City & Guilds Level 2 Extended Technical Occupational Entry in Painting and Decorating (Diploma) (7255-72)

Version 1.0 (February 2025)

Assignment Pack 7255-263 - Assessor (Sample)

SAMPLE

Version and date	Change detail	Section
V1.0 February 2025	Initial version	All

SAMPLE

Contents

1. Assessment overview	**4**
2. Assignment guidance	**5**
3. Assignment brief	**9**
4. Tasks	**11**
5. Grading	**22**
7. Assessor observation form	**36**
8. Candidate Record Form	**37**
9. Declaration of authenticity	**38**
Appendix 1 - Drawings	**39**
Appendix 2 - Tools and resource list (Proforma)	**42**
Appendix 3 – Method statement (Proforma)	**43**
Appendix 4 – Colour scheme (Proforma)	**47**
Appendix 5 – Quality review check (Proforma)	**48**
Appendix 6 – Mapping of tasks to transferable employability skills	**51**
Appendix 7 – Sources of General Information	**53**

SAMPLE

1. Assessment overview

This guidance contains assessment documentation for the Level 2 Extended Technical Occupational Entry in Painting and Decorating (Diploma).

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

Each task is assessed by a set of grading descriptors which details the level of performance required to achieve a pass.

SAMPLE

2. Assignment guidance

General task guidance

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

Please note that further Centre Guidance is available in Section 6: Centre Guidance.

Overarching conditions
For this assessment – **City & Guilds Level 2 Extended Technical Occupational Entry in Painting and Decorating – Practical assignment component 263** – candidates are required to complete five tasks which must be completed by the candidate in order.

The Candidate pack and all the tasks contained within it are to be provided at the start of the assessment to the candidate.

- Task 1 must be completed before Tasks 2–5
- Task 1 evidence should be handed in at the end of Task 1. A copy of this evidence must be made available to the candidate for reference in Tasks 2–5. This can be amended further if required by the candidate as they work through the tasks. This evidence is graded at the end of the assessment.
- Tasks 1-5 must be completed over a 3-day period. All materials must be kept securely between the assessment sessions.

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.

Internet access
Where internet access is allowed as part of a task (eg for research or report writing purposes) candidates must be advised that this is the case and reminded of the importance of submitting their own work and the seriousness of plagiarism, malpractice and collusion. Candidates should be advised that their browser history can be monitored and checked.

Plagiarism
Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assessment. This is an assessment of a candidate's abilities, so the work submitted must be their own and carried out under the conditions stated. You will be asked to sign a declaration to confirm that to your awareness, the work of the candidate is authentically their own.

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 candidates 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 15 hours, broken down per task as follows:

- Task 1 – 2.5 hours
- Task 2 – 2 hours
- Task 3 – 4 hours
- Task 4 – 3 hours
- Task 5 – 3.5 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 additional formal reading time for the assignment brief, as it is included within the duration for Task 1.

Drying times are **not** included in the allocated hours.

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

SAMPLE

Resources
Candidates must have access to a suitable range of resources and relevant PPE (including RPE) to carry out the tasks and, where appropriate, have the opportunity to choose materials, tools and equipment that demonstrate their ability to select from a range of appropriate resources.

Candidates must have access to appropriate ICT equipment and software in order to complete Task 1.

Candidates must have access to all the following appendices before starting the assessment:

Appendix 1 – Drawings

Appendix 2 – Tools and resource list (proforma)

Appendix 3 – Method statement (proforma)

Appendix 4 – Colour scheme (proforma)

Appendix 5 – Quality review check (proforma)

Candidates must have access to the following to select and carry out each task:

Materials and resources:

- BS4800 Colour cards
- White vinyl matt emulsion paint
- A selection of acrylic eggshell paints
- BS08C37 solvent-based gloss with undercoat to match
- A choice of water-based glosses and undercoats to match
- Wallpaper adhesive
- Fillers and abrasives
- 500 mm of previously painted skirting board
- 500 mm of skirting board (bare/new timber)
- 450 mm^2 pre-plastered plasterboard with premade minimum one crack
- Suitable vinyl wallcovering to meet the match criteria
- 1000 grade lining paper
- Dust sheets, masking tape and plastic sheeting

Tools and equipment:

- A range of brushes, kettles, skuttle, poles and rollers for water-based paints
- Hot air gun and extension
- Transformer
- A range of brushes and kettles for solvent-based paint
- A range of preparation tools eg filling trays, filling knives and scrapers
- Wallpapering equipment, including paste table and bucket

SAMPLE

- Access equipment suitable for the given area

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

Task specific guidance

Task 2

- Assessors need to understand the requirements of the items for Task 2.

Tasks 3–4

- Assessors must ensure all work area walls and ceiling are stripped and cleaned prior to the assessment.
- Assessors must ensure a ceiling area and a six panelled door are available to the candidate, these can be remote to the main assessment area (see Figures 2 and 3 in Appendix 1).
- Assessors must ensure a dummy socket and internal corner are available as highlighted in Figure 1 (see Appendix 1).

Workshop and remote location conditions must adopt a secure assessment environment to ensure only the candidate's work is carried out.

Assessors must ensure all candidates have sufficient training to cover related tasks prior to assessment.

Following the completion of all tasks, 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 five 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 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.

SAMPLE

3. Assignment brief

The candidate is a Painter and Decorator and has been awarded a contract to decorate a restaurant in a 1930s-style building. Prior to starting any practical work, the customer has requested the completion of three sample pieces mentioned in the specification below. In addition, the customer would like a test wall completed to establish if they are satisfied with the choice of colours and paper selection.

The customer wants a monochromatic colour scheme and would like the skirting board and dado rail to be completed in a water-based gloss that will complement the door colour (BS08C37).

The wall area and reveal above the dado requires lining and a free match vinyl wallcovering, applied over the top.

The wall area and reveal (dado panel) below the dado rail requires lining and painting with an acrylic-based eggshell.

The ceiling requires two coats of a white vinyl matt emulsion.

The candidate must use the drawings and specifications provided to plan their work accordingly.

Note: Candidate to select colours and wallcoverings suitable for the brief and to refer to drawings in Appendix 1.

Specification

Floors:

All floors have to be sheeted and protected using a suitable sheeting method.

Wall:

- Clean down, fill, and abrade
- Size the wall
- Apply lining paper horizontally above and below dado rail
- Apply two coats of acrylic eggshell to the dado panel
- Apply a free match vinyl wallcovering to the wall and reveal above the dado rail

Ceiling:

- Clean down, fill, and abrade
- Apply two coats of vinyl matt emulsion

SAMPLE

Skirting board and dado rail:

- Wet flat and fill where required
- Apply one coat of water-based undercoat
- Apply one coat of water-based gloss

Door:

- Wet flat and fill where required
- Apply one coat of oil-based undercoat
- Apply one coat of oil-based gloss (BS08C37)

Samples:

Previously defective painted skirting board

- Strip using hot air
- Abrade

Skirting board (bare/new timber)

- Apply knotting solution
- Apply one coat of water-based primer
- Abrade

Plasterboard skimmed finish

- Prepare
- Apply filler
- Abrade
- Apply two coats of white vinyl matt emulsion

Note: Clean all the work area and return the tools on completion of the task.

This assignment has a time allocation of **15 hours**.

SAMPLE

4. Tasks

Task 1 – Planning

The purpose of this task is to plan a painting and decorating project.

The candidate must read and follow the assignment brief and refer to Figures 1–3 in Appendix 1 and then:

a) Produce a tools and resource list giving reasons for their selections.
b) Produce a method statement to include:
    - activities/tasks to undertake
    - any risks/hazards or safety concerns to consider
    - the PPE and RPE required for each element of the task.
c) Produce a colour scheme.

Resources

- Figures 1–3
- Tools and resource list proforma
- Method statement proforma
- BS4800 Colour cards
- Colour scheme proforma

Conditions of assessment

- The time allocated for this task is **2.5 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 by candidates.
- The candidate must not share or discuss their work with other candidates.
- The candidate is not permitted to bring any materials into the assessment session apart from the resources listed.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- A completed tools and resource list
- A completed method statement for the given project

SAMPLE

- A completed colour scheme proforma

Task 2 – Preparing samples

The purpose of this task is to prepare three sample pieces for the customer. The candidate is required to undertake quality review checks of their work as part of this task.

The candidate must:

- Select resources.
- Remove existing defective paint using hot air from 500 mm of skirting board.
- Abrade and clean down 500 mm of skirting board (bare/new timber).
- Apply knotting solution.
- Apply water-based primer.
- Prepare a crack on a 450 mm^2 of pre-skimmed plasterboard.
- Apply filler.
- Abrade to a smooth surface.
- Apply two coats of white vinyl matt emulsion using a brush.
- Undertake quality review checks of each stage of the sample preparation work.

A quality review check proforma (Appendix 5) has been provided for the candidate to detail the outcomes of their quality checks.

SAMPLE

Resources (Candidate)

- Completed planning documents from Task 1
- A quality review check proforma
- A range of appropriate tools, equipment and materials
- 500 mm of previously painted skirting board
- 500 mm of skirting board (bare/new timber)
- 450 mm^2 pre-plastered plasterboard with premade minimum one crack

Resources (Assessor use only)

- PPE (including RPE)

- Abrasives
- Filler
- Preparation tools
- Hot air gun and extension
- Water-based primer
- Knotting solution
- A range of dry paint brushes
- Paint kettle
- White vinyl matt emulsion
- 500 mm of previously painted skirting board
- 500 mm of skirting board (bare/new timber)
- 450 mm^2 pre-plastered plasterboard with premade minimum one crack

Conditions of assessment

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

Controlled conditions

- The candidate must only work on their task in the allocated time.
- Assessment evidence must be kept secure in the workshop/handed in at the end of each session for secure storage which cannot be accessed between sessions by candidates.
- The candidate must not share or discuss their work with other candidates.
- The candidate is permitted to use their planning documents from Task 1 during the assessment session.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- A prepared work area
- A stripped piece of skirting board
- A primed piece of skirting board
- An emulsion painted piece of plasterboard
- A completed quality review section for this task (Appendix 5)

Additional evidence for this task

- Completed section of Assessor Observation Form (AOF)
- Six assessor photographs, capturing the task in progress and at completion. Images can support judgements of quality which could affect the Pass/Fail decision.

SAMPLE

- 1st photograph showing stripping of skirting board and the wearing of PPE
- 2nd photograph showing stripped piece of skirting board showing all paint removed
- 3rd photograph showing application of knotting to the skirting board
- 4th photograph showing application of primer to the skirting board
- 5th photograph showing repair of crack in plasterboard
- 6th photograph showing painted plasterboard

SAMPLE

Task 3 – Preparation of surfaces

The purpose of this task is to prepare all surfaces to be decorated. The candidate is required to quality review their work as part of this task.

Refer to Figures 1–3 (see Appendix 1).

The candidate must:

- Select resources.
- Abrade and clean down all surfaces.
- Fill and prepare all surfaces.
- Size and apply lining paper to the sample wall and internal angle.
- Undertake quality review checks of each stage of preparation of surfaces work.

A quality review check proforma (Appendix 5) has been provided for the candidate to detail the outcomes of their quality checks.

Resources (Candidate)

- Figures 1–3
- Completed planning documents from Task 1
- A quality review check proforma
- A range of appropriate tools, equipment and materials

Resources (Assessor use only)

- Abrasives
- Preparation tools
- Paperhanging tools
- 1000 grade lining paper
- Wallpaper adhesive
- Paste table
- Filler
- Dust sheets
- Stepladders/hop-ups
- Waste bag

Conditions of assessment

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

SAMPLE

Controlled conditions

- The candidate must only work on their task in the allocated time.
- Assessment evidence must be kept secure in the workshop which cannot be accessed between sessions by candidates.
- The candidate must not share or discuss their work with other candidates.
- The candidate is permitted to use their planning documents from Task 1 during the assessment session.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- A prepared work area that is protected, clean, filled, and abraded
- A wall that is sized, with lining paper applied
- A completed quality review section for this task (Appendix 5)

Additional evidence for this task

- Completed section of Assessor Observation Form (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.
    - 1st photograph showing sheeted work area
    - 2nd and 3rd photographs showing the cleaning down of the wall and ceiling surface areas, use of tools and abrasives and the wearing of PPE and the correct RPE
    - 4th photograph showing the application of lining paper to the wall areas
    - 5th photograph showing completed lined wall areas showing joints

SAMPLE

Task 4 – Application of paint

The purpose of this task is to apply paint by brush and roller. The candidate is required to quality review their work as part of this task.

Refer to Figures 1–3 (see Appendix 1)

The candidate must:

- Select resources.
- Apply water-based undercoat to skirting and dado rail.
- Apply solvent-based undercoat to the door.
- Apply emulsion paint to the ceiling.
- Apply acrylic eggshell to the dado panel.
- Apply water-based gloss to the skirting and dado rail.
- Apply solvent-based gloss to the door.
- Undertake quality review checks of each stage of the application of paint work.

A quality review check proforma (Appendix 5) has been provided for the candidate to detail the outcomes of their quality checks.

Resources (Candidate)

- Figures 1–3
- Completed planning documents from Task 1
- A quality review check proforma
- A range of appropriate tools, equipment, and materials

Resources (Assessor use only)

- Relevant PPE (including RPE)
- Selection of solvent and water-based brushes
- Medium pile roller
- Roller pole
- Scuttle
- Dust brush
- Tac cloth
- Kettles
- Water-based undercoat

SAMPLE

- Solvent-based undercoat
- Water-based gloss
- Solvent-based gloss
- Acrylic eggshell
- Vinyl matt emulsion
- Solvent-based gloss BS08C37
- Stepladders/hop-ups

Conditions of assessment

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

Controlled conditions

- The candidate must only work on their task in the allocated time.
- Assessment evidence must be kept secure in the workshop which cannot be accessed between sessions by candidates.
- The candidate must not share or discuss their work with other candidates.
- The candidate is permitted to use their planning documents from Task 1 during the assessment session.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- Emulsion painted ceiling
- Gloss finished skirting and dado rail
- Eggshell painted dado panel
- Gloss finished painted door
- A completed quality review section for this task (Appendix 5)

Additional evidence for this task

- Completed section of Assessor Observation Form (AOF)
- Eight assessor photographs, capturing the task in progress and at completion. Images can support judgements of quality which could affect the Pass/Fail decision.
  - 1st photograph showing the application of paint to ceiling area
  - 2nd photograph showing the application of eggshell to dado panel
  - 3rd photograph showing the application of undercoat to skirting or dado rail showing cutting in
  - 4th photograph showing the application of water-based gloss to skirting or dado rail showing cutting in

SAMPLE

- 5th photograph showing the starting point of application of solvent-based undercoat to door
- 6th photograph showing the end point of application of solvent-based gloss to door
- 7th photograph showing the finished ceiling and dado panel
- 8th photograph showing finished door

SAMPLE

Task 5 – Application of wallcovering

The purpose of this task is to apply wallcovering. The candidate is required to quality review their work as part of this task.

Refer to Figure 1 (see Appendix 1)

The candidate must:

- Select resources.
- Apply free match vinyl wallcovering to the wall above the dado rail.
- Undertake quality review checks of each stage of the application of wallcovering work.

A quality review check proforma (Appendix 5) has been provided for the candidate to detail the outcomes of their quality checks.

Resources (Candidate)

- Completed planning documents from Task 1
- A quality review check proforma
- A range of appropriate tools, equipment and materials

Resources (Assessor use only)

- Bucket
- Wallpaper adhesive
- Overlap adhesive
- Paperhanging tools
- Paste table
- Stepladders/hop-ups
- Free match vinyl wallcovering
- Waste bag

Conditions of assessment

- The time allocated for this task is **3.5 hours.**
- The candidate must carry out the task on their own, under controlled conditions while being observed.

SAMPLE

Controlled conditions

- The candidate must only work on their task in the allocated time.
- Assessment evidence must be kept secure in the workshop which cannot be accessed between sessions by candidates.
- The candidate must not share or discuss their work with other candidates.
- The candidate is permitted to use their planning documents from Task 1 during the assessment session.
- The candidate must complete the task under supervision with no assistance.

What must be produced for grading

- A vinyl papered wall
- A completed quality review section for this task (Appendix 5)

Additional evidence for this task

- Completed section of Assessor Observation Form (AOF)
- Four assessor photographs, capturing the task in progress and at completion. Images can support judgements of quality which could affect the Pass/Fail decision.
    - 1st and 2nd photographs showing application of paste to vinyl wallcovering and folding techniques
    - 3rd photograph showing application of vinyl wallcovering and the joints
    - 4th photograph showing finished wall area and reveal

SAMPLE

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 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.

Grading grids

Task 1 – Planning

Fail	Pass
• Completed the tools and resource list but there were minor omissions and incorrect calculations that would not allow the candidate to complete Tasks 2 –5. • Completed method statement but there were some major omissions in the tasks. • Some key potential hazards, risks or safety concerns were omitted. • PPE and RPE was included but with some minor omissions. • Colour scheme was not monochromatic.	• Completed the tools and resource list but with some inaccuracies that would allow the candidate to complete Tasks 2 –5. • Completed method statement but there were some minor omissions in the tasks. • Key potential hazards, risks or safety concerns were identified but there were some minor inaccuracies. • Correct PPE and RPE was included. • Colour scheme was monochromatic.

SAMPLE

Indicative content (what will be seen for **this version** of the task)
• Identification of all tools, materials and equipment to complete the work tasks. • Completed method statement for the entire project identifying each task in the correct order. • Identification of common risks and hazards associated with surface preparation, application of coatings and wallcoverings in the method statement, including inhalation of dust and fumes, slips and trips, working at height, manual handling, contact of irritant and harmful substances. • Identification of correct PPE required for each task, including dust mask, gloves, glasses to carry out the work safely. • Production of a monochromatic colour scheme to match the assignment brief requirements.

Task 2 – Preparing samples

Fail	Pass
• Selection of tools and resources was inappropriate. • Followed method statement but incorrectly at times. • Sequence of preparation was inaccurate resulting in defects not being fully rectified. • Surfaces were not fully coated. • Use of tools and resources was inadequate and not always appropriate to the task. • Safe working was not followed throughout the task. • The work area was always kept safe but was often unclean and untidy. • Quality review checks have been undertaken but may have been omitted for some stages of the task. Quality issues were not identified on completion.	• Selection of tools and resources was appropriate. • Followed method statement correctly. • Sequence of preparation was accurate resulting in defects being fully rectified. • Surfaces were fully coated. • Use of tools and resources was adequate to complete the task. • Safe working was followed throughout the task. • The work area was always kept safe and was mostly clean and tidy. • Quality review checks have been undertaken for each stage of the task and any quality issues were identified on completion.

Indicative content (what will be seen for **this version** of the task)
• The correct tools and resources selected. • All defective paint cleanly removed when burning off.

SAMPLE

Indicative content (what will be seen for **this version** of the task)
• Knotting applied to exposed knots on the skirting board (bare/new timber). • The correct primer selected and applied fully with no misses. • The correct filling sequence followed and the crack rectified. • Abrading and dusting off completed. • The emulsion paint applied with no surface coating defects. • The work area kept safe, clean and tidy with consideration of the space available, avoiding any clutter/creation of trip hazards.

Task 3 – Preparation of surfaces

Fail	Pass
• Selection of tools and resources was inappropriate. • Followed method statement but incorrectly at times. • Sequence of preparation was inaccurate resulting in major defects not being fully rectified. • Lining paper has a few rips and cutting appears uneven, edges are springing, and the appearance of the wall is poor. • Plumbing and levelling are out of tolerance. • Pasting skills were poor displaying misses, and paste on the face of the paper and on the paste table are clearly visible. • Application skills were poor displaying noticeable application defects. • Surrounding areas are slightly unclean and have some minor damage. • Use of tools and resources was inadequate and not always appropriate to the task. • Safe working was not followed throughout the task.	• Selection of tools and resources was appropriate. • Followed method statement correctly. • Sequence of preparation was mainly accurate resulting in some minor defects not being rectified. • Lining paper was applied well with no rips, cutting and application is good, and the appearance of the wall is acceptable. • Plumbing and levelling are within tolerance. • Pasting skills were good with no misses but there may be a minimal amount of paste visible on the face of the paper or the paste table. • Application skills were good but there may be some minor defects that are barely noticeable. • Surrounding areas are clean and damage free. • Use of tools and resources was adequate to complete the task. • Safe working was followed throughout the task.

SAMPLE

• The work area was always kept safe but was often unclean and untidy. • Quality review checks have been undertaken but may have been omitted for some stages of the task. Quality issues are not identified on completion.	• The work area was always kept safe and was mostly clean and tidy. • Quality review checks have been undertaken for each stage of the task and any quality issues identified on completion.

Indicative content (what will be seen for **this version** of the task)
• The correct tools and resources selected. • Surfaces prepared, sized and filled prior to lining paper being applied. • Paper lengths cut at no more than a 150 mm of excess. • Lining paper joints within +/- 2 mm. • Trimming of lengths within +/- 2 mm of ceiling, skirting board and dado rail. • Plumbing and levelling of lining paper within +/- 3 mm of ceiling, skirting board and dado rail. • Measured and marked starting lines – plumb within +/- 3 mm. • Trim top, bottom, adjoining surface and around socket within +/- 3 mm. • Paper is applied and has a clean appearance. • Ceiling and wall surfaces are smooth with no bits of plaster or debris present. • The work area kept safe, clean and tidy with consideration of the space available, avoiding any clutter/creation of trip hazards.

Task 4 – Application of paint

Fail	Pass
• Followed method statement but incorrectly at times, followed colour scheme plan correctly. • Selection of tools and resources was inappropriate. • Floor protection was not used adequately. • Cutting in skills were generally good but out of tolerance. • Rolling skills displayed significant defects such as skid marks and overspray.	• Followed method statement and colour scheme plan correctly. • Selection of tools and resources was appropriate. • Floor protection was used adequately. • Cutting in skills were consistently good and within tolerance. • Rolling skills were good with some minor defects such as roller marks. • Paint systems may have some minor defects such as brush marks. • Surrounding areas were clean and damage free.

SAMPLE

• Paint systems have a few significant defects such as sags and runs. • Surrounding areas were slightly unclean and have some minor damage. • Use of tools and resources was inadequate and not always appropriate to the task. • Safe working was not followed throughout the task. • The work area was always kept safe and often unclean and untidy. • Quality review checks have been undertaken but may have been omitted for some stages of the task. Quality issues are not identified on completion.	• Use of tools and resources was adequate to complete the task. • Safe working was followed throughout the task. • The work area was always kept safe and mostly clean and tidy. • Quality review checks have been undertaken but may have been omitted for some stages of the task. Quality issues are not identified on completion.

Indicative content (what will be seen for **this version** of the task)
• The correct tools and resources selected. • Floor is fully protected throughout application. • Cutting in within +/- 3 mm. • Wall and ceiling paint application is accurate and overall finish is acceptable. • Application of solvent and water-based paint systems to skirting, dado rail and door are accurate and overall finish is acceptable. • The colour scheme follows a monochromatic approach. • The work area kept safe, clean and tidy with consideration of the space available, avoiding any clutter/creation of trip hazards.

SAMPLE

Task 5 – Application of wallcoverings

Fail	Pass
• Followed method statement but incorrectly at times. • Selection of tools and resources was inappropriate. • Floor protection was not used adequately. • Calculations and measurements were sometimes inaccurate and out of tolerance. • Finish paper has a few rips and cutting appears uneven, edges are springing, and the appearance of the wall is poor. • Plumbing and levelling are out of tolerance. • Positioning of first length is incorrect. • Pasting skills were poor displaying misses, and paste on the face of the paper and on the paste table are clearly visible. • Application skills were poor displaying noticeable application defects. • Surrounding areas are slightly unclean and have some minor damage. • Use of tools and resources was inadequate and not always appropriate to the task. • Safe working was not followed throughout the task. • The work area was always kept safe but was often unclean and untidy. Quality review checks have been undertaken but may have been omitted for some stages of the task. Quality issues are not identified on completion.	• Followed method statement correctly. • Selection of tools and resources was appropriate. • Floor protection was used adequately. • Calculations and measurements were mainly accurate and within tolerance. • Finish paper was applied well with no rips, cutting and application is good, and the appearance of the wall is acceptable. • Plumbing and levelling are within tolerance. • Positioning of first length is correct. • Pasting skills were good with no misses but there may be a minimal amount of paste visible on the face of the paper or the paste table. • Application skills were good but there may be some minor defects that are barely noticeable. • Surrounding areas are clean and damage free. • Use of tools and resources was adequate to complete the task. • Safe working was followed throughout the task. • The work area was always kept safe and was mostly clean and tidy. • Quality review checks have been undertaken for each stage of the task and any quality issues identified on completion.

SAMPLE

Indicative content (what will be seen for **this version** of the task)
• The correct tools and resources selected. • Floor is fully protected throughout application. • Paper lengths cut at no more than a 150 mm of excess • Trimming of lengths within + /- 2 mm of ceiling, skirting board and dado rail. • Paper joints are within +/- 2 mm excess. • Balanced effect +/- 6 mm. • Measured and marked starting lines – plumb within +/- 3 mm. • Trim top, bottom, adjoining surface and around socket within +/- 3 mm. • Pattern match within +/- 2mm. • Paper is applied and has a clean appearance. • The work area kept safe, clean and tidy with consideration of the space available, avoiding any clutter/creation of trip hazards.

SAMPLE

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 practical skills they have developed over the course of their learning to complete tasks/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.

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 they 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.

Health and safety

Candidates must not be entered for assessment without being clear on 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 grading 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 in the mark scheme.

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 time the centre needs to create an appropriate assessment environment.

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.

SAMPLE

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.

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.

Word counts
Typical word counts, where indicated, are to be used as approximates for guidance to support the production of sufficient evidence. The grading will relate to the quality of the evidence produced and not whether the word count has been met.

Assessor candidate ratios
The number of candidates an assessor will be able to observe at one time will vary, depending on local conditions related 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 during which a lot of evidence must be collected, which will require additional support, or quieter periods which may be eased through staggered starts and so forth
    - local conditions such as:
        - the layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period
        - the amount of additional support available (for example to capture image/video evidence)
        - the 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 the manageability. It is expected that for straightforward observations, under favourable local conditions and with 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

SAMPLE

consider are the logistics of collecting sufficient evidence and the ability to maintain working safety in the assessment environment. A timetable of assessments and layout of the workspaces must be available for verification. The timetable must detail:

- the candidates being assessed at each workstation,
- the assessor(s)
- the support staff present.

Observation evidence

Observation notes form part of the candidate's evidence and must capture evidence of candidate 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 aspects of the quality of the performance that are notable in relation to the quality indicators in the grading descriptors grid. They must provide sufficient, appropriate evidence that can be used by the assessor (and for verification) 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 including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

Assessor grading 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.

Video and 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 photographs and assessor notes alone) plays a significant part of the practical assessment, City & Guilds will prescribe the use of additional evidence to support the assessment process. Requirements will prescribe the type/capture where the use of video is necessary for practical assessment components (eg specifying exactly which elements of the practical must be videoed, or photographed), and 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. The ability of the External Quality Assurer (EQA) to take

SAMPLE

this evidence into account may be impaired and delay the verification process if the requirements are not met.

Minimum evidence requirements for grading list the minimum requirements of evidence to be submitted for grading and the verification sample:

The sections in the assignment:

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

These list the minimum requirements of evidence to be submitted for grading and the verification process.

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 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.

***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. 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 to 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. As mentioned, 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 to:

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

SAMPLE

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/workshops 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 *'*Guidance and feedback' below.

All candidates must be provided with an environment, time frame and resources that allows 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

SAMPLE

- 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 make 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 candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

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 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 it is thought that the candidate is able to correct the issue without it, and that 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 will be demonstrated and the larger the impact will therefore be 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, proformas, 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 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.

Retention of evidence

SAMPLE

In order to fully support candidates, centres are required to retain candidates' evidence until the next External Quality Assurer 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 Appendix 1 of the *Centre Handbook: Quality Assurance Standards* for details.

SAMPLE

7. Assessor observation form

Task	Qualification number
Candidate name	**Candidate number**
Centre name	

Complete the tables below referring to the relevant grade descriptors, found in Section 5 of this assessment pack.

Assessor observation	Notes – *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/feedback/warnings provided.*

Assessor signature	Date

SAMPLE

8. 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 provide 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
Task 4		Pass/Fail
Task 5		Pass/Fail

Internal assessor name	Date
Internal assessor signature	

SAMPLE

9. 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 as 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.

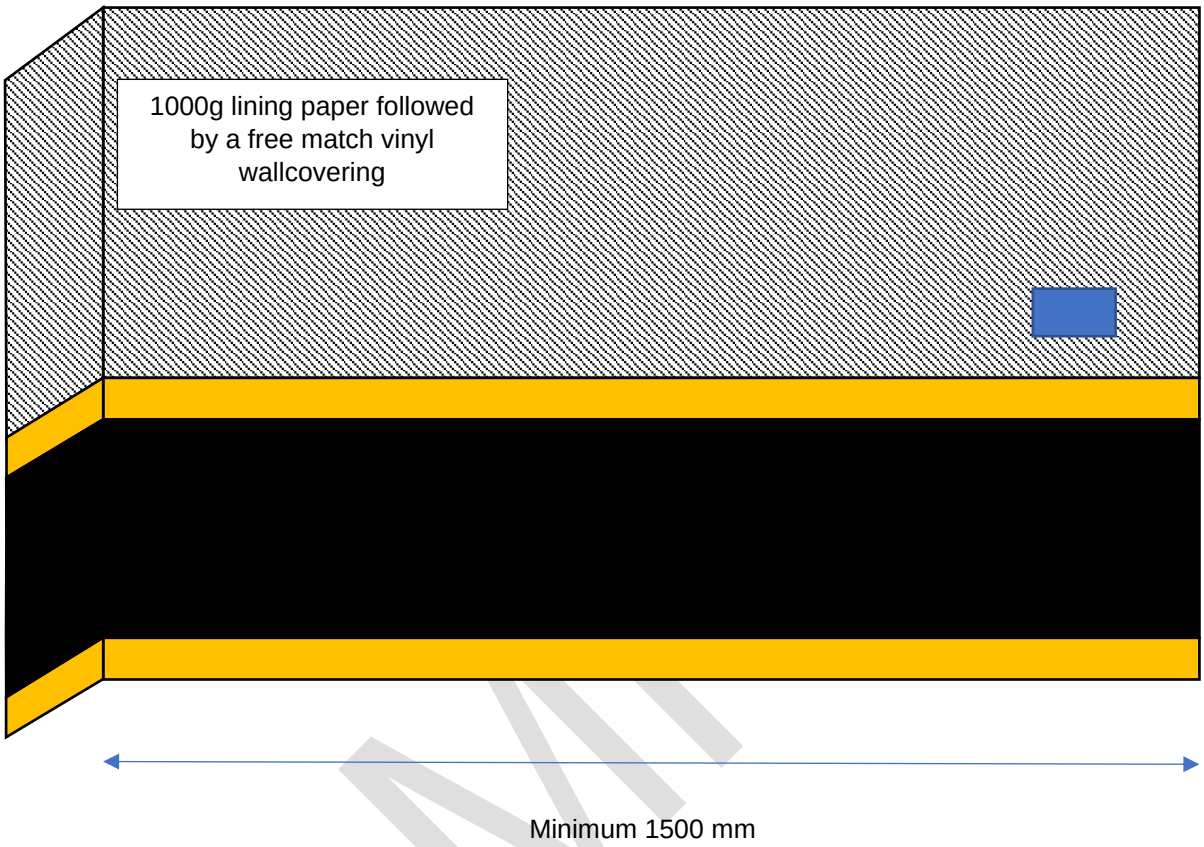
Assessor signature	Date

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.

SAMPLE

Appendix 1 - Drawings

Figure 1 – Basic layout of wall



Wall dimensions H 2.4 m x W x 1.5 m minimum with a reveal return of no less than 400 mm.

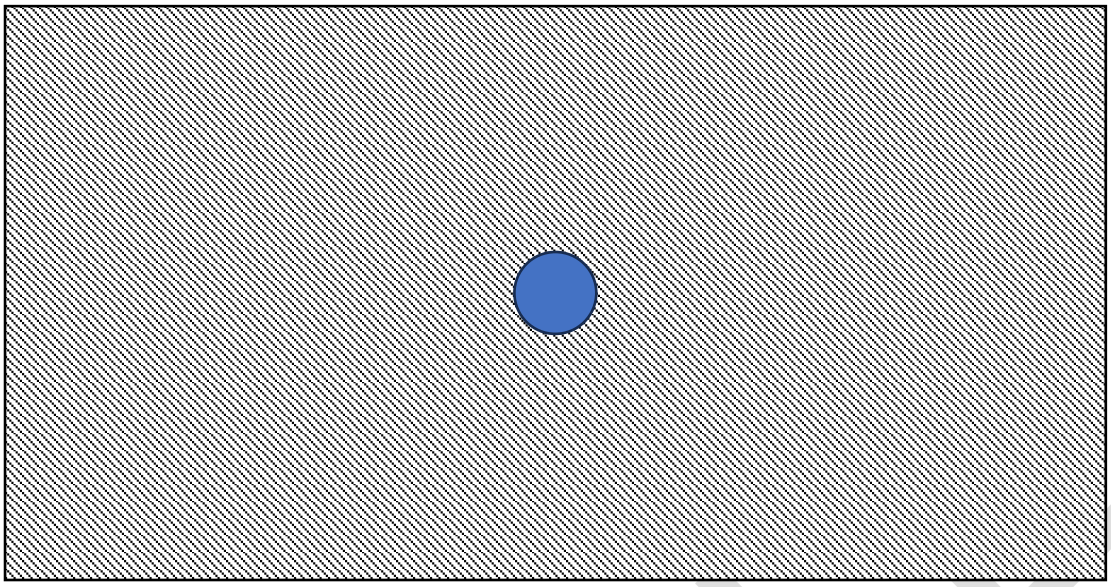
Dado rail must be a minimum 900 mm from the floor and should be 60-65 mm wide and typically 19 mm thickness.

Dummy socket positioned above the dado rail a minimum of 100 mm above and positioned to one side 100 mm from edge of the wall.

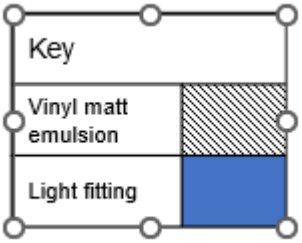
Key	
Patterned Vinyl	
Socket	
Skirting/dado rail	
Dado panel	

SAMPLE

Figure 2 – Ceiling



Ceiling minimum of 4 m^2 depending on the centre's room size



SAMPLE

Figure 3 – Door (for illustration purposes only)

Key	
Gloss Finish 08C37	

SAMPLE

Appendix 2 - Tools and resource list (Proforma)

This must be completed as part of Task 1.

Tools/Equipment/Materials	Quantity	Reason for choice

Appendix 3 – Method statement (Proforma)

Preparing samples		
Activity/task Use this column to indicate the different steps and activities/tasks needed to complete the preparing samples task.	**Health and safety concerns** Use this column to indicate any potential hazards, risks or health and safety concerns that are a consideration for each step in the task.	**PPE required** Use this column to indicate any required PPE/RPE you will need for each step in the task or that which will be needed as a control measure for any hazards, risks or health and safety concerns identified.

SAMPLE

Preparation of surfaces		
Activity/task Use this column to indicate the different steps and activities/tasks needed to complete the preparation of surfaces task.	**Health and safety concerns** Use this column to indicate any potential hazards, risks or health and safety concerns that are a consideration for each step in the task.	**PPE required** Use this column to indicate any required PPE/RPE you will need for each step in the task or that which will be needed as a control measure for any hazards, risks or health and safety concerns identified.

SAMPLE

Application of paint		
Activity/task Use this column to indicate the different steps and activities/tasks needed to complete the application of paint task.	**Health and safety concerns** Use this column to indicate any potential hazards, risks or health and safety concerns that are a consideration for each step in the task.	**PPE required** Use this column to indicate any required PPE/RPE you will need for each step in the task or that which will be needed as a control measure for any hazards, risks or health and safety concerns identified.

SAMPLE

Application of wallcovering		
Activity/task Use this column to indicate the different steps and activities/tasks needed to complete the application of wallcovering task.	**Health and safety concerns** Use this column to indicate any potential hazards, risks or health and safety concerns that are a consideration for each step in the task.	**PPE required** Use this column to indicate any required PPE/RPE you will need for each step in the task or that which will be needed as a control measure for any hazards, risks or health and safety concerns identified.
Candidate name	**Candidate signature**	**Date**

SAMPLE

Appendix 4 – Colour scheme (Proforma)

Area	Paint type	Colour (BS4800)
Door	Solvent-based gloss	08C37
Dado panel		
Dado rail		
Skirting		
Ceiling	Matt emulsion	00E55
Candidate name	**Candidate signature**	**Date**

Instructions:

- Research a monochromatic colour scheme to complement the chosen wallcovering.
- Enter the paint type.
- Enter the chosen colours in the BS4800 format.

Note: Two sections have already been completed.

SAMPLE

Appendix 5 – Quality review check (Proforma)

Preparing samples	**Quality review check** Provide brief details on the quality of the finish of each step of the internal preparing samples task, and identify any defects or quality issues with the work undertaken.
• Select resources	
• Remove existing defective paint using hot air from 500 mm of skirting board	
• Abrade and clean down 500 mm of bare/new timber skirting board	
• Apply knotting solution	
• Apply water-based primer	
• Prepare a crack on a 450 mm^2 of pre-skimmed plasterboard	
• Apply filler	
• Abrade to a smooth surface	
• Apply two coats of white vinyl matt emulsion using brush	
Preparation of surfaces	**Quality review check** Provide brief details on the quality of the finish of each step of the preparation of surfaces task, and identify any defects or quality issues with the work undertaken.

SAMPLE

• Select resources	
• Abrade and clean down all surfaces	
• Fill and prepare all surfaces	
• Size and apply lining paper to the sample wall and internal angle	
Application of paint	**Quality review check** Provide brief details on the quality of the finish of each step of the application of paint task, and identify any defects or quality issues with the work undertaken.
• Select resources	
• Apply water-based undercoat to skirting and dado rail	
• Apply solvent-based undercoat to the door	
• Apply emulsion paint to the ceiling	
• Apply acrylic eggshell to the dado panel	
• Apply water-based gloss to the skirting and dado rail	
• Apply solvent-based gloss to the door	

SAMPLE

Application of wallcovering	**Quality review check** Provide brief details on the quality of the finish of each step of the preparation of surfaces task, and identify any defects or quality issues with the work undertaken.
• Select resources	
• Apply free match vinyl wallcovering to the wall above the dado rail	

SAMPLE

Appendix 6 – 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	4	5
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)**	✓				
Uses available software appropriately to present written communication, including numerical information **(CSW4)**	✓				
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)**	✓	✓	✓	✓	✓
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)**	✓				
Selects a specific solution, justifying why this one is the most likely to prove effective **(PSW3)**	✓	✓			
Presents a clear action plan, including tasks and timelines, for implementing a chosen solution to a specific work-related problem **(PSW4)**	✓				
Self-evaluation					
Identifies strengths and areas for development in an objective and positive way **(SEW3)**		✓	✓	✓	✓

SAMPLE

Transferable employability skills	Task 1	2	3	4	5
Uses a self-evaluation tool/checklist appropriately and records reflections/progress **(SEW4)**		✓	✓	✓	✓
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 (eg one task over-running), as appropriate, to ensure remaining time is spent effectively **(TMS3)**		✓	✓	✓	✓

SAMPLE

Appendix 7 – 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 grading/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.

SAMPLE

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 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.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Trade Skills 4U, Kineo and The Oxford Group.

Copyright

The content of this document is, unless otherwise indicated, © The City & Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The Standard Copying Conditions (see the City & Guilds website) also apply.

Contains public section information licensed under the Open Government Licence v3.0.

Published by City & Guilds, a registered charity established to promote education and training.

City & Guilds of London Institute
Giltspur House
5–6 Giltspur Street
London
EC1A 9DE

cityandguildsgroup.com

SAMPLE