



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

**Version 1.0 (November 2024)**

**Assignment Pack 7255-92  
(Sample) 267**

Version and date	Change detail	Section
V1.0 November 2024	Initial version	All

---

---

**Version and date**

**Change detail**

**Section**

## Contents

<b>Contents</b>	<b>4</b>
<b>1. Assessment overview</b>	<b>5</b>
<b>2. Assignment guidance</b>	<b>6</b>
<b>3. Assignment brief</b>	<b>12</b>
<b>4. Tasks</b>	<b>13</b>
<b>5. Grading</b>	<b>20</b>
<b>6. Centre guidance</b>	<b>25</b>
<b>7. Assessor Observation Record Form</b>	<b>31</b>
<b>8. Candidate Record Form</b>	<b>32</b>
<b>9. Declaration of Authenticity</b>	<b>33</b>
<b>Appendix 1 – Sources of general information</b>	<b>35</b>
<b>Appendix 2 – Method statement template</b>	<b>38</b>
<b>Appendix 3 – Risk assessment template</b>	<b>39</b>
<b>Appendix 4 – Electrical appliance inspection template</b>	<b>40</b>
<b>Appendix 5 – Mapping of tasks to transferrable employability skills</b>	<b>41</b>

## **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 244 Preventative and corrective maintenance to building systems
- Unit 246 Corrective maintenance of external areas.

For this assignment – **Level 2 Extended Technical Occupational Entry in Maintenance Operations (Diploma) (7255-92) – Assignment 267** – 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 **6.5 hours** broken down per task as follows:

- Task 1 – 2 hours
- Task 2 – 2 hours
- Task 3 – 1 hour
- Task 4 – 1.5 hours.

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 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**

- Shovels, spades, post hole diggers and drain spade
- String line (pins and corner blocks)
- Spirit level/laser level
- Hammer
  - Brick
  - Club/lump

- Claw
- Sledge
- Trowel
  - Bricklaying
  - Gauging
  - Pointing
- Tape measure/laser measure
- Crow/wrecking bar
- Socket set
- Bolster, plugging and cold chisels
- Gauge staff
- Hawk board
- Cement mixer
- Grinder, petrol/battery cut off saw
- Circular saw
- Cordless drills including impact driver, combination, SDS drill/breaker
- Paddle mixer drill
- First fix nail gun
- Hydraulic breaker

### **Materials**

- Treated timber
- Feather edge
- Posts
- Rails
- Pickets
- Soil boards/gravel boards
- Cement, mortar, postmix and concrete
  - Ready mixed
  - Mixed by hand
  - Sand and aggregates
- Screws and nails
  - Clout
  - Ring shank
  - Roundwire
  - Collated nails
- Gate ironmongery
  - Hinges
  - Latches
  - Locks
- Aggregates
  - Pea gravel
  - Hardcore
  - Sand and gravel mix



- Temporary batons
- Drainage pipes, gully's, manholes and surface drains
- Mortar, postmix and concrete
- Pavers and slabs
- Lintels and tie wires
- Bonding agent
- Bricks
  - Engineering
  - Common
  - Facing
- Blocks
  - Thermal
  - Hollow
  - Solid
- Mortar additives
  - Plasticiser
  - Frost proofer
  - Water proofer
  - Dye
  - Retardant
  - Accelerant

### **Task-specific guidance**

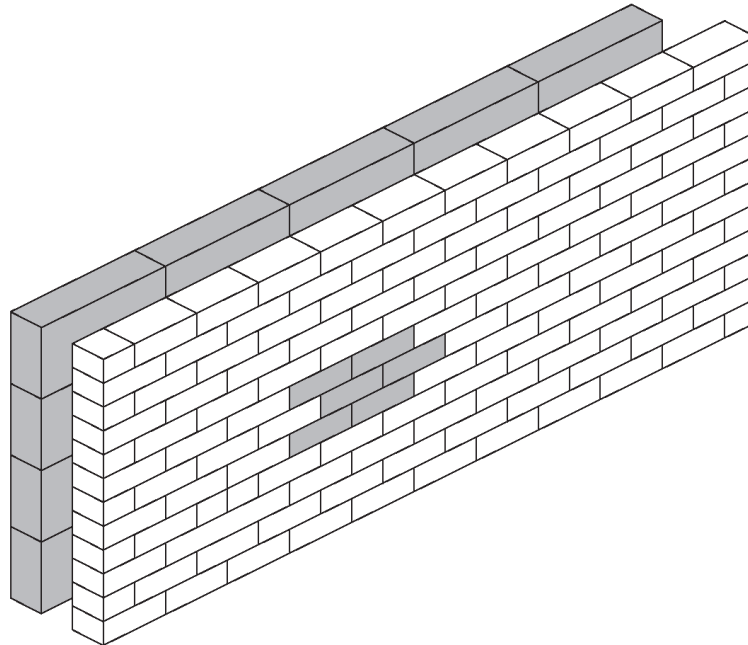
Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

### **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 Appendix 1 and Appendix 2. These must be provided to candidates as part of this task.
- 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

- The drawing below provides an example of a typical layout for this task. Centres are permitted reasonable discretion in terms of the design and layout of the structure; however, the size of the repair areas must be complied with.



### SPECIFICATION:

- Section of one brick thick stretcher bond wall (minimum size 2.24 m x 900 mm)
- 6 bricks to remove and replace (minimum)
- Weather struck joint finish (brickwork)
- Half round joint finish (blockwork)
- Section of cavity wall (minimum size 2.24 m x 900 mm)

- The candidate is to identify **six** facing defective bricks over three adjacent courses for replacement. Where necessary, such damage should be introduced by the assessor.
- In order to simulate a realistic working environment, all brickwork/blockwork **must** be built from traditional sand and cement.
- The assessor is to ensure that the ratio of mortar for the existing structure is specified to the candidate. Candidates must be advised to conduct the repair work in accordance with the same joint finish and mortar specification.

## Task 3

- This task must be assessed with a one-candidate-to-one-assessor ratio to ensure that safe practice is followed.

#### **Task 4**

- This task must be assessed with a one-candidate-to-one-assessor ratio to ensure that safe practice is followed.
- The appliances can be portable electrical appliances, such as printers and electric tools, or fixed electrical appliances, such as lights and sockets.

#### **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:

- An area of a wall has been reported as having some damaged/defective bricks.
- The area of bricks needs to be removed and replaced.
- The replaced brickwork must be finished with joints which match the existing brickwork.

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

You have been allocated a further task to isolate a plug socket so that some repair work can be completed by a colleague on site. You have also been asked to complete visual and functionality checks on some portable electrical appliances.

This assignment has a time allocation of **6.5 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

- 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 personal protective equipment (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 external property areas.**

Candidates are now required to remove and repair the area of defective masonry.

Candidates must:

- Remove and replace defective/damaged bricks.
- Use a joint finish to match existing brickwork.
- 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.
- 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 and replace defective/damaged bricks
  - Use a joint finish to match existing brickwork
  - Clean, check and store tools, equipment and materials after use
  - Dispose of waste materials safely and sustainably
- Three 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 area of wall with the defective bricks removed
  - second photograph to show replaced area of bricks with surrounding existing bricks
  - third photograph to show replaced area of bricks with clear view of the joints.

### **Resources**

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- Section of one-brick thick stretcher bond wall (minimum size 2.24 m x 900 mm)

- Section of cavity wall (minimum size 2.24 m x 900 mm)
- Sand and cement (1:4 mix)
- Bricks
- Appropriate PPE
- Tools (plugging chisel, cold chisel, lump hammer, line and corner blocks, walling trowel, pointing trowel, spirit level)
- Equipment (bucket, shovel, sweeping brush, wheelbarrow)



### **Task 3 – Carry out safe isolation of an electrical appliance.**

Candidates are now required to safely isolate a plug socket.

Candidates must:

- Complete safe isolation of the plug socket.

#### **Conditions of assessment**

- The time allocated for this task is 1 hour.
- 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:
  - Complete safe isolation following the required procedure.
- Three 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 proof that the plug socket has been tested as isolated using the required equipment
  - second photograph to show that warning signs have been used
  - third photograph to show that a locking off device has been used.

#### **Resources**

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- **Materials**
  - Functioning plug socket
  - Accessible location to isolate the required circuit
- **Tools, equipment and fixings**
  - Proving device
  - Warning signs/labels
  - Secure location to store removable fuses (if required)
  - Locking off device
  - Plug in testing device

- PPE

## Task 4 – Electrical and appliance periodic testing

Candidates are now required to complete testing of the three portable electrical appliances provided.

Candidates must:

- Visually check the appliance for faults.
- Check that the appliance functions correctly.
- Record the outcomes of the checks using the template provided.

### Conditions of assessment

- The time allocated for this task is 1.5 hours.
- Candidates must carry out the task on their own, while being observed.

### 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 electrical appliance inspection template

### Additional evidence for this task

- Completed section of the AORF:
  - Visually check the appliance for faults.
  - Check that the appliance functions correctly.
- 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 the portable appliances checked
  - second photograph to show the completed electrical appliance inspection template

### Resources

- **Materials**
  - Three portable appliances with faults
  - Electrical appliance inspection template
  - Completed risk assessment from Task 1
  - Completed method statement from Task 1
  - Appropriate 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"><li>• 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, which would fail to allow the tasks to be completed.</li><li>• Method statement produced 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.</li><li>• Risk assessment has considered 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.</li></ul>	<ul style="list-style-type: none"><li>• A list of requirements has been produced which includes the required tools, equipment, materials and components for completion of the tasks required.</li><li>• Selected materials mostly ensure compliance with manufacturer's specifications, installation instructions and regulatory requirements.</li><li>• 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.</li><li>• 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.</li></ul>

**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 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 external property areas.**

Fail	Pass
<ul style="list-style-type: none"> <li>• Area of identified defective masonry exceeded, leading to wastage of materials.</li> <li>• Incorrect tools and/or materials selected or used incorrectly.</li> <li>• Surrounding area not protected from damage, or sustained significant unnecessary damage.</li> <li>• Work area is not maintained to a clean, safe and tidy standard, and poses health and safety risks.</li> <li>• Tools not cleaned and checked, and materials not stored correctly after use.</li> <li>• Waste not disposed of in a safe and sustainable manner.</li> <li>• Current environmental and current health and safety regulations not followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Defective and damaged masonry identified correctly to minimise waste.</li> <li>• Tools and materials selected are mostly appropriate to complete the task required to a quality standard.</li> <li>• Materials mostly used in a way that is compliant with manufacturer's specifications, installation instructions and regulatory requirements.</li> <li>• Surrounding area protected from damage above an acceptable level.</li> <li>• Masonry removed and replaced to the tolerances provided.</li> <li>• Clean, safe and tidy work area maintained and the surrounding area immediately adjacent to the work protected, resulting in minimal damage.</li> <li>• Tools, equipment and materials cleaned, checked and stored after use.</li> <li>• Excess resources and waste mostly suitably segregated for reuse, recycling and disposal.</li> </ul>

	<ul style="list-style-type: none"> <li>• Waste materials disposed of safely and sustainably, where possible.</li> <li>• Current environmental and current health and safety regulations followed.</li> </ul>
--	--

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

- The existing joints are cut out without causing excessive damage to surrounding masonry.
- Any waste in the cavity while cutting out is at an acceptable level.
- Mortar is mixed to a gauge and consistency which is fit for purpose.
- Replaced bricks are to line and level (+/- 6 mm).
- Replaced bricks are plumb with existing wall (+/- 6 mm).
- Bricks are ranged with the existing wall.
- Joints within the repaired area of masonry are at an acceptable level and will not affect the quality of the finished repair.
- The correct joint finish is used to match the existing finish.
- An acceptable amount of mortar falls in to the cavity while replacing bricks.
- An acceptable level of staining is on the face of the wall from the mortar.

**Task 3 – Carry out safe isolation of an electrical appliance.**

Fail	Pass
<ul style="list-style-type: none"> <li>• Not all stages of safe isolation followed and implemented.</li> <li>• Work area not maintained to a clean, safe and tidy standard, and poses health and safety risks.</li> <li>• Current environmental and current health and safety regulations not followed.</li> </ul>	<ul style="list-style-type: none"> <li>• The source of electrical supply and suitable point(s) for isolation of the appliance identified.</li> <li>• Voltage detector tested to make sure it is working properly and concluded that it is working, so safe to proceed.</li> <li>• Carried out safe isolation processes, disconnecting the circuit from the mains.</li> <li>• Secured the point of isolation using a suitable locking off device.</li> <li>• Voltage detector used to determine that the system is dead.</li> <li>• Voltage detector checked again to ensure that it is functioning correctly.</li> <li>• Warning signs put up visibly to indicate that the circuit is isolated and the system is confirmed as isolated.</li> <li>• Maintained a clean, safe and tidy work area, and protected the surrounding area immediately adjacent to the work.</li> <li>• Followed current environmental and current health and safety regulations.</li> </ul>

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

Safe isolation process completed

#### Task 4 – Electrical appliance testing

Fail	Pass
<ul style="list-style-type: none"> <li>• Specified tasks incomplete.</li> <li>• Visual checks not completed on all appliances.</li> <li>• Functionality checks attempted to be completed on appliances with clear visual faults.</li> <li>• Outcomes not recorded accurately and correctly.</li> <li>• Work area not maintained to a clean, safe and tidy standard, and poses health and safety risks.</li> <li>• Current environmental and current health and safety regulations not followed.</li> </ul>	<ul style="list-style-type: none"> <li>• All appliances checked visually for any visible faults.</li> <li>• If no visible faults seen, appliances checked for correct functioning.</li> <li>• Outcome of visual and functionality checks recorded accurately and correctly.</li> <li>• A clean, safe and tidy work area maintained throughout the task.</li> <li>• Current environmental and current health and safety regulations are followed.</li> </ul>

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

Visual and functionality checks completed for three appliances



## 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, eg 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, 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**

These 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 moderation 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 of 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/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

<b>Task</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	

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

<b>Assessor observation</b>	<b>Notes</b> – <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>

<b>Assessor signature</b>	<b>Date</b>

## 8. Candidate Record Form

<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

**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

<b>Task</b>	<b>Notes and justification</b>	<b>Outcome</b>
<b>Task 1</b>		Pass / fail
<b>Task 2</b>		Pass / fail
<b>Task 3</b>		Pass / fail
<b>Task 4</b>		Pass / fail

<b>Internal assessor name</b>	<b>Date</b>
<b>Internal assessor signature</b>	



## 9. Declaration of Authenticity

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

### 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.*

<b>Candidate signature</b>	<b>Date</b>

### 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.*

<b>Assessor signature</b>	<b>Date</b>

**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](http://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.

## Copyright

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

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

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

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

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

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

[cityandguildsgroup.com](http://cityandguildsgroup.com)



## Appendix 2 – Method statement template

<b>Activity/task</b> Use this column to indicate the different steps and activities/tasks needed to complete each task.	<b>Tools, equipment and components required</b> 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

<b>Health and safety concerns</b> Use this column to indicate any potential hazards, risks or health and safety concerns that are a consideration when completing the activities/tasks.	<b>PPE and other control measures</b> 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 – Electrical appliance inspection template

Type of appliance including make and serial number (if allocated)	Location of the appliance	Visual inspection Record any visible damage to the <ul style="list-style-type: none"> <li>• cable</li> <li>• plug</li> <li>• outer casing</li> <li>• switches.</li> </ul>	Functionality check If there are no visible defects, check appliance for functionality. Record any issues.	Action taken (if required)	Name of person completing check and date completed



## Appendix 5 – 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
<b>Communication in the workplace</b>				
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			
<b>Workplace conduct</b>				
Identifies and follows codes of conduct (eg for personal presentation, timekeeping) as appropriate to own role (CW1)	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
Demonstrates initiative in carrying out own role (CW4)	Y	Y	Y	Y
<b>Problem solving</b>				
Gathers appropriate information or advice from different sources to help solve a specific work-related problem (PSW1)	Y	Y	Y	Y

Assesses a range of potential solutions, applying appropriate problem-solving strategies (PSW2)	Y	Y	Y	Y
Selects a specific solution, justifying why this one is the most likely to prove effective (PSW3)	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			
<b>Time management skills</b>				
Plans work: <ul style="list-style-type: none"> <li>• according to priority</li> <li>• taking into account length of time needed to complete tasks</li> <li>• in order to meet deadlines</li> <li>• including appropriate breaks (TMS1)</li> </ul>	Y	Y	Y	Y
Works at an appropriate pace to carry out tasks in accordance with plan (TMS2)	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