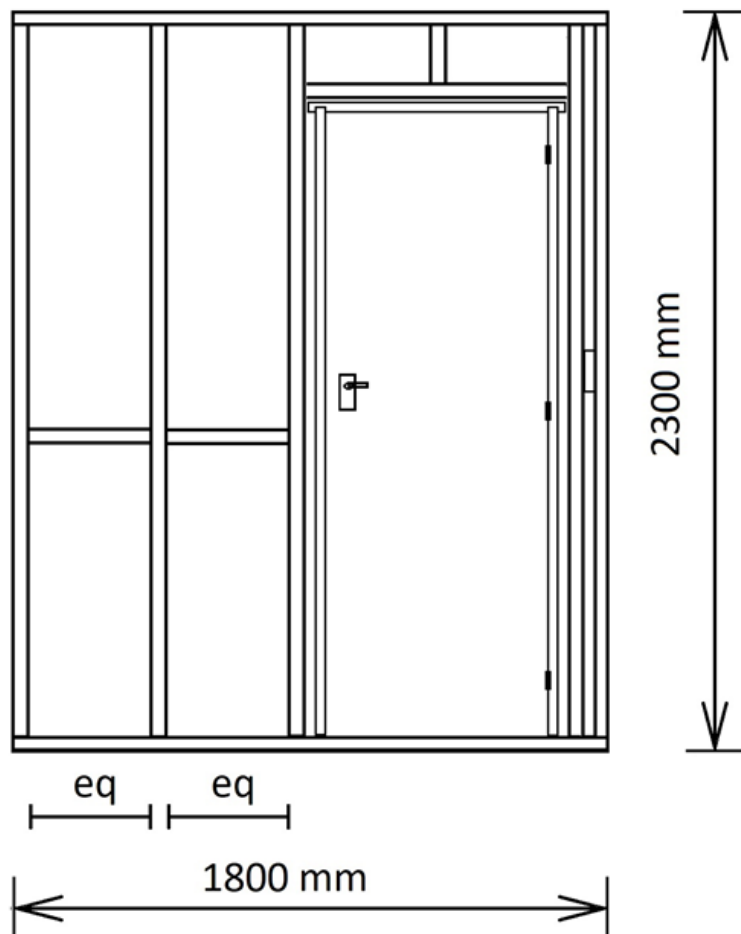


Diagram not to scale.

Door size 762mm x 1981mm and lining to match.

Door hung on right-hand side, opening out as per diagram, complete with door stop, tubular latch and handles.

Studwork 63mm x 38mm Canadian Lumber Standard (CLS) or equivalent.

Door lining to be fixed with a minimum of four fixings on each side.

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

4. Tasks

Task 1 – Resources list and risk assessment

You should refer to the brief and technical information provided and then do the following:

- produce and complete a risk assessment covering all activities in Tasks 2 and 3.
- create a list of resources for Tasks 2 and 3. This should include:
 - all materials (correct length and sizing identified)
 - fixings
 - tools and equipment.

Resources

- Risk assessment form (section 7)
- Tools and resource list (section 8).

Conditions of assessment

- The time allocated for this task is 2 hours.
- You must carry out the task on your own, under controlled conditions while being observed.

Controlled conditions

- You must work on your task in the allocated time only.
- Assessment evidence must be handed in at the end of each session for secure storage.
- You must not share or discuss your work with other candidates.
- You are permitted to use only the reference materials detailed in the resources section.
- You must complete the task under supervision with no assistance.

What must be produced for grading

- Completed risk assessment for Tasks 2 and 3.
- A list of resources required for Tasks 2 and 3.

Task 2 – Practical project (part 1)

You are now required to construct a stud wall with an opening to accept a door lining, as per the drawing.

You must:

- measure and cut all components to length using a chop saw
- assemble the stud partition as per the drawing.

Resources

- The centre's risk assessments and method statements.
- Completed resource list from Task 1.
- Materials and equipment for constructing a stud wall:
 - chop saw
 - timber and fixing as provided
 - hand and power tools.
- Appropriate personal protective equipment (PPE).

Conditions of assessment

- The time allocated for this task is 5 hours.
- You must carry out the task on your own, under controlled conditions while being observed.

Controlled conditions

- You must not share or discuss your work with other candidates.
- Assessment evidence must be handed in at the end of each session for secure storage.
- You must work on your task in the allocated time only.
- You are permitted to use only the reference materials detailed above in the resources section.
- You must complete the task under supervision with no assistance.

What must be produced for grading

- The completed stud wall.

Additional evidence that may be captured for grading for this task

- Completed section of Assessor Observation Form (AOF).
- Three assessor photographs, capturing the task in progress and at completion:
 - first photograph: measuring and cutting components to length using chop saw
 - second photograph: assembly of the stud partition

- third photograph: completed stud wall.
- The photographs can support judgements of quality which could affect the pass/fail decision.

Task 3 – Practical Project (part 2)

The purpose of this task is to fix the door lining and hang the door in the lining in three hinges, including all door furniture.

You must:

1. fix the door lining
2. hang the door
3. fit the tubular latch and handle
4. work in a safe manner and segregate waste resources for reuse, recycling and disposal.

Resources

- Door lining as per specification.
- Door and hinges.
- Door furniture and latch.
- Access to hand and power tools, plus equipment suitable to undertake the task.
- Appropriate PPE.

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 7 hours (not including machine waiting time).
- You must carry out the task on your own, under controlled conditions while being observed.

Controlled conditions

- You must not share or discuss your work with other candidates.
- You must work on your task in the allocated time only.
- You are permitted to use only the reference materials detailed above in the permitted reference materials section.
- You must complete the task under supervision, with no assistance.

What must be produced for grading

- The completed lining and fitted door, including all furniture/ironmongery.

Additional evidence that may be captured for grading for this task

- Completed section of Assessor Observation Form (AOF).
- Four assessor photographs, capturing the task in progress and at completion:

- first photograph: fixing the door lining
 - second photograph: hanging the door
 - third photograph: fitting the tubular latch and handle
 - fourth photograph: completed lining and fitting door.
- The photographs can support judgements of quality which could affect the pass/fail decision.

5. Grading

Guidance on grading

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 (fail).

Assessors should consider the grading descriptors in each task table and 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; however, note that 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.

Grading grids

Task 1 – Resources list and risk assessment

Fail	Pass
<ul style="list-style-type: none">• Risk assessment identified some of the hazards, risks and or safety concerns including some of the appropriate control measures but omitted the key hazards, risks and safety concerns and appropriate control measures that would cause additional safety concerns during the undertaking of the task(s).• A resource list has been produced which includes some of the required materials and cutting sizes for some aspects of the tasks. Some tools, materials and cutting sizes have been omitted which may impact the completion of further tasks. The calculations used are incorrect and/or include omissions.• A resource list has been produced which includes some of the required tools, equipment and machinery required for some aspects of the task(s). Some tools and equipment have been omitted which may impact the completion of further tasks.	<ul style="list-style-type: none">• Risk assessment identified key hazards, risks and safety concerns and listed the appropriate control measures, giving confidence that the candidate could undertake the task(s) safely.• A resource list has been produced which includes the materials and cutting sizes required for completion of the task(s), with mostly accurate calculations.• A resource list has been produced which includes the majority of the tools, equipment and machinery required that allows the task(s) to be completed.• All documentation completed with minor mistakes which would not affect the completion of the task(s) required.

- | | |
|--|--|
| <ul style="list-style-type: none"> Documentation has been completed but with mistakes which may affect the completion of further task(s). | |
|--|--|

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

- Risk Assessment** – completed risk assessment proforma highlighting key **hazards, risks and safety** and appropriate **control measures** which could include:
 - Manual handling
 - Risk:** risk of injury to hands (trapping/cuts/splinters). **Control measure:** selection of correct PPE (protective gloves, safety boots).
 - Risk:** risk of back injury. **Control measure:** correct posture when working at bench and using hand/power tools, selection of correct PPE (safety boots, gloves).
 - Eyes
 - Risk:** risk of injury using tools/machinery. **Control measure:** selection of correct PPE (eye protection).
 - Slips, trips and falls
 - Risk:** risk of injury from waste material around the work bench and machinery. **Control measure:** keeping walkways and work areas clear, materials stored correctly.
 - Toes and feet
 - Risk:** risk to crushing injury to toes and feet. **Control measure:** selection of correct PPE (safety boots) and wearing it at all times.
 - Using tools/machinery
 - Risk:** risk of injury from moving parts. **Control measure:** selection of correct PPE (safety boots, gloves, eye protection, ear defenders), fingers behind the blade, correct operation/training.
 - Noise
 - Risk:** risk of injury from noise from machinery. **Control measure:** ear protections, selection of correct PPE (ear defenders).
 - Dust inhalation
 - Risk:** risk of injury through inhaling dust from machining timber (damage to respiratory system). **Control measure:** mouth protections, selection of correct PPE (face mask).
- Resource lists** – completed resource lists
 - Materials and cuttings – essential components listed, with required cuttings, giving section sizes (including sawn/planed finished sizes where appropriate)
 - two newel posts
 - two strings
 - four treads
 - five risers
 - one nosing
 - Tools and equipment
 - Dividers
 - Roofing/steel square
 - Measure (tape or rule)

Guidance for resubmission of evidence process

When a candidate does not meet the pass standard the candidate can rework and submit evidence for specific grading criteria that has not been met within this task. Resubmission of evidence for this task is permitted as follows:

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Documentation:** Incomplete or inaccurate documentation can be resubmitted (eg resource lists, materials and cutting sizes, risk assessment and control measures).

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Not applicable:** all evidence for this task can be resubmitted.

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Not applicable:** all evidence for this task can be resubmitted.

Task 2 – Practical Project (part 1)

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. • Selected and correctly used some of the required Personal Protection Equipment (PPE) but not throughout the task. • Selected, set-up and undertook some of the required safety checks of tools and equipment needed for the task. • Used some of the required tools and equipment correctly but not consistently throughout the task. • Calculations and measurements made during the task(s) are inaccurate, resulting in not all task(s) being completed as per the drawings and specifications. • Waste resources were not segregated for reuse, recycling and disposal. • Not all task(s) components completed, assembled and fixed securely as per the drawings and specifications and/or tolerances exceeding acceptable ranges. 	<ul style="list-style-type: none"> • Worked in a safe manner avoiding any potential health and safety hazards. • Selected and correctly used required Personal Protection Equipment (PPE) throughout the task. • Selected, set-up and undertook required safety checks of tools and equipment needed for the task. • Used required tools and equipment correctly throughout the task. • Calculations and measurements made during the task(s) are mostly accurate, resulting in completion of the task(s) as per the drawings and specifications. • Waste resources were segregated correctly for reuse, recycling and disposal. • Task(s) components completed, assembled and fixed securely as per the drawings and specifications with tolerances within acceptable ranges.

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

- **Personal Protective Equipment (PPE)** – selection and use of
 - Safety boots
 - Protective gloves
 - Eye protection
 - Ear defenders
 - Face mask
 - Safety headwear.
- **Tools and equipment** – selection, set-up and use of
 - workshop bench
 - machines
 - timber and fixing as provided
 - hand and power tools, including a circular saw.
- **Components completed, assembled and securely fixed within acceptable tolerances:** construction of the studwork as per the drawing and specification
 - Studwork constructed accurately in accordance with the drawing.
 - Studwork dimensionally accurate $\pm 5\text{mm}$.
 - Opening for door lining within given tolerances $\leq 25\text{mm}$.
 - Centre stud positioned equally $\pm 2\text{mm}$.
 - No gaps to stud or noggin butt joints that exceeds 2mm.
 - Studwork fixed plumb within 3mm over height of studwork.

Guidance for resubmission of evidence process

When a candidate does not meet the pass standard the candidate can rework and submit evidence for specific grading criteria that has not been met within this task. Resubmission of evidence for this task is permitted as follows:

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect segregation of waste ready for disposal).
- **Adjustments to the task:** Candidates can carry out minor adjustments to the task to ensure components are completed within acceptable tolerances and are fixed, assembled or secured in line with requirements.

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Tolerances:** If the task has been undertaken with minor measurement inaccuracies not within acceptable tolerances that were not able to be rectified with minor adjustments and has potential impact on the next task.
- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect tool usage or PPE selection that does not compromise safety or task integrity).

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Health & Safety failures:** Any unsafe practice (eg unsafe tool use, no/inappropriate use of PPE or taking actions that could cause potential harm to themselves or others).

Task 3 – Practical Project (part 2)

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. • Selected and correctly used some of the required Personal Protection Equipment (PPE) but not throughout the task. • Selected and correctly used some of the required tools and equipment but not throughout the task. • Calculations and measurements made during the task(s) are inaccurate, resulting in not all task(s) being completed as per the drawings and specifications. • Waste resources were not segregated for reuse, recycling and disposal. • Not all task(s) components completed, assembled and fixed securely as per the drawings and specifications and/or tolerances exceeding acceptable ranges. 	<ul style="list-style-type: none"> • Worked in a safe manner avoiding any potential health and safety hazards. • Selected and correctly used required Personal Protection Equipment (PPE) throughout the task. • Selected and correctly used required tools and equipment throughout the task. • Calculations and measurements made during the task(s) are mostly accurate, resulting in completion of the task(s) as per the drawings and specifications. • Waste resources were segregated correctly for reuse, recycling and disposal. • Task(s) components completed, assembled and fixed securely as per the drawings and specifications with tolerances within acceptable ranges.

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

- **Personal Protective Equipment (PPE)** – selection and use of
 - Safety boots
 - Protective gloves
 - Eye protection
 - Ear defenders
 - Face mask
 - Safety headwear.
- **Tools and equipment** – selection and use of
 - workshop bench
 - machines
 - timber and fixing as provided
 - hand and power tools.
- **Components completed, assembled and securely fixed within acceptable tolerances:** fixing of door lining and hanging of door as per the drawing and specification
 - Door lining fixed into opening with four or five fixings equally spaced on each jamb.

- Lining parallel and out of twist within $\pm 2\text{mm}$ and assembled with gaps not exceeding 1mm.
- Jambs plumb on face and edge $\pm 2\text{mm}$.
- Door hung parallel on three hinges to normal conventions (225mm up, 150mm down, middle hinge centre).
- Door hung with gap of 2mm or 3mm all round parallel $\pm 1\text{mm}$.
- Leading edge applied to door.
- Latch forend neatly housed into edge of door with no gaps exceeding 2mm.
- Keep, housed into lining, with no gaps exceeding 2mm.
- Handles fixed parallel, operating freely.
- Door shutting flush with lining.
- Door stops fixed with allowance for paint with no gaps exceeding 2mm.

Guidance for resubmission of evidence process

When a candidate does not meet the pass standard the candidate can rework and submit evidence for specific grading criteria that has not been met within this task. Resubmission of evidence for this task is permitted as follows:

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect segregation of waste ready for disposal).
- **Adjustments:** Candidates can carry out minor adjustments to the task to ensure components are completed within acceptable tolerances and are fixed, assembled or secured in line with requirements.

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Tolerances:** If the task has been undertaken with minor measurement inaccuracies not within acceptable tolerances that were not able to be rectified with minor adjustments.
- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect tool usage or PPE selection that does not compromise safety or task integrity).

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Health & Safety failures:** Any unsafe practice (eg unsafe tool use, no/inappropriate use of PPE or taking actions that could cause potential harm to themselves or others).

6. Centre guidance

The 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 practical skills they have developed over the course of their learning to complete tasks or solve problems/challenges.

This approach to assessment emphasises to candidates the importance of applying the full range of their learning into practice in their chosen industry area.

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

Centres are required to rotate the 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 uses the learning they have so far covered, drawing this together in a similar way, so that candidates are familiar with the format, conditions and expectations of the assessment.

Candidates should be made aware during the learning programme 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 the level of competence required.

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

Resources for candidates

Candidates must have access to a suitable range of tools and resources to carry out each of the tasks.

Candidates have also been provided with templates in this pack to complete the following:

- Task 1 – Risk assessment form
- Task 1 – Tools and materials list

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 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.

It is the responsibility of the centre to plan sufficient assessment sessions, as stated in each of the tasks. These must be under the appropriate conditions and 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, to ensure their planning has not left them with too short a time to complete the tasks safely. Any planning that is not appropriate must be recorded on the assessor observation record form as part of the marking process.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills; however, this also needs to be reasonable and practicable. Candidates must be allowed to overrun their own planned timings in order for evidence of a range of their skills to be captured. If, however, the time required exceeds the maximum time allowance for the task, the centre must stop the assessment and base the marking on the evidence up to that point.

Any guidance or feedback relating to timings/planning should follow the guidance provided in section *Guidance and feedback* below.

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 when there is a lot of evidence to collect that will need additional support or any times that are quieter which may be eased through staggered starts etc.
 - local conditions e.g.:
 - layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period
 - amount of additional support available (e.g. 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 straightforward 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. The number will usually be fewer than this maximum. The key factors to consider are the logistics of collecting sufficient evidence and candidates' ability to remain working safely in the assessment environment. A timetable of assessments and layout of the workspaces must be available for verification, detailing:

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

- support staff present.

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 qualities 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 to assess the performance against the grade 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, such as photographs or video, can be easily matched to the correct candidate. They should also be clear and well lit, 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, and their performance must not be 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. Ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and assessor notes alone) may play a significant part in the 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). Any technical specifications for these forms of evidence (eg 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 assessor evidence, as described in the additional evidence section of the task.

Please note that centres must ensure that video evidence and photo evidence is clear and meets the minimum requirements. If the requirements are not met, this may impair the ability of the EQA/moderators to take this evidence into account and delay the verification/moderation process.

Minimum evidence requirements for marking/ grading

The following sections in the assignment list the minimum requirements of evidence to be submitted for grading and the moderation sample:

- *What must be produced for grading.*

- *Additional evidence for this task.*

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, such as pinboard-style websites for creating mood boards, can be helpful, the final evidence must be converted to a suitable format for grading 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 are the centre's responsibility.

NB *Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal grading more efficient.*

Preparation of candidates

Candidates should be aware of which aspects of their performance will support them achieving a pass in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates will not have access to the grading descriptors during the assessment. However, they 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 is 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 during the assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this assignment are intended 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 to 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 give 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, for example 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 allow them reasonable access to a pass grade.

Guidance and feedback

To support centre file management, assessors may specify a suitable file format and referencing format for evidence (unless otherwise specified, for example 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 grading
- 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 ensure 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 candidates' plans and designs to ensure management of time and resources is appropriate and to ensure that 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 to 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 at 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 candidate record form (CRF).
- The assessor should not provide guidance if the candidate is thought to be able to correct the issue without it, and if a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more assessor guidance is provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact will be on the grade awarded.
- The assessor must not provide guidance that the candidate's work is not at the required standard or on 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 with this requirement may 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 candidates' 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 the progress of the candidate throughout their qualification. Candidate assessment records must be retained for three years after certification.

See Section 4 of the Centre Handbook: Quality Assurance Standards for details.

7. Risk assessment form (for use in Task 1)

This must be completed as part of Task 1.

SEVERITY (S): Degree of harm which may be caused (including numbers affected) 1 Minor injury 2 Major injury 3 Fatality					RISK RATING (RR): Severity x Likelihood		
LIKELIHOOD (L): Probability that event will occur 1 Remote 2 Possible 3 Likely					1-2 Low 3-5 Medium 6-9 High		
Item no	Activity	Hazard	Persons at risk	Existing controls (Mitigation)	S 1-3	L 1-3	RR

Candidate name	Candidate signature	Date

9. Assessor observation form

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

Responses to questions	Notes – <i>Please capture detailed, accurate and differentiating notes which identify how the evidence meets the requirements of the marking grading descriptors.</i>

Assessor signature	Date

10. Candidate record form

Candidate name	Candidate number
Centre name	Centre number

Marker Notes – Please always refer to the relevant grading 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

Assessor name	Date
Assessor signature	

Resubmission of evidence

Assessor to complete this section if any evidence has been resubmitted and to confirm if it meets / does not meet the standard.

Task	Detail of evidence resubmitted	Notes and justification	Outcome
Task 1			Pass/Fail
Task 2			Pass/Fail
Task 3			Pass/Fail

Assessor name	Date
Assessor signature	

IQA to confirm.

Internal Quality Assurer (IQA) name	Date
Internal Quality Assurer (IQA) signature	

If sampled by EQA:

External Quality Assurer (EQA) name	Date
External Quality Assurer (EQA) signature	

11. Declaration of authenticity

Assessment ID	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 I am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Assessor signature	Date

Note: Where the candidate and/or assessor 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 assessor may be contacted for justification of authentication.

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

12. Mapping of tasks to transferable 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.

Transferable 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 (e.g. 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 (e.g. 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

Plans work:

- 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 (e.g. one task over-running), as appropriate, to ensure remaining time is spent effectively **(TMS3)**

✓

✓

✓

Appendix 1 – 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 Assessment: 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 almost 150 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 build 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.

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