



**City & Guilds Level 2
Technical Occupational
Entry in Plastering (Solid
Plastering and Dry Lining)
(Diploma)
(7255-82)**

Version 1.0 (February 2025)

**Assignment Pack 7255-264
(Sample)**

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1. Assessment overview

This guidance contains assessment documentation for the **Level 2 Extended Technical Occupational Entry in Plastering (Solid Plastering and Dry Lining) (Diploma)**.

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

Each task is assessed by a set of grading descriptors which detail achievement required to achieve a below pass (ie fail) level and pass level.

2. Assignment guidance

General task guidance

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

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

Time

The total time for completion of this assessment is 15 hours divided per task as follows:

- Task 1 – 3 hours
- Task 2 – 9 hours
- Task 3 – 3 hours

These timings for each task **must** not be exceeded.

Assessment environment

This assessment must be undertaken in specifically designated cubicles, bays or project areas within the plastering workshop which allow candidates to undertake this practical assessment.

The assessor should ensure that each cubicle, bay or project area used for this assessment is set up with:

- timber joist ceiling to accommodate a sheet of plasterboard, thin coat stop beads and finishing plaster
- masonry background to accommodate standard stop beads, lightweight backing and finishing plaster.

In addition, candidates must have access to a suitable cutting and mixing area within the workshop environment.

Dry areas must be accommodated to support candidates to access assessment documentation during the assessment.

The assessment bay should not be reinstated until the candidate has completed the assessment.

Resources

Candidates must have access to a suitable range of resources and personal protective equipment (PPE) to carry out the tasks and, where appropriate, 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:

City & Guilds Level 2 Extended Technical Occupational Entry in Plastering (Solid Plastering and Dry Lining) (Diploma) (7255-82)

Materials:

- 1 Standard plasterboard - 2.4m x 1.2m
- dry wall screws 38mm
- self-adhesive scrim
- 2 thin coat stop beads measuring 2.4m
- 2 standard stop beads measuring 2.4m
- 2 bags of pre-blended lightweight undercoat plaster
- 2 bags of Gypsum finishing plaster
- sand and lime/sand and clay/OCR for render

Tools and equipment:

- hawk
- trowel
- spatula
- bucket trowel
- plain plastic float
- devil float
- mixing drill
- whisk attachment
- buckets
- brushes
- utility knife
- surform/rasp
- level/laser level
- tape measure
- staple gun
- cordless dry wall screw gun
- straight edge
- square
- box rule
- board lifter
- pad saw
- snips
- hammer
- bolster
- hop-ups/bandstands.

Overarching conditions

- Task 1 must be completed before Tasks 2 and 3
- All tasks can be released at once at the start of this assessment
- Task 1 evidence should be handed in as final at the end of Task 1. A copy of this evidence must be made available to the candidate for reference in Tasks 2 and 3, but must not be amended further.

Internet access

Where internet access is allowed as part of a task (e.g. 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.

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 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.

Task specific guidance

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials. Centres should refer to the list of resources detailed above on pages 5 and 6 required for this assignment.

Task 1

- Task 1 must be completed prior to commencing Task 2.
- Task 1 must be completed in a classroom setting with access to IT equipment for candidates to complete their planning on Word processing software.
- Task 1 must be undertaken by candidates on their own under controlled conditions.

Task 2

- Candidates must have access to copies of their completed documentation from Task 1, for referral purposes only.
- Task 2 must be undertaken by candidates on their own under controlled conditions.

Task 3

- Candidates must have access to their completed plan from Task 1, for referral purposes only.
- Task 3 must be undertaken by candidates on their own under controlled conditions.

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

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

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

3. Assignment brief

Scenario

A client has contacted you and would like you to carry out repair works to a damaged ceiling and wall caused by a burst pipe. The pipe has been repaired and the contract is ready for you to start.

A section of the ceiling has fallen down and needs replacing with a sheet of plasterboard which will also require finishing plaster. The masonry wall has become defective due to the water leak and therefore needs to be renovated using a two-coat plastering system. The rendered wall on the exterior of the building is showing signs of cracking and needs to be replaced and made good to match the existing plain rendered finish.

You must use the drawings and specifications provided to plan your work accordingly.

Figure drawings

Figure 1

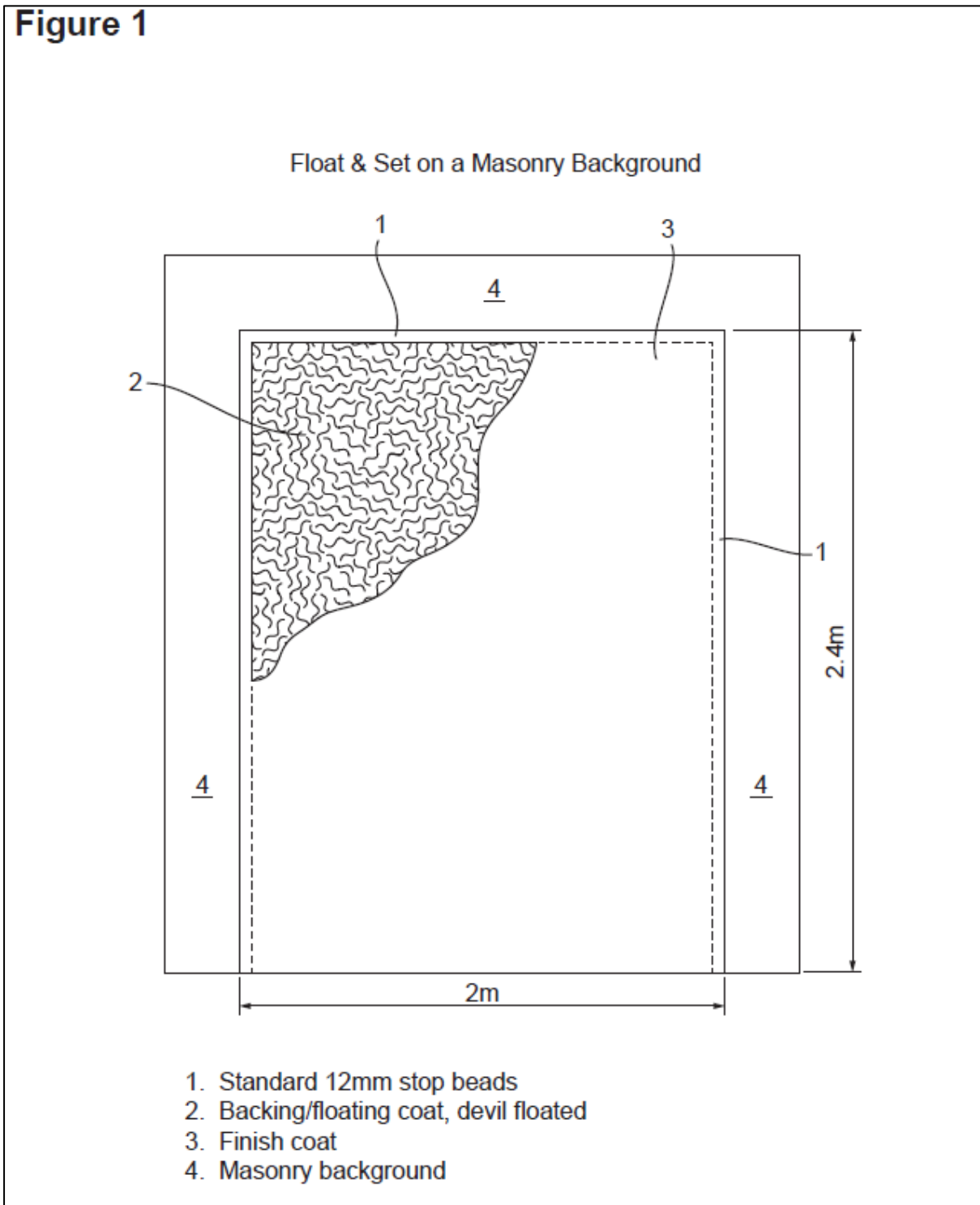


Figure 2

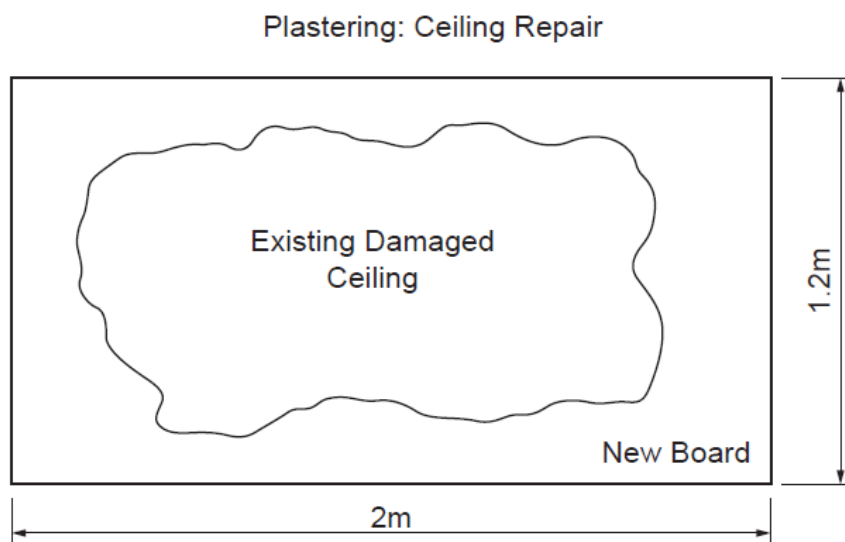


Figure 3

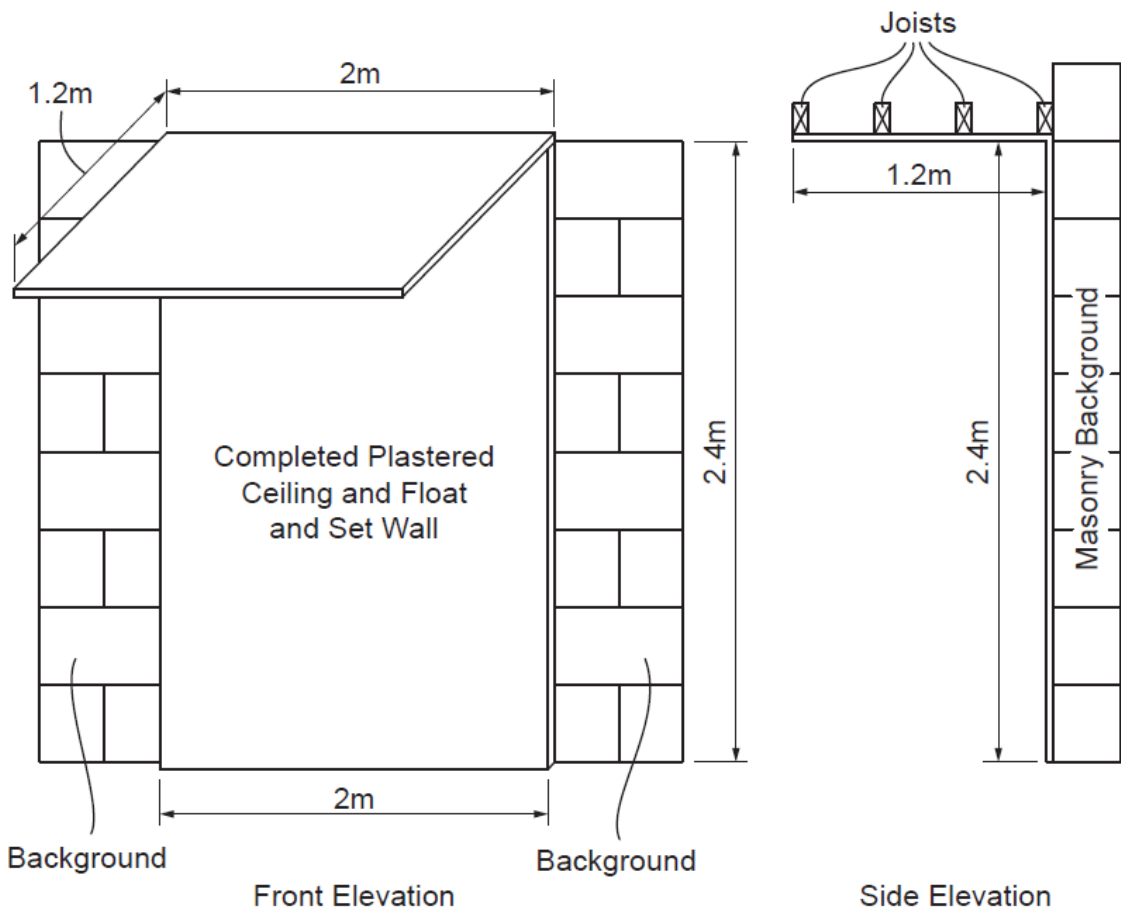
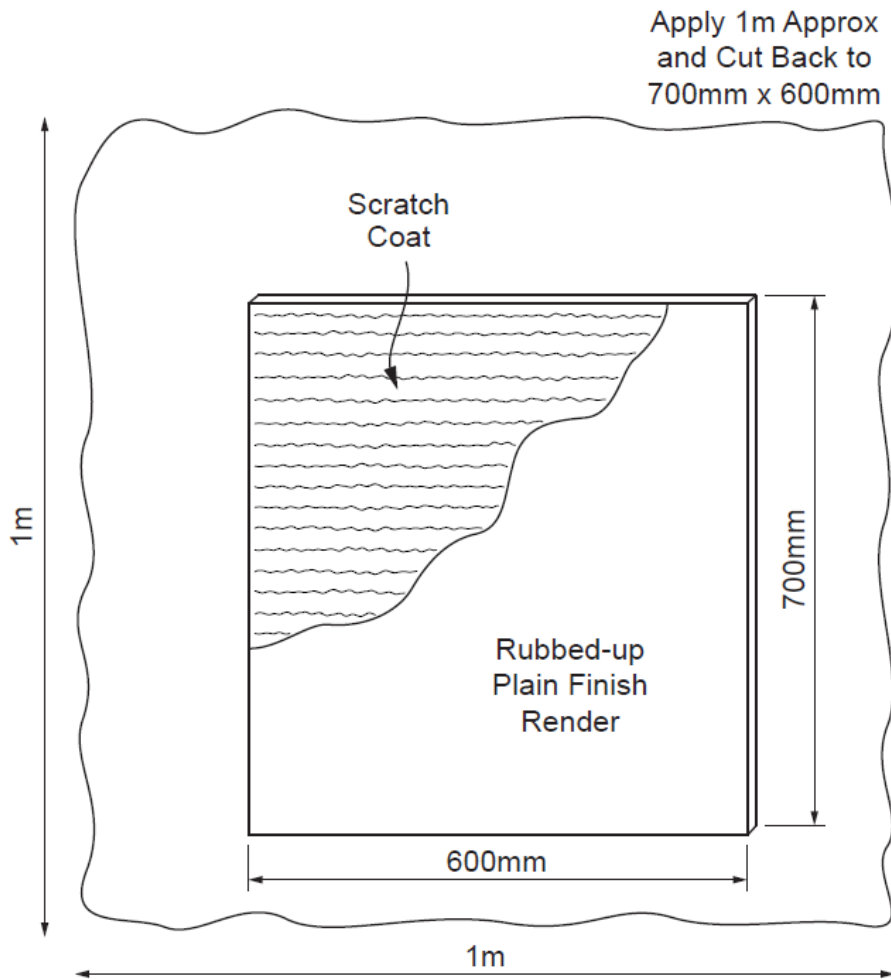


Figure 4



Specification

Work to be carried out to industry standards:

- Plasterboard (2.4m x 1.2m x 12.5mm) to be cut to size and installed to timber ceiling joists using dry wall screws spaced out 230mm centres
- Thin coat stop beads to be fixed in line with perimeter of plasterboard edge
- Finishing plaster to be applied using two passes, 2-3mm thick, finished surface to be flat and smooth
- Fix vertical standard stop beads plumb and in line with left and right ceiling edge beads
- Apply pre-blended Gypsum backing coat in line with fixed standard beads, finished surface to be devil floated and cut back at beads (finished surface to be straight, vertical, horizontal and diagonally within 3mm)
- Apply Gypsum finishing plaster to pre-blended backing coat using two passes, 2-3mm thick, finished surface to be flat and smooth
- External render scratch coat applied 8-12mm thick
- External render finish applied and consolidated to a plain face finish
- Finished surface cut to correct dimensions 600mm x 700mm.

To complete this task, you must:

- Fix plasterboard to a ceiling and apply finishing plaster to thin beads
- Install standard stop beads and apply two-coat plasterwork to masonry background
- Apply two coat render to form a plain face finish.

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

4. Tasks

Task 1 – Planning

The candidate must review the brief (scenario, drawings and specification) provided and then:

- a) create a list of the requirements for the internal and external plastering work. This should include:
 - tools and equipment
 - required materials (internal and external)
 - components (beads and fixings)

- b) complete a method statement for the internal and external plastering work to include:
 - all activities/tasks to undertake
 - any risks/hazards or safety concerns to consider that affect self and others
 - the PPE required for each element of the activities/task.

A method statement proforma (Appendix 2) has been provided for the candidate to complete their method statement.

Conditions of assessment

- Task 1 must be completed prior to commencing Task 2.
- The time allocated for this task is **3 hours**.
- The candidate must carry out the task on their own under controlled conditions.

Controlled conditions

- The candidate must complete the task in the allocated time
- Candidate evidence must be handed in to support their completion of the following tasks
- The candidate must not share or discuss their work with other candidates

What must be produced for marking

- A list of the requirements for the internal and external plastering work, with reasons for selections, including:
 - tools and equipment
 - required materials (internal and external)
 - components (beads and fixings)

- Completed method statement template that includes:
 - tasks/activities
 - potential hazards/risks and safety concerns
 - PPE required for the tasks

Task 2 – Internal plastering and dry lining

The purpose of this task is for candidates to fix plasterboard to a ceiling and apply finishing plaster to thin beads, install standard stop beads and apply two-coat plasterwork to the masonry background. The candidate is required to undertake quality review checks of their work as part of this task.

Refer to drawings Figure 1 and Figure 2.

The candidate will have access to their resource list and method statement completed in Task 1.

Candidates must

- a) prepare, measure, cut, install, mix and apply and finish:
 - Plasterboard (2.4m x 1.2m x 12.5mm) to timber ceiling joists using dry wall screws spaced out 230mm centres
 - Thin coat stop beads in line with perimeter of plasterboard edge
 - Finishing plaster using two passes, 2-3mm thick, finished surface to be flat and smooth
 - Vertical standard stop beads plumb and in line with left and right ceiling edge beads
 - Pre-blended Gypsum backing coat in line beads; finished surface to be devil floated and cut back at beads
 - Gypsum finishing plaster to pre-blended backing coat using two passes; 2-3mm thick, finished surface to be flat and smooth

- b) undertake quality review checks of each stage of the internal plastering and dry lining work.

A quality review check proforma (Appendix 3) has been provided for the candidate to detail the outcomes of their quality checks.

Resources

- Appropriate personal protective equipment (PPE)

Conditions of assessment

- The time allocated for this task is **9 hours**.
- The candidate must carry out the task on their own under controlled conditions while being observed.

Controlled conditions:

- The candidate must complete the task in the allocated time.
- The candidate's work must be photographed as evidence for marking which must clearly contain candidate ID details.
- The candidate must not discuss their work with other candidates.

What must be produced for marking

- Assessor Observation Record Form.

Additional evidence

- Photographic evidence showing the
 - position of plasterboard, dry wall fixings, thin coat stop beads and vertical standard beads
 - completed backing coat devil floated and cut back at beads
 - finished surface ceiling and wall area completed with Gypsum finishing plaster.

Task 3 – External rendering

The purpose of this task is for the candidate to apply two-coat render to form a plain face finish. Candidates are required to quality review their work as part of this task.

Candidates will have access to their resource list and method statement completed in Task 1.

Refer to drawings Figure 3 and Figure 4.

Candidates must:

- a) prepare, mix, apply and finish the following:
 - scratch coat to masonry background and key
 - consolidate and form plain face finish.

- b) undertake quality checks of each stage of the external rendering work.

A quality check proforma (Appendix 3) has been provided for the candidate to detail the outcomes of their quality checks.

Resources

- Appropriate personal protective equipment (PPE).

Conditions of assessment

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

Controlled conditions

- The candidate must complete the task in the allocated time.
- Candidate's work must be photographed as evidence for marking which must clearly contain candidate ID details.
- The candidate must not discuss their work with other candidates.

What must be produced for marking

- Assessor Observation Record Form.

Additional evidence

- Photographic evidence showing the
 - completed scratch coat
 - completed plain face finish.

5. Marking

Guidance on marking

Task grading descriptors

Grading descriptors for each task are displayed in the tables below. Each table includes a descriptor of candidate evidence at minimum 'Pass' level and just below Pass level i.e. Fail.

Assessors should consider the grading descriptors in each task table and consider whether candidates have met each of the descriptors that define the minimal performance required for a pass grade. The indicative content is specific for **this version** of the assignment and is provided to supplement the grade descriptors, giving a sense of the intentions of the task evidence and expected parameters of the response for the given assignment version. The indicative content is not, however, exhaustive. The assessor should use the indicative content to support their judgement, but ultimately the judgement should be based on whether the candidate evidence meets the minimal pass requirements as outlined by the grading descriptors. The fail descriptor may be helpful to support the assessor to confirm that the evidence presented meets the pass requirement – but note, **all** individual grading descriptors within a marking grid **must** be met at the pass descriptor in order to confirm a pass grade for the task.

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

Marking grids

Task 1 – Planning

Fail	Pass
<ul style="list-style-type: none"> • A list of requirements has been produced which includes some of the required tools, equipment, materials and components for some aspects of the tasks. The candidate has omitted the inclusion of tools, equipment, materials and components that would fail to allow the plastering tasks to be completed. • Method statement produced that covers some of the stages needed to undertake the work, but has steps or stages omitted or reflected in an order that would have negative ramifications for the application and finish. • Method statement has considered some hazards, risk or safety concerns considering self and others – but has omitted key points that would cause safety concerns with the work to be carried out. Required PPE has been omitted. 	<ul style="list-style-type: none"> • A list of requirements has been produced which includes the required tools, equipment, materials and components for completion of the plastering tasks. • Method statement outlines the key steps and stages for each task, in the correct order, to prepare for subsequent and follow on application and finish. • Method statement identifies key hazards, risks and safety concerns for the tasks considering self and others, and lists correct PPE required, giving confidence that the candidate could undertake the work safely.

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

- **Identification and listing of all tools, equipment, materials and components** to complete the work tasks, including fixing plasterboard to the ceiling, applying finishing plaster to thin beads, installing standard stop beads, applying two coat plasterwork to the masonry background and applying two coat render to form a plain face finish.
- **Identifies key hazards, risks and safety concerns for the tasks**, including inhalation of dust, slips and trips, working at height, manual handling and contact of irritant and harmful substances.
- **Identification of correct PPE required for each task**, including dust masks, gloves, glasses, high-vis and ear defenders for use of hand and power tools to carry out the work safely.

Task 2 – Internal Plastering and Dry Lining

Fail	Pass
<ul style="list-style-type: none"> • Work area has been set up, but without full consideration of the implications of the space or task, and with concern that some potential health and safety hazards may not be fully considered or mitigated against. • Plasterboard is measured and cut using appropriate tools, but measurements are outside agreed tolerances. • Plasterboard fixings are in line with joists, but centres are outside of agreed tolerance meaning they are spaced too far apart and penetrated too deep • Beads are not cut to the required length and there is wastage of beads per task (walls and ceilings) • Beads are installed in line but the gap exceeds permitted tolerances; level and plumb are also installed but there are major steps outside agreed tolerance • Mixing of materials for internal plastering is inconsistent and not fully fit for use. • Overmixing of materials for internal plastering, leading to excessive wastage. • Application and finishing of surfaces is below the expected standards • Backing coat is not mixed to correct consistency, impacting application, techniques and process, resulting in a poor-quality finish. Backing coat is outside agreed tolerances. • Finishing coat is not mixed to correct consistency and is applied and finished to a poor-quality standard. Finish coat is applied outside of agreed tolerances. • Some consideration is given to housekeeping and cleanliness, but 	<ul style="list-style-type: none"> • Work area set out safely with consideration of the space to be worked in and requirements of the task, avoiding any potential health and safety hazards • Plasterboard is correctly measured to the drawing and cut accurately using appropriate tools to agreed tolerances • Plasterboard is installed in the correct position in line with drawing, with fixings in line with joists, centres in-line within agreed tolerances and slightly penetrated • Beads are cut to the required length no more than one additional bead cut per task (walls and ceiling). • Beads are installed in line with a slight gap not exceeding agreed tolerances and so are level and plumb with no major steps outside agreed tolerance • Mixing of materials for internal plastering is consistent, fit for use and has produced minimal wastage. • Backing coat mixed, applied, ruled and adequately keyed within agreed tolerances and with a good quality finish showing only minor defects • Finishing coat mixed, applied, trowelled and finished flat and smooth to agreed tolerance, with a good quality finish showing only minor defects • Good housekeeping and cleanliness demonstrated and maintained throughout the task, supporting a safe work environment. The final finish of work is to a quality standard. • Quality review checks have been undertaken for each stage of the task and any defects or quality issues identified correctly.

<p>this is not consistent through the task. Lack of consideration at times may present health and safety issues. The final finish of work is not fully considered and presents a poor-quality standard.</p> <ul style="list-style-type: none"> • Quality review checks have been undertaken but may have been omitted for some stages of the task. Evident defects or quality issues are not identified. 	
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Indicative content (what will be seen for this version of the task)

- **Plasterboard is measured accurately** to correct dimensions within an agreed 5mm tolerance.
- **Plasterboard is fixed in correct position**, with minimum of 230mm centres.
- **Beads are installed in line with requirements and tolerances as specified**,
 - Thin coat stop beads are fixed in line with the edge of the plasterboard.
 - Standard stop beads are fixed plumb, in line, tolerance of 6mm.
 - Standard stop beads are installed in line with a slight gap not exceeding 6mm and level and plumb with no major steps over 3mm.
- **Mixing of materials** - Undercoat and finishing plaster are mixed to the correct consistency.
- **Backing coat**
 - is ruled, finished in line horizontal, diagonal, vertical, tolerance of 6mm.
 - has surface consistently keyed and cut back at both beads 3mm depth.
- **Finishing coat** applied consistently, correct thickness 2-3mm.
- Final finish of work is to a quality standard – with beads sharp and clean; Internal and external corners straight and clean and the finished surface flat and smooth in preparation for decoration.

Task 3 – External Rendering

Fail	Pass
<ul style="list-style-type: none"> • Work area has been set up, but without full consideration of the implications of the space or task, and with concern that some potential health and safety hazards may not be fully considered or mitigated against. • Wall surface not prepared adequately to receive external render causing excessive suction. Measurements are outside the defined specification. • Mixing of materials for external rendering is inconsistent and not fully fit for use. • Evidence that due care has not been met when measuring and mixing materials for external rendering, leading to overmixing and excessive wastage. • Scratch coat is applied, but is not to the correct thickness and is poorly keyed. • External render finish coat is applied but is uneven; it is rubbed and consolidated to form a finish, but the overall finish is not of a quality standard with major defects. • Quality review checks have been undertaken but may have been omitted for some stages of the task. Some evident defects or quality issues are not identified. 	<ul style="list-style-type: none"> • Work area set out safely with consideration of the space to be worked in and requirements of the task, avoiding any potential health and safety hazards. • Wall surface prepared adequately to receive external render, with accurate measurement of the render to meet required specifications. • Mixing of materials for external rendering is consistent and provides assurances that it is fit for use and will support a quality finish. • Materials are mixed carefully and accurately with minimal wastage. • Scratch coat is applied evenly, to the correct thickness and adequately keyed to provide a quality finish. • External render finish coat applied and ruled evenly, rubbed and consolidated to form a clean finish. The finish is to a quality standard with only minor defects. • Quality review checks have been undertaken for each stage of the task and any evident defects or quality issues identified.

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

- **Work area is set out safely** with consideration of the space available, avoiding any clutter/creating trip hazards; laying and positioning of tools and materials supports safe ergonomics (lifting).
- **The wall surface has been prepared to receive external render**, measuring and cutting render panel is in line with dimensions of 600mm x 700mm, and with preparation of masonry background to receive subsequent application of render.
- **Scratch coat applied** of a two-coat render system, scratch coat and finish, to the defined thickness of 8-12mm thick.
- **External render finish coat** applied and consolidated to form an external render plain face finish.
- **Quality review check of work to** assess and check for defects in plain face finish.

6. Centre guidance

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

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

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

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

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

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

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

Health and safety

Candidates must not be entered for assessment without being clear of the importance of working safely and having attended sufficient practical training to be able to work safely. The assessor must immediately stop an assessment if a candidate works unsafely. At the discretion of the assessor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely, risking the safety of themselves or others, however, their assessment must be ended, and they must retake the assessment in a future series after significant further training has taken place. Any warnings issued to a candidate must be considered as part of the marking process and recorded on the Assessor Observation Record Form. Any actions that have led to that warning must be detailed on the Assessor Observation Record Form, so they can be considered along with the other evidence when applying the 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 times the centre needs to create an appropriate assessment environment.

All allocated task timings include time for candidates to work on and produce the required evidence, as well 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, as this is included within the duration for Task 1.

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.

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 number 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 marking 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 relating to:

- monitoring and maintaining safety during assessment
 - any specific hazards related to the task that pose a risk of harm in relation to the competence of the learners
 - availability of supervisory staff to support the assessor
- the practicalities of collecting evidence
 - the complexity of evidence collection for the task
 - whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter which may be eased through staggered starts etc
 - local conditions, for example
 - layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period
 - amount of additional support available (for example 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, and the number will usually be fewer than this maximum. The key factors to consider are the logistics of collecting sufficient evidence and ability to remain working safely in the assessment environment. A timetable of assessments and a layout of the workspaces detailing the following should be kept:

- the students being assessed at each workstation
- the assessor(s) and support staff present that must be available for the moderator on request.

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 that 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 marking grids. They must provide sufficient, appropriate evidence that can be used by the assessor to assess the performance using the marking grids.

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 marking grids to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Assessors should ensure that any required additional supporting evidence including for example 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 and showing accuracy of measurements where appropriate).

Assessor marking and justification is completed on a separate form (Candidate 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 photograph evidence

The assessment materials for each assignment identify the minimum candidate and assessor evidence requirements to support the marking process. Where ephemeral evidence (for example 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 may 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 (for example specifying exactly which elements of the practical must be videoed or photographed), and any technical specifications for these forms of evidence, for example 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 is clear and meets the minimum requirements.

Minimum evidence requirements for marking

These sections in the assignment list the minimum requirements of evidence required to support assessment of the tasks:

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

Preparation of candidates

Candidates should be aware which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Although candidates will not have access to the marking grids during the assessment, candidates should be made aware of what they need to do to achieve a Pass or Distinction by referring and formatively being assessed against grade descriptors as part of their formal learning programme.

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

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates will not have access to the marking grids.

Guidance on assessment conditions

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

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

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

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

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

Security and authentication of candidate work

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

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

Where the candidate or assessor is unable to or does not confirm authenticity through signing the declaration form, external quality assurers will flag this through the verification process and will require the centre to provide further 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 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 the full range of marks available.

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

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 marking
- made available for moderation.

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.

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

Candidates can rework any evidence that has been produced for each task during the time allowed.

Assessors should check and be aware of the 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 marking. 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 marking criteria. The assessor must record where and how guidance has had an impact on the marks given, so this is available should queries arise during moderation 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.
- The assessor should not provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more assessor guidance is provided, the less of the candidate's own performance is being demonstrated and therefore the larger is the impact on the marks 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 marking.
- The assessor must not produce any templates, pro-formas, work logs etc. If templates are provided by City & Guilds as part of the assignment, these should not be adapted but can be provided to candidates either electronically or as paper-based. Compliance of this requirement will be checked during moderation.

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

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

Assessor signature	Date

8. Candidate Record Form

Candidate name	Candidate number
Centre name	Centre number

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

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

Internal assessor name	Date
Internal assessor signature	

9. Declaration of Authenticity

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Additional Support

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

No **Yes** (Please tick appropriate)

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

--

Candidate:

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

Candidate signature	Date

Assessor:

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

Assessor signature	Date

Note: Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be queried and if any question of authenticity arises, the assessor may be contacted for justification of authentication.

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 Handbook: Quality Assurance Standards

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

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

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

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

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

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

City & Guilds

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

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

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

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External rendering		
Activity/task Use this column to indicate the different steps and activities/tasks needed to complete the external rendering task.	Health and safety concerns Use this column to indicate any potential hazards, risks or health and safety concerns for self and others that are a consideration for each step in the task.	PPE required Use this column to indicate any required PPE 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.

Appendix 3 – Quality review check (Proforma)

Internal plastering/dry lining	
	<p>Quality review check</p> <p>Provide brief details on the quality of the finish of each step of the internal plastering/dry lining task and identify any defects or quality issues with the work undertaken.</p>
<ul style="list-style-type: none"> Plasterboard (2.4m x 1.2m x 12.5mm) to timber ceiling joists using dry wall screws spaced out 230mm centres 	
<ul style="list-style-type: none"> Thin coat stop beads in line with perimeter of plasterboard edge 	
<ul style="list-style-type: none"> Finishing plaster using two passes, 2-3mm thick, finished surface to be flat and smooth 	
<ul style="list-style-type: none"> Vertical standard stop beads plumb and in line with left and right ceiling edge beads 	
<ul style="list-style-type: none"> Pre-blended Gypsum backing coat in line beads, finished surface to be devil floated and cut back at beads 	

<ul style="list-style-type: none"> Gypsum finishing plaster to pre-blended backing coat using two passes, 2-3mm thick, finished surface to be flat and smooth 	
External rendering	
	Quality review check Provide brief details on the quality of the finish of each step of the internal plastering/dry lining task and identify any defects or quality issues with the work undertaken.
<ul style="list-style-type: none"> Scratch coat to masonry background and key 	

Appendix 4 – Mapping of tasks to transferrable employability skills

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

Transferrable employability skills	Task		
	1	2	3
Communication in the workplace			
Selects appropriate formats for written communication for different purposes and audiences, in line with workplace conventions or procedures, where appropriate (CSW1)	Y		
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)	Y	Y	Y
Combines text, images and/or graphics in written documents as appropriate to audience and purpose (CSW3)	Y		
Accurately and appropriately uses terminology associated with a particular workplace or sector in written communication (CSW5)	Y	Y	Y
Communicates clearly in different situations, adjusting register and tone to match the audience and purpose of the communication (CSW6)	Y		
Responds appropriately to queries, requests and/or complaints seeking resolutions where possible (CSW9)	Y	Y	Y
Accurately and appropriately uses terminology associated with a particular workplace or sector when communicating orally (CSW10)	Y	Y	Y
Workplace conduct			
Identifies and follows codes of conduct (e.g., for personal presentation, timekeeping) as appropriate to own role (CW1)		Y	Y
Interacts appropriately with peers, managers and customers (CW2)		Y	Y
Applies sufficient effort to enable them to complete tasks set to the standard required (CW3)		Y	Y
Demonstrates initiative in carrying out own role (CW4)		Y	Y
Problem solving			
Gathers appropriate information or advice from different sources to help solve a specific work-related problem (PSW1)	Y		
Assesses a range of potential solutions, applying appropriate problem-solving strategies (PSW2)	Y		

Transferrable employability skills	Task		
	1	2	3
Selects a specific solution, justifying why this one is the most likely to prove effective (PSW3)	Y		
Plans work: <ul style="list-style-type: none"> • according to priority • taking into account length of time needed to complete tasks • in order to meet deadlines • including appropriate breaks (TMS1) 	Y		
Time management skills			
Works at an appropriate pace to carry out tasks in accordance with plan (TMS2)	Y	Y	Y
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)	Y	Y	Y
Uses available software appropriately to present written communication, including numerical information (CSW4)	Y	Y	Y