



**City & Guilds Level 2
Extended Technical
Occupational Entry in
Maintenance Operations
(Diploma)
(7255-92)**

Version 1.0 (November 2024)

**Assignment Pack 7255-92
(Sample) 265**

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1. Assessment overview

This guidance contains assessment documentation for the **Level 2 Extended Technical Occupational Entry in Maintenance Operations (Diploma)**.

The assessment for this component consists of an assignment that includes 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 the 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 the assessment.

This assignment assesses content from the following units:

- Unit 241 Plastering and rendering repairs and maintenance
- Unit 242 Remedial painting and decorating works
- Unit 245 Using carpentry and joinery skills for repairs and refurbishment.

For this assignment – **Level 2 Extended Technical Occupational Entry in Maintenance Operations (Diploma) (7255-92) – Assignment 265** – candidates are required to complete all tasks.

Use of artificial intelligence (AI)

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

What is permitted

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

What is not permitted

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

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

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 **10.5 hours** broken down per task as follows:

- Task 1 – 2 hours
- Task 2 – 3.5 hours
- Task 3 – 3 hours
- Task 4 – 2 hours.

These timings must **not** be exceeded.

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

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

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

Resources

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

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

Task 1

- Risk assessment template
- Method statement template
- Access to the repair and maintenance tasks that are required to be able to carry out an assessment of the work required, taking any measurements required and selecting the materials needed

Task 2

- **Tools**
 - Padsaw
 - Tape measure
 - Filling knife
 - Stud detector

- Spirit level
- Utility knife
- Screwdriver
- Plastering trowel
- Hawk board
- Paddle mixer drill
- Power drill
- **Materials**
 - Filler
 - Plasterboard
 - Polyvinyl acetate (PVA) adhesive
 - Sandpaper
 - Drywall screws
 - Timber noggins
 - Self-adhesive jointing tape
 - Finishing plaster

Task 3

- **Tools**
 - Tape measure
 - Combination square
 - Sliding bevel
 - Pencil
 - Hammer/mallet
 - Chisels
 - Screwdrivers
 - Mortice gauge
 - Saw
 - Hand saw
 - Tenon saw
 - Coping saw
 - Planes
 - Scribe and profile
 - Nail punch
 - Drill
 - Screwdriver
 - Flat bits
 - Chop saw
 - Sander
 - Planer
 - Multi-tool
 - Nail gun

- Jigsaw
- Circular saw
- **Materials**
 - Adhesives (PVA, epoxy resin, contact adhesive)
 - Sealants (water-based, acrylic, silicone, polyurethane)
 - Preservatives (water-borne, organic solvent-based, creosote)
 - Ironmongery (euro barrels, window locking handles, letter plates, mortice, latch, lever handles, escutcheon, hinges)
 - Fixings (screws, nails, bolts, dowels, metal plate fasteners)
 - Wood fillers (water-based, latex-based, epoxy)
 - Types of locks
 - Mortice
 - Tubular latch
 - Hasp and staple
 - Dead bolt
 - Rim lock
 - uPVC Euro barrel
 - Types of mouldings
 - Pencil round
 - Chamfered
 - Taurus
 - Ogee
 - Types of finishing products for wood
 - Paint
 - Stain
 - Varnish
 - Oil

Task 4

- **Tools**
 - Scissors
 - Trimming knife
 - Scraper
 - Filling knife
 - Access equipment
 - Paint brushes
 - Pasting brush
 - Extension pole
 - Roller sleeves and arms
 - Kettles and scuttles
 - Roller trays

- Shave hook
- Chisel knife
- Putty knife
- Sanding block
- Caulking/mastic gun
- Wallpapering table
- Bucket
- Dusting brushes
- Power sander
- Steam stripper
- Heat gun
- Trowel
- Tape measure
- Seam roller
- Plumb line
- Laser level
- Spirit level
- Wire brush
- Masking tape

- **Materials**
 - Solvent-based paints
 - Water-based paints
 - Thinners/solvents
 - Abrasive papers
 - Fillers
 - Stoppers
 - Patch repair kits
 - Resins and putty
 - Knotting solution
 - Rust remover
 - Specialist treatments
 - Liquid paint removers
 - Different grades of lining papers
 - Textured wall coverings
 - Vinyls
 - Adhesives
 - Silicones and sealants

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.

Task 1

- Task 1 must be completed before Tasks 2, 3 and 4.
- Task 1 must be completed in a classroom setting with access to IT equipment for candidates to complete their planning on Word processing software.
- The templates must be provided both paper-based and in a suitable Word processing format.
- Templates for the method statement and risk assessment can be found in Appendices 2 and 3. These must be provided to the candidate.
- 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 references in Tasks 2, 3 and 4 but must not be amended further.

Task 2

- Candidates must have access to copies of their completed documentation from Task 1, for referral purposes only.
- The defect in the plasterwork is to have been caused before the assessment, for example a hammer blow to the required area to be repaired.
- The minimum size square for the candidate to cut out must be minimum 400 mm, maximum 600 mm, dependent on stud centres.
- Centre to provide suitable lightweight plasters for finishing coat.

Task 3

- Candidates must have access to copies of their completed documentation from Task 1, for referral purposes only. For this task, a door frame within a stud partition wall is required.
- The door frame is to be of standard size to fit a minimum door size of 1981 mm x 762 mm.
- The door is to have a mortice lock fitted.
- A minimum-400-mm section is to be spliced from the door frame by each candidate.
- Candidates are not permitted to use the removed section as the replacement section.
- A range of replacement ironmongery should be made available to each candidate to ensure they select the appropriate replacement.

Task 4

- Candidates must have access to copies of their completed documentation from Task 1, for referral purposes only. The time for the task is 2 hours (excluding drying time) which will start from preparing the area for painting.
- Centres are permitted reasonable discretion in terms of the design and layout of the structure; however, the size of the painting area must be complied with.

- A **minimum** of 2 m² of wall area is required. This can be either in height or length and must include an internal **or** external angle **and** one light switch **or** socket.
- Wall colours to be chosen at the centre discretion from either matt or silk emulsion.

Resit opportunities

Candidates must achieve a pass in **all four 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 resitting all tasks within a different version of the assessment.

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

3. Assignment brief

You are a maintenance operative, working for a housing association. You have been allocated a job sheet with the following information.

The job sheet provided states the following:

- Damage has been reported by the customer to a plasterboard wall and door frame. The extent of the damage has not been specified by the customer, however the allocated task requires you to replace and plaster the area of plasterboard that needs repairing:
 - Replace the damaged area of door frame.
 - Prepare the plaster and door frame for painting.
 - Paint both areas to match with the current decorative finish.

You will have access to the area that needs to be repaired so that you can assess the work required.

This assignment has a time allocation of **10.5 hours**.

4. Tasks

Task 1 – Planning of work

Prior to completing Task 1, candidates must have access to the work area/s for all tasks. Candidates can then assess and inspect the area/s and take any required measurements to ensure that they are able to complete the planning work in Task 1.

Candidates are required to plan for the work specified in the brief. Using the templates provided, candidates must:

- Complete a risk assessment.
- Complete a method statement, including a list of the required tools and materials.

Conditions of assessment

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

Controlled conditions

- Candidates must only work on tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed.
- Candidates must not share or discuss their work with other candidates.
- Candidates are not permitted to bring any materials into the assessment session.

What must be produced for grading

- Completed risk assessment
- Completed method statement

Additional evidence for this task

n/a

Resources

- Access to the area that needs to be repaired
- A list of the tools and equipment available to them to complete the task – this list should be in excess of the tools and equipment required to complete the task to allow the candidate to make choices, as stated in the resource list
- A list of the materials and components available to them complete the task – this list should be in excess of those required to complete the task to allow the candidate to make choices

- Measuring equipment
- Risk assessment template
- Method statement template
- Appropriate PPE
- Appropriate ICT equipment and software if required by the candidate to complete the risk assessment and method statement using ICT rather than in handwritten form

Task 2 – Carry out repairs to plastering and rendered surfaces.

Candidates are now required to repair the area of damaged plasterboard and plaster.

Candidates must:

- Remove a damaged section of plaster from a stud partition wall.
- Replace the plasterboard and make good, using finishing plaster.
- Clean, check and store tools, equipment and materials after use.
- Dispose of waste materials safely and sustainably.

Conditions of assessment

- The time allocated for this task is 3.5 hours.
- Candidates must carry out the task on their own, under controlled conditions.

Controlled conditions

- Candidates must only work on tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed.
- Candidates must not share or discuss their work with other candidates.
- Candidates are not permitted to bring any materials into the assessment session.

What must be produced for grading

n/a

Additional evidence for this task

- Completed section of Assessor Observation Record Form (AORF)
 - Remove a damaged area of plaster from a stud partition wall.
 - Replace the plasterboard and make good, utilising a two-coat plastering system.
 - Clean, check and store tools, equipment and materials after use.
 - Dispose of waste materials safely and sustainably.
- Five assessor photographs, capturing the task in progress and at completion – images can support judgements of quality which could affect the pass/fail decision:
 - first photograph to show removal of the damaged area of plasterboard
 - second photograph to show replaced area of plasterboard (with candidate)
 - third photograph to show replaced area of plasterboard with first coat of plaster on
 - fourth photograph to show replaced area of plasterboard with second coat of plaster on
 - fifth photograph to show area of plaster prepared for painting.

Resources

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- Timber stud partition to be a minimum size of 2 m²
- 12.5 mm board and skimmed stud partition wall for pre-boarding
- 9.5 mm plasterboard to allow for two-coat work for repairing
- Self-adhesive jointing tape
- Fixings
- Bonding coat plaster
- Setting coat plaster
- Appropriate PPE
- Tools
 - Padsaw
 - Tape measure
 - Filling knife
 - Stud detector
 - Spirit level
 - Utility knife
 - Screwdriver
 - Plastering trowel
 - Hawk board
 - Paddle mixer drill
 - Power drill

Task 3 – Carry out carpentry repairs and refurbishment.

Candidates are now required to repair the area of defective timber and replace the defective ironmongery.

Candidates must:

- Remove and repair the defective/damaged timber.
- Splice in a repair to the doorframe. Candidates are not permitted to use the removed section as the replacement section.
- Prepare the replaced section for finishing.
- Replace the defective ironmongery.
- Clean, check and store tools, equipment and materials after use.
- Dispose of waste materials safely and sustainably.

Conditions of assessment

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

Controlled conditions

- Candidates must only work on tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed.
- Candidates must not share or discuss their work with other candidates.
- Candidates are not permitted to bring any materials into the assessment session.

What must be produced for grading

n/a

Additional evidence for this task

- Completed section of the AORF:
 - Remove and repair the defective/ damaged timber.
 - Splice in the repair to doorframe.
 - Prepare the replaced section for finishing.
 - Replace the defective ironmongery.
 - Clean, check and store tools, equipment and materials after use.
 - Dispose of waste materials safely and sustainably.
- Five assessor photographs, capturing the task in progress and at completion – images can support judgements of quality which could affect the pass/fail decision:
 - first photograph to show marked position of spliced cut
 - second photograph to show door frame with defective/damaged timber removed showing spliced cuts
 - third photograph to show replaced area of timber
 - fourth photograph to show prepared timber for finishing

- fifth photograph to show replaced ironmongery.

Resources

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- Materials
 - Door frame and door of standard size, as indicated in assessor guidance
 - Replacement section of splice minimum 400 mm
 - Long and short mortice locks – left- and right-handed
- **Tools, equipment and fixings**
 - Screws
 - Hand saw
 - Screwdrivers
 - Chisels
 - Mallet
 - Tape measure
 - Spirit level
 - Hammer
 - Drill
 - Protective sheets
 - Squares (try, mitre and combination)
 - PPE

Task 4 – Prepare surfaces and the work area for remedial painting and decoration, and apply required finish.

Candidates are now required to prepare the surfaces and paint the repaired area of plasterboard and timber to match with existing finishes.

Candidates must:

- Prepare the surfaces for painting.
- Protect the area prior to painting.
- Paint the repaired wall area with water-based paints by brush and roller.
- Paint the timber with undercoat and gloss paint by brush.
- Clean, check and store tools, equipment and materials after use.
- Dispose of waste materials safely and sustainably.

Conditions of assessment

- The time allocated for this task is 2 hours (excluding drying time).
- Candidates must carry out the task on their own, under controlled conditions.

Controlled conditions

- Candidates must only work on tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage which cannot be accessed.
- Candidates must not share or discuss their work with other candidates.
- Candidates are not permitted to bring any materials into the assessment session.

What must be produced for grading

n/a

Additional evidence for this task

- Completed section of the AORF:
 - Protect the area prior to painting.
 - Prepare the surfaces for painting.
 - Paint the repaired wall area with water-based paints by brush and roller.
 - Paint the timber with undercoat and gloss paint by brush.
 - Clean, check and store tools, equipment and materials after use.
 - Dispose of waste materials safely and sustainably.
- Two assessor photographs, capturing the task in progress and at completion – images can support judgements of quality which could affect the pass/fail decision:
 - first photograph to show painted area of wall
 - second photograph to show painted area of door frame.

Resources

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- **Materials**
 - Water-based paint
 - Undercoat paint
 - Gloss paint
- **Tools, equipment and fixings**
 - Protective sheets
 - Dusting brush
 - Brushes
 - Kettle
 - Roller tray
 - Roller/sleeve and frame
 - PPE

5. Grading

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, ie fail.

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

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

Task 1 – Planning of work

Fail	Pass
<ul style="list-style-type: none"> • Method statement 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, which would fail to allow the tasks to be completed. • Method statement outlines 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. • Risk assessment identifies some hazards, risk or safety concerns – 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"> • Method statement includes the required tools, equipment, materials and components for completion of the tasks required. • 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. • Selected materials mostly ensure compliance with manufacturer's specifications, installation instructions and regulatory requirements. • Risk assessment identifies key hazards, risks and safety concerns for the tasks, 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 repairing the section of plasterboard, applying finishing plaster to the area, repairing the damaged section of the doorframe, replacing the defective mortice lock and preparing and painting the repaired sections of wall and doorframe
- **Identification of key hazards, risks and safety concerns for the tasks**, including inhalation of dust, slips and trips, 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 – Carry out repairs to plastering and rendered surfaces.

Fail	Pass
<ul style="list-style-type: none"> • Work area 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. • Area of identified defective plaster/render exceeded tolerances, leading to wastage of materials. • Incorrect tools and/or materials selected or used incorrectly, resulting in a finish with defects outside of the stated tolerances. • Area not prepared for applying plaster/render. • Plaster/render mixed to incorrect consistency and will not be fit for use. Overmixing of materials for plastering/rendering leading to excessive wastage. • Completed plaster/render not true and flat with the existing surface. • Work area not maintained to a clean, safe and tidy standard, and poses health and safety risks. 	<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. • Area of defective plaster/render identified within tolerances to minimise waste. • Tools and material selected are mostly appropriate, resulting in quality finish. • Area for applying plaster/render prepared adequately to receive plaster. • Mixing of plaster/render is consistent, fit for use and has produced minimal waste. • Finishing plaster/render applied to the repaired area resulting in the finishing coat being true and flat to the existing surface with only minor defects. • Materials mostly used in a way that is compliant with the manufacturer’s specifications, installation instructions and regulatory requirements. • Clean, safe and tidy work area maintained and the surrounding area immediately adjacent to the work protected, resulting in minimal damage.

<ul style="list-style-type: none"> • Tools not cleaned and checked, and materials not stored correctly after use. • Waste not disposed of in a safe and sustainable manner. • Current environmental and current health and safety regulations not followed. 	<ul style="list-style-type: none"> • Tools, equipment and materials cleaned, checked and stored after use. • Waste materials disposed of safely and sustainably, where possible. • Excess resources and waste mostly suitably segregated for reuse, recycling and disposal. • Current environmental and current health and safety regulations followed.
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Indicative content (what will be seen for this version of the task)

- **Area of plasterboard removed should not exceed the nearest studs**
- **Replacement plasterboard measured and cut to size (+/-3 mm)**
- **Defective plaster and plasterboard removed and cut out to required size (+/-6–10 mm)**
 - Causing minimal disturbance to undamaged plaster and plasterboard
 - Allows sound fix of existing and new plasterboard to studs
- **Background surface and stud work prepared to fix replacement plasterboard**
- **Fix plasterboard in place with:**
 - no gaps around the perimeter
 - fixed at correct centres
 - adhesive tapes in place with no overlaps.

Task 3 – Carry out carpentry repairs and refurbishment.

Fail	Pass
<ul style="list-style-type: none"> • Area of defective/damaged timberwork not correctly identified, resulting in excess wastage of replacement materials. • Defective ironmongery incorrectly identified. • Tools and materials selected are incorrect for the work required. • Defective/damaged timber removed and repaired outside of the tolerances stated. 	<ul style="list-style-type: none"> • Defective/damaged timber work correctly identified, resulting in minimum wastage of replacement materials. • Defective ironmongery correctly identified. • Tools and materials selected are mostly appropriate, leading to a quality finish. • Materials mostly used in a way that is compliant with manufacturer's

<ul style="list-style-type: none"> • Replaced ironmongery does not function correctly. • Work area not maintained to a clean, safe and tidy standard, and poses health and safety risks. • Tools not cleaned and checked, and materials not stored correctly after use. • Waste not disposed of in a safe and sustainable manner. • Current environmental and current health and safety regulations not followed. 	<p>specifications, installation instructions and regulatory requirements.</p> <ul style="list-style-type: none"> • Defective/damaged timber removed and repaired to the agreed tolerances. • Replaced timber and surrounding timber cleaned up and prepared for finishing. • Defective ironmongery replaced and checked for correct functioning and any issues resolved. • Clean, safe and tidy work area maintained and the surrounding area immediately adjacent to the work protected, resulting in minimal damage. • Tools, equipment and materials cleaned, checked and stored after use. • Excess resources and waste mostly suitably segregated for reuse, recycling and disposal. • Waste materials disposed of safely and sustainably, where possible. • Current environmental and current health and safety regulations followed.
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Indicative content (what will be seen for this version of the task)

- **Defective/damaged timber removed and repaired**
 - Marked position of splice cut +/-3 mm
 - Cut splice square to face and angle +/-3 mm
 - Removed defective timber
 - Cut replacement time +/-3 mm
 - Fitted and fixed replacement section securely
 - Plumb with existing door frame +/-2 mm
- Defective ironmongery replaced
 - Removed handles without excessive damage
 - Removed lock without excessive damage
 - Selected correct replacement lock and replaced lock without excessive damage caused
 - Replaced handles without excessive damage caused
 - Fit keeper plate +/-3 mm
 - Checked that the replacement lock works, and refitted handles function correctly

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

Task 4 – Prepare surfaces and the work area for remedial painting and decoration, and apply required finish.

Fail	Pass
<ul style="list-style-type: none"> • The work area not protected, or unsuitable coverings used. • Tools and materials selected are incorrect for the work required. • Surfaces not prepared to the required standard for painting. • Surfaces not fully covered or sufficiently covered with suitable paint. • Paint selected does not match with the surrounding area and is of an unacceptable standard. • Runs visible from more than 1 m away. • Paint not cut in neatly around obstacles. • Evidence of skidding and fat edges visible from more than 1 m away by the roller. • Work area not maintained to a clean, safe and tidy standard, and poses health and safety risks. • Tools not cleaned and checked, and materials not stored correctly after use. • Waste not disposed of in a safe and sustainable manner. • Current environmental and current health and safety regulations not followed. 	<ul style="list-style-type: none"> • Appropriate protective coverings used to protect the work area. • Tools and materials selected are mostly appropriate to complete the preparation of the surfaces required to be painted. • Selected materials mostly ensure compliance with manufacturer’s specifications, installation instructions and regulatory requirements. • Surfaces prepared to a standard for painting which will result in a quality finish. • Surfaces fully covered with suitable paint to match with surrounding area to an acceptable standard. • No runs are visible from 1 m. • Paint cut in neatly around any obstacles, and obstacles are masked to mostly avoid any paint on the obstacle. • No evidence of skidding and fat edges visible from 1 m by roller. • Clean, safe and tidy work area maintained and the surrounding area immediately adjacent to the work protected, resulting in minimal damage. • Tools, equipment and materials cleaned, checked and stored after use. • Excess resources and waste mostly suitably segregated for reuse, recycling and disposal. • Waste materials disposed of safely and sustainably, where possible. • Current environmental and current health and safety regulations followed.

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

- Paint finish cut in neatly around one light switch or socket

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 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 however, risking the safety of themselves or others, 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 AORF. Any actions that have led to that warning must be detailed on the AORF, so they can be considered along with the other evidence when applying the grading descriptors.

Compliance with timings

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

Scheduling assessment sessions

It is the centre's responsibility to arrange how time is managed to fit within 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.

Assessor student ratios

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

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

Centres are advised to trial the planned arrangements during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for 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 layout of the workspaces detailing:

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

must be available for verification.

Observation evidence

Observation notes form part of the candidate's evidence and must capture evidence of student performance during the practical tasks, describing how well the activity has been carried out, rather than stating the steps/actions that the candidate has taken. The notes must be very descriptive and focus on the quality of the performance that are notable in relation to the quality indicators in the grading descriptors. They must provide sufficient, appropriate evidence that can be used by the assessor to assess the performance against the grading descriptors.

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

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

Assessors should ensure that any required additional supporting evidence, including photographs or video, can be easily matched to the correct candidate, and 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 grading and justification is completed on a separate form (Candidate Record Form (CRF)).

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 grading and verification. Where ephemeral evidence (eg areas of candidate performance that may be hard to capture with photographs and assessor notes alone) is a significant part of the practical assessment, City & Guilds 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.

Minimum evidence requirements for grading

The following sections in the assignment:

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

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

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

Preparation of candidates

Candidates should be aware 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 are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This supported approach is not valid for summative assessment.

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

Guidance on assessment conditions

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

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

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

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

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

Security and authentication of candidate work

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

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

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

Accessibility and fairness

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

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

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to a pass grade.

Guidance and feedback

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

- recorded fully on the AORF
- taken into account along with the candidate's final evidence during grading
- made available for verification.

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

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

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

Assessors should check and be aware of the 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 AORF 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, so this is available should queries arise at verification.

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

- An assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The assessor should not provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more the assessor guidance provided, the less the candidate's own performance is demonstrated and therefore the larger the impact on the grade awarded.
- The assessor must not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during grading.
- The assessor must not produce any templates, pro-formas, work logs etc. If templates are provided by City & Guilds as part of the assignment, these should not be adapted but can be provided to candidates either electronically or as paper-based. Compliance of this requirement may be checked as part of the verification process.

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

Submission of/retention of evidence

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

See Appendix B: Quality Assurance Standards in the Centre Handbook for details.

7. Assessor Observation Record Form

Task	Qualification number
Candidate name	Candidate number
Centre name	

Complete the tables below referring to the relevant 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 grading grid for guidance on criteria and make notes which describe the quality of the evidence and justification of how the grading descriptors have been met. Expand boxes as required

Task	Notes and justification	Outcome
Task 1		Pass / fail
Task 2		Pass / fail
Task 3		Pass / fail
Task 4		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 returned to the centre and this will delay the moderation process.

NB – 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.

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

cityandguildsgroup.com

Appendix 2 – Method statement template

Activity/task Use this column to indicate the different steps and activities/tasks needed to complete each task.	Tools, equipment and components required Use this column to indicate what tools, equipment and components are required for each activity/task. Include quantities and measurements, as applicable.

Appendix 3 – Risk assessment template

Health and safety concerns Use this column to indicate any potential hazards, risks or health and safety concerns that are a consideration when completing the activities/tasks.	PPE and other control measures Use this column to indicate any required PPE and other control measures 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 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	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)	Y				
Produces documents of different types that are appropriate (eg in terms of length, style and language use) for the purpose and intended audience (CSW2)	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				
Communicates clearly in different situations, adjusting register and tone to match the audience and purpose of the communication (CSW6)	Y				
Workplace conduct					
Identifies and follows codes of conduct (eg for personal presentation, timekeeping) as appropriate to own role (CW1)	Y	Y	Y	Y	Y
Interacts appropriately with peers, managers and customers (CW2)	Y				
Applies sufficient effort to enable them to complete tasks set to the standard required (CW3)	Y	Y	Y	Y	Y
Demonstrates initiative in carrying out own role (CW4)	Y	Y	Y	Y	Y
Problem solving					

Gathers appropriate information or advice from different sources to help solve a specific work-related problem (PSW1)	Y	Y	Y	Y	Y
Assesses a range of potential solutions, applying appropriate problem-solving strategies (PSW2)	Y	Y	Y	Y	Y
Selects a specific solution, justifying why this one is the most likely to prove effective (PSW3)	Y	Y	Y	Y	Y
Presents a clear action plan, including tasks and timelines, for implementing a chosen solution to a specific work-related problem (PSW4)	Y				
Time management skills					
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	Y	Y	Y	Y
Works at an appropriate pace to carry out tasks in accordance with plan (TMS2)	Y	Y	Y	Y	Y
Adjusts approach in response to any change of circumstance (eg one task over-running), as appropriate, to ensure remaining time is spent effectively (TMS3)		Y	Y	Y	Y