



City & Guilds Level 3 Technical Occupational Entry in Bricklaying (Diploma) 7255-53

Version 1.0 (January 2026)

**Assignment Pack 7255-360
(Sample)**

Version and date	Change detail	Section
V1.0 January 2026	Initial version	All

Contents

Contents	3
1. Assessment overview	4
3. Assignment brief	11
4. Tasks	13
5. Grading	18
6. Centre guidance	24
7. Assessor observation form	30
8. Candidate record form	31
9. Declaration of authenticity	33
Appendix 1 – Sources of general information	34
Appendix 2 – Resource list	36
Appendix 3 – Risk assessment template	37

1. Assessment overview

This guidance contains assessment documentation for the Level 3 Technical Occupational Entry in Bricklaying (Diploma).

The assessment for this component consists of an assignment consisting of a brief with a number of tasks for the candidate to complete.

Each task is assessed by a set of descriptors that detail the level of performance required to achieve a pass.

2. Assignment guidance

General task guidance

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

Overarching conditions

For this assessment – City & Guilds Level 3 Technical Occupational Entry in Bricklaying Practical assignment component 360 – candidates are required to complete three tasks, which must be completed in order.

- Task 1 – Use the specification and drawing (Figure 1) to complete the required planning tasks:
 - A resource list including costs and wastage percentage
 - A risk assessment
 - A method statement.
- Task 2 – Complete geometrical setting out for the axed arch element of the build, as shown in the drawing.
- Task 3 – Set out dimensions and accurately set out dry bond first course of brickwork and build the decorative brickwork structure in accordance with the drawing and specification provided.

Use of Artificial Intelligence (AI)

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

Internet access

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

Plagiarism

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

What is permitted

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

What is not permitted

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

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

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

We encourage providers to read and reference this guidance. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification.

Time

The total time for completion of this assessment is 25 hours, broken down per task as follows:

- Task 1 – 3 hours
- Task 2 – 3 hours
- Task 3 - 19 hours

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

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

Assessment environment

Task 1

Candidates will be required to produce a method statement and will be provided with standard templates to produce a risk assessment and resource list for the construction of the sample structure shown in the drawings provided.

Task 2

Candidates will be provided with a suitable area to complete geometrical setting out and cutting of bricks for the axed arch. Candidates will be provided with suitable materials and equipment to set out and produce a template for the voussoirs, which are to be used in the construction of the axed arch, to the specification provided.

Task 3

Candidates will be provided with a level, 2.5m × 2.5m bay in which to build the model. Candidates will also be provided with the materials, tools and equipment required to carry out the construction of the task.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and can 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

- Template for resource list (*Appendix 2*)
- Template for risk assessment (*Appendix 3*)
- Pen
- Calculator

Task 2

- Drawing equipment
- Trammel heads
- Trammel rod
- Tape measure
- Pencils
- Setting out board
- 4mm ply for template
- Large compasses
- Table saw

Task 3

- Bricks
- Contrasting bricks
- Training mortar
- Turning piece
- Templates
- Folding wedges
- Brick trowel
- Spirit level
- Pocket level/ boat level
- Tape measure
- Jointing iron
- Lump hammer
- Bolster
- Line and pins
- Corner blocks
- Shovel
- Bucket
- Brush
- Mortar board

Task specific guidance

Task 1

- Candidates will be provided with templates for the resource list and risk assessment.

Task 2

- Candidates will be provided with an area containing a plywood board 2.4m × 1.2m at a suitable height to allow candidates to set out the axed arch full size.
- Candidates will be provided with tools and equipment to allow them to set out and create a template for the voussoirs for the arch.
- Candidates must have access to copies of completed documentation from Task 1.
- Candidates will be required to use the template to mark out and cut the voussoirs for the arch using a table saw (bricks to be cut by learner and stored in centre 24 hours prior to Task 3).
- Candidates should be provided with sufficient space to allow the work to be carried out uninterrupted.

Task 3

- Candidates will be provided with tools and equipment to allow them to set out and construct the model as per the drawing and specification provided.
- Candidates must have access to copies of completed documentation from Task 1 and Task 2.
- Candidates should be provided with sufficient space to allow the work to be carried out uninterrupted.
- Course 1 of the structure to be set out by the learner to the brick size indicated within the drawing.

Resit opportunities

Candidates must achieve a pass in **all three tasks** to achieve a pass for the assessment overall.

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

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

Resubmission of evidence

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

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

The **Internal Quality Assurer (IQA)** must ensure that:

- the resubmission of evidence is conducted fairly and in line with the conditions of the original assessment
- the resubmission of the evidence has not given the candidate an unfair advantage over other candidates
- no feedback has been given to the candidate to improve their performance
- candidate and assessor records clearly identify the grading criteria that have not been met, as well as assessment outcomes for the original assessment
- resubmitted evidence is available for review by the EQA
- the candidate's formative assessment materials have been sampled and made available
- both the candidate and centre assessor have met the conditions and guidance set out in this process
- the resubmission form to document candidate eligibility is completed and retained for EQA sampling.

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

3. Assignment brief

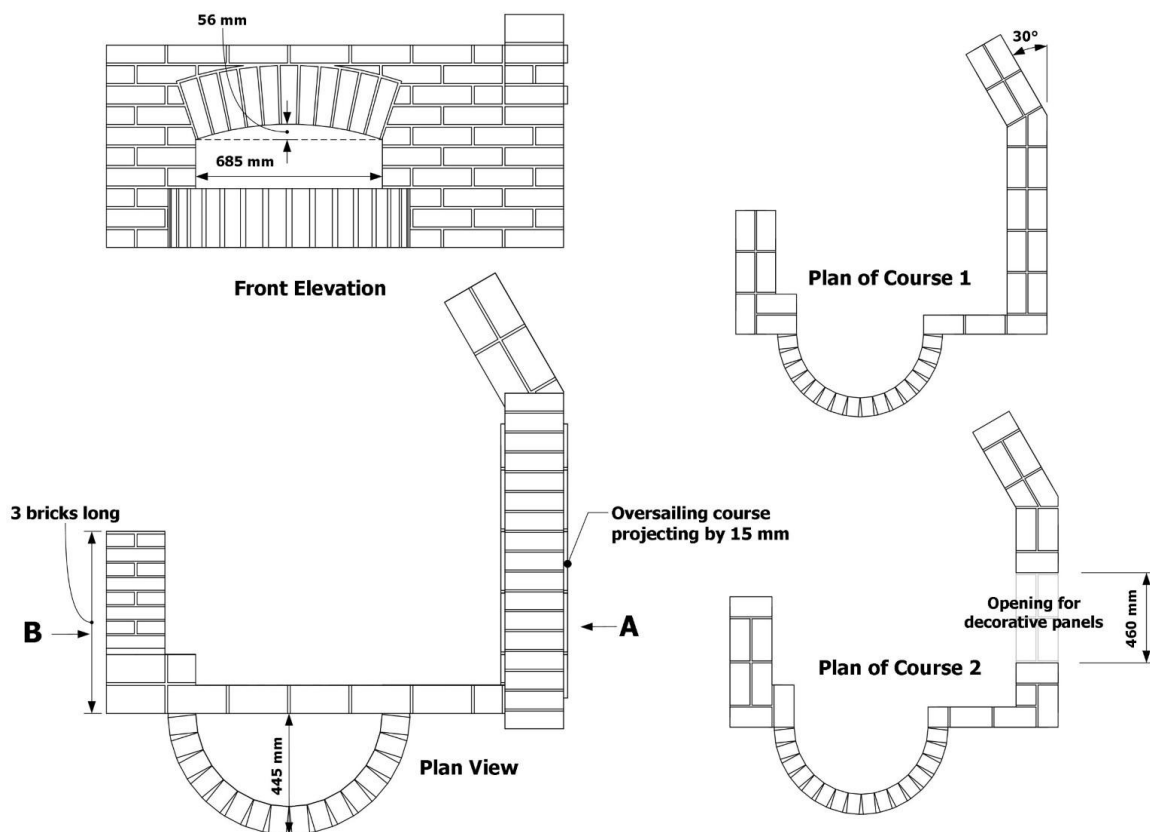
Scenario

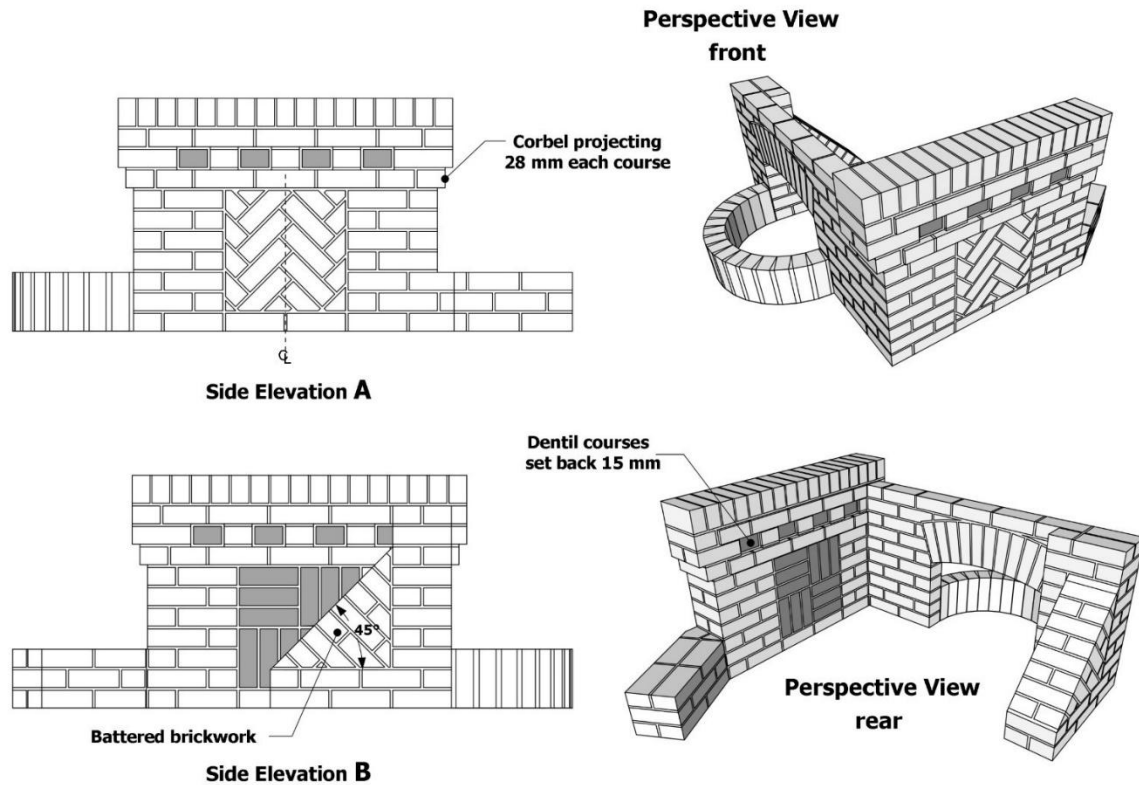
You are a bricklayer working for a medium-sized building contractor that carries out high quality construction work for local businesses.

The company has been awarded a contract to produce some decorative brickwork for a local garden centre, producing areas to display plants for sale.

The client asked for a sample structure to indicate the quality of the work produced for the main contract. They have provided you with a drawing (Figure 1) of the structure that they want you to produce.

Figure 1





Specification

- Structure to be constructed using good quality facing bricks
- Reinforcement to be added to tie the structure to the main wall as per drawing
- Contrasting bricks to be used where indicated on the drawing (panel arch and dentil courses)
- Joints to be finished half round to the main wall and flush to the structure and the rear
- One side of the structure has a face to the front and fair face to the rear
- Segmental arch to have a span of 685mm and a rise of 56mm
- Gauge to be 4 courses to 300mm
- Perpend to be 10mm
- Opening to be 685mm
- Corbels to be 28mm each course
- Projections to oversailing course to be 15mm

Costing List

- Price per 100 bricks – £125.00
- Allow £20 per 100 bricks for mortar
- Price per meter of EML – £3.00
- Add 10% wastage (bricks and mortar)

This assignment has a time allocation of **25 hours**.

4. Tasks

Task 1 – Plan the build

Candidates must use the specification and drawing (Figure 1) provided by the client to complete the following planning tasks. Using the templates provided, candidates must complete:

- a resource list, including costs and wastage percentage (*Appendix 2*)
- a risk assessment (*Appendix 3*)
- a method statement.

Conditions of assessment:

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

Controlled conditions:

- Candidates must only work on their task in the allocated time.
- Written assessment evidence must be handed in at the end of each session for secure storage that cannot be accessed.
- Candidates must not have access to the assessment area outside of controlled assessment sessions.
- Candidates must not share or discuss work with other candidates.
- Candidates are not permitted to bring any materials into this part of the assessment.

What must be produced for grading:

- Resource list, including costs and wastage percentage (*Appendix 2*)
- Risk assessment (*Appendix 3*)
- Method statement

Additional evidence for this task

n/a

Resources:

- Resource list template (*Appendix 2*)
- Risk assessment template (*Appendix 3*)

Task 2 – Complete setting out for an axed arch

Candidates must complete geometrical setting out for the axed arch element of the build, as shown in the drawing. Candidates must:

- produce a full-sized drawing of the axed arch required
- draw the individual voussoirs on the face of the arch and the joints and produce a face template for the production of the voussoirs
- use the face template to mark the bricks and cut the voussoirs for the arch.

Conditions of assessment:

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

Controlled conditions:

- Candidates must only work on their task in the allocated time.
- Use of the internet is not permitted.
- Written assessment evidence must be handed in at the end of each session for secure storage that cannot be accessed.
- Candidates must not have access to the assessment area outside of controlled assessment sessions.
- Candidates must not share or discuss work with other candidates.
- Candidates are not permitted to bring any materials into this part of the assessment.

What must be produced for grading:

- Full-sized drawing
- Face template

Additional evidence for this task:

- Completed section of Assessor Observation Forms (AOF) including:
 - full-sized drawing – process of geometrical setting out
 - face template – process of creating the face template for the voussoirs
 - cut voussoirs – marking and cutting bricks to form the voussoirs for the arch, using appropriate tools safely.
- One assessor photograph at 100% completion. Images can support judgements of quality which could affect the Pass/Fail decision.

Resources:

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- Completed resource list from Task 1

- Drawing equipment
- Trammel heads
- Trammel rod
- Tape measure
- Pencils
- Setting out board
- 4mm ply for template
- 4mm ply for template
- Large compass
- Table Saw

Task 3 – Set out and build a sample structure

Candidates must:

- set out dimensions and accurately set out dry bond first course of brickwork
- build the decorative brickwork structure in accordance with the drawing and specification provided
- clean, check and follow storage procedure for all tools
- dispose of waste appropriately.

Conditions of assessment:

- The time allocated for this task is 19 hours.
- Candidates must carry out the task on their own, under controlled conditions.

Controlled conditions:

- Candidates must only work on their task in the allocated time.
- Written assessment evidence must be submitted to the centre at the end of each session for secure storage that cannot be accessed.
- Candidates must not have access to the assessment area outside of controlled assessment sessions.
- Candidates must not share or discuss work with other candidates.
- Candidates are not permitted to bring any materials into this part of the assessment.

What must be produced grading:

n/a

Additional evidence for this task

- Completed section of Assessor Observation Forms (AOF), including:
 - setting out dimensions and accurately setting out dry bond of first course of brickwork
 - building the decorative brickwork structure in accordance with the drawing and specification provided
 - appropriate disposal of waste.
- Six assessor photographs, capturing the task in progress and at completion. Images can support judgements of quality which could affect the Pass/Fail decision. They should show:
 - setting out dry bonding of first course, including angles and materials loaded out ready for work
 - completed structure to show tidy work area, having disposed of waste
 - perspective view of front
 - perspective view of rear

- side elevation A
- side elevation B.

Resources:

- Completed risk assessment from Task 1
- Completed method statement from Task 1
- Completed resource list form Task 1
- Completed full sized drawing from Task 2
- Completed face template from Task 2
- Brick laying trowel
- Tape measure
- Spirit level
- Straight edge
- Brick laying lines
- Cut off/table saw
- Brick/scutch hammer
- Jointer
- Lump hammer
- Bolster
- Facing bricks
- Contrasting facing bricks
- Reinforcing (EML)
- Mortar
- Cleaning equipment

5. Grading

Guidance on 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 minimum 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 minimum 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 – Plan the build

Fail	Pass
<ul style="list-style-type: none">• A resource list has been produced, which includes some of the required tools, equipment, materials and components for some aspects of the tasks. Some tools, equipment, materials and components have been omitted, which would fail to allow all tasks to be completed. The calculations for cost of resources and percentage for waste required to complete the build are incorrect.• Method statement 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.• Risk assessment has considered some hazards, risks and control measures, but has omitted key points that would cause safety concerns with the work to	<ul style="list-style-type: none">• A resource list has been produced, which includes the critical tools, equipment and materials for completion of the tasks required. Mostly accurate calculations for cost of resources and percentage for waste required to complete the build are present.• Method statement outlines the key steps and stages for each task, and most of the steps are in the correct order to prepare for subsequent and follow on application and finish.• Risk assessment identifies the key hazards, risks and control measures for

be carried out. Required PPE has been omitted.	the task. Appropriate PPE has been included.
Indicative content (what will be seen for this version of the task)	
<ul style="list-style-type: none"> • Identification and listing of critical tools and equipment, costing of materials to complete the work tasks, including calculating wastage percentages. Critical tools and equipment to comprise of brick laying trowel, tape measure, spirit level, straight edge, brick laying lines, cut off/table saw, brick/scutch hammer, jointer, lump hammer, bolster, cleaning equipment, facing bricks, contrasting facing bricks, reinforcing (EML), mortar. • Identification of key hazards, risks and safety concerns for the tasks, including inhalation of dust, slips and trips, manual handling, contact of irritant and harmful substances, water suppression used with mechanical cutting, hand and eye injuries. Safe use of power tools to carry out the work. • Identification of the correct method and sequence of work, to include loading out materials in the correct position, set out the outline of the structure, complete build as per specification and drawing. • Identification of correct PPE required for each task, including boots, dust masks, gloves, safety glasses, high-vis and ear defenders. 	

Guidance for resubmission of evidence process

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

- What can be resubmitted as additional evidence for the task (using the same version of the assignment):
 - Documentation: incomplete or inaccurate documentation can be resubmitted (eg, resource/materials list information, risk assessment details and control measures).
- What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment):
 - Not applicable: all evidence for this task can be resubmitted.
- What cannot be retaken, and a different version of the whole assignment must be used and all tasks retaken:
 - Not applicable: all evidence for this task can be resubmitted.

Task 2 – Complete setting out for an axed arch

Fail	Pass
<ul style="list-style-type: none"> Sequence of geometrical setting out has not been followed accurately, resulting in an inaccurate full-sized drawing, using incorrect dimensions. The size and angle of the Voussoirs produced on the full-sized drawing show inaccuracies and inconsistencies. Face template produced shows some inaccuracies and would produce incorrect cuts for axed arch construction. The allowance for the joint has not been included. Voussoirs do not match the face template, joints are not parallel. Bricks cut do not allow for a 10mm joint, resulting in an incorrect angle. Unsafe use of cutting machinery. 	<ul style="list-style-type: none"> Sequence of geometrical setting out has been followed accurately, resulting in a full-sized drawing that has mostly correct dimensions. Voussoirs have been drawn consistently and have been produced to show the size and angle. Face template is produced accurately to allow construction of the axed arch. The allowance for the joint has been included. Cutting of voussoirs show minimal inaccuracies against the face template and allow for a parallel joint. Most of the bricks have been cut to the correct angle, allowing for a normal 10mm joint. Cutting machinery operated in a safe manner.
Indicative content (what will be seen for this version of the task)	
<ul style="list-style-type: none"> Identification of striking point, chords, bisecting angles and obtaining angle of skewback are evidenced within the full-sized drawing. Identification of the correct shape and size of the voussoirs, radiating to striking point. Identification of accurately cut voussoirs. Face template dimensions allow for accurate cutting of arch components. Accurate cutting of arch voussoirs, skewbacks and raking cut. Safe working practices, to include water suppression in place and used in the correct manner, use of appropriate PPE to include boots, dust masks, gloves, safety glasses, high-vis and ear defenders. 	

Guidance for resubmission of evidence process

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

- What can be resubmitted as additional evidence for the task (using the same version of the assignment):
 - Not applicable: no additional evidence for this task can be resubmitted as all aspects of the task are dependent on each other.

- What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment):
 - Setting out: candidates can correct small mistakes, such as dimensions, sizes and angle inaccuracies on drawings being beyond the allowable amount (eg sequencing of the geometrical setting out resulted in the full-sized drawings having dimension inaccuracies beyond being mostly correct, voussoirs size and angles inaccurate and inconsistent, face template produced incorrect cuts).
 - Tolerances: if any specified tolerances, eg bricks not cut to allow for the required joint, have not been met, they cannot be adjusted or rectified after installation, so the entire task would need to be retaken.
 - Specification: if the specification has not been met, eg if the voussoirs do not match the face template, the entire task would need to be retaken.
- What cannot be retaken, and a different version of the whole assignment must be used and all tasks retaken:
 - Health and safety failures: any unsafe practice (eg unsafe tool use, no/ inappropriate use of PPE or taking actions that could cause potential harm to themselves or others).

Task 3 – Set out and build a sample structure

Fail	Pass
<ul style="list-style-type: none"> • The setting out of the dry bond for the first course has not followed the brick sizes provided within the drawing accurately and have visual discrepancies. Joints exceed 10mm. • Incorrect tools and/or materials are selected or used incorrectly. • Risk assessment and/or method statement is followed incorrectly, resulting in unsafe working practice. The work area is not maintained to a clean, safe and tidy standard and poses health and safety risks. • The bricks cut do not allow for a normal 10mm joint, resulting in an incorrect angle. • In the final build, the tolerances are evidenced as exceeding +/- 3mm across 1m height for the plumb, exceeding +/- 3mm across 1.5m length for the level and exceeding +/- 2mm across a four course to 300mm standard gauge. The face plane is showing as outside of a 5mm tolerance. • Set out and build of sample structure is not within all of the agreed tolerances. • Finished appearance is unacceptable, bed joint continuity is interrupted and some of the bricks are cracked and/or smeared. • Tools are not cleaned, checked and/or stored correctly after use. • Excess materials are not removed, and/or waste is not disposed of in a safe and sustainable manner. • Environmental and health and safety regulations have not been followed. 	<ul style="list-style-type: none"> • The brick size evidenced within the setting out of the dry bond for the first course has followed the given drawing, with minimal visual differences. Joints do not exceed 10mm in most cases. • Most tools and/or materials have been selected and used correctly. • There is evidence that the risk assessment and method statement have been followed. The work area is maintained to a clean, safe and tidy standard with minimal waste left behind. • Most of the bricks have been cut to the correct angle, allowing for a normal 10mm joint. • The tolerances are evidenced in the final build as within +/- 3mm across the plumb, level and gauge. The face plane is showing within a 5mm tolerance. • Set out and build of the sample structure is within all of the agreed tolerances. • There are minimal interruptions to the bed joint continuity, the bricks show minimal cracks or smears, resulting in an acceptable appearance. • The majority of tools have been properly cleaned, checked and the storage procedures followed. • Most of the waste, including any excess materials, have been removed and/or disposed of in a safe and sustainable manner. • Environmental and health and safety regulations have been followed throughout the build.
Indicative content (what will be seen for this version of the task)	
<ul style="list-style-type: none"> • Correct angle for battered work and works standard gauge with tolerances of +/- 3mm. • Accurate level, radius and plumb with tolerances of +/- 3mm within radius planter. • Accurate indents and projections within the dentil course with tolerances of +/- 3mm. 	

- Equal and accurate corbels, constructed level and plumb with tolerances of +/- 3mm within the corbelling.
- Correct angle for the skewback and cuts are clean within the axed arch. Voussoirs radiate with a uniform 10mm joint. Accurate and safe removal of arch support.
- Tolerances for the battered brickwork are at +/- 3mm.
- Accurate level and plumb with tolerances of +/- 3mm within basket weave decorative panel.
- Identification of accurate plumb centre line with tolerances of +/- 3mm within the herringbone panel, cut bricks at an accurate angle and are clean.
- Equal, uniform and full mortar joints to the brick on edge.
- Overall joint finish is continuous and full, bed joint continuity is not interrupted.

Guidance for resubmission of evidence process

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

- What can be resubmitted as additional evidence for the task (using the same version of the assignment):
 - Adjustments to the task: candidates can carry out minor adjustments to the task, eg surface finish and jointing.
 - Tools and waste: candidates can demonstrate, through additional evidence, correct cleaning, checking and storing of tools and sustainable waste disposal.
 - Demonstration of decorative brickwork techniques: candidates can demonstrate in isolation the ability to decorative brickwork (eg. battered brickwork, basket weave decorative panel) within the required tolerance
- What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment):
 - Practical failures: if tolerances exceed those stated for the build of the sample structure (other than decorative brickwork), eg joints, build specifications, plumb, brick sizes and cuts etc.
 - Equipment: candidates can correct small mistakes, eg incorrect tool usage or PPE selection that does not compromise safety or task integrity.
- What cannot be retaken, and a different version of the whole assignment must be used and all tasks retaken:
 - Health and safety failures: any unsafe practice, eg unsafe tool use, unsafe waste disposal, no/inappropriate use of PPE or taking actions that could cause potential harm to themselves or others, current environmental and current health and safety regulations not followed.

6. Centre guidance

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

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

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

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

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

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

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

Health and safety

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

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 with timetables and meet the times allocated for each task within this assessment.

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

Centres should aim to schedule tasks in the fewest amount of assessment sessions but ensure that the durations dictated for each task are covered. In order to aid deliverability and manageability of assessment, sessions can be split where there is a requirement. Where this is necessary, sessions should, where possible, be timetabled over consecutive days and in as few sessions as possible. All assessment evidence must be stored securely and access to assessment materials and their work only given to candidates during the formal assessment times. All candidates are required to complete a declaration of authenticity along with their evidence submission, and the arrangements must support the assessor in being confident in confirming authenticity.

Where assessments need to be completed in a number of assessment sessions or over consecutive days, all practical work areas and any evidence produced must be kept secure and must only be accessed by the assessor. Information and notices should be used to inform others in 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 straight-forward 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 following must be available for verification:

- The students being assessed at each workstation
- The assessor(s)
- Support staff present

Observation evidence

Observation notes form part of the candidate's evidence and must capture evidence of student performance during the practical tasks, describing how well the activity has been carried out, rather than stating the steps and actions 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 and verified by the assessor to assess the performance against the grade descriptors.

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

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

Assessors should ensure that any required additional supporting evidence including, for example, photographs or video, can be easily matched to the correct candidate, are clear, well-lit and show 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).

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) plays a significant part of the practical assessment. If this is the case, City & Guilds will prescribe the type and/or 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). Technical specifications for these forms of evidence, eg length of videos or maximum file sizes, 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 and photo evidence is clear and meets the minimum requirements.

Minimum evidence requirements for grading

This is detailed in the following sections in the assignment:

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

These sections 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 of which aspects of their performance will support them to achieve 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, they should be made aware of what they need to do to achieve a pass by referring and formatively being assessed against grade descriptors as part of their formal learning programme.

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

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

Guidance on assessment conditions

The assessment conditions that are in place for this assignment are 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 fail grade 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 assessor observation record form
- taken into account along with the candidate's final evidence during grading
- made available for verification.

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

Assessors should, however, provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to 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.

The information on the guidance given and captured on the assessor observation record form is part of the evidence that must be taken into account along with the other evidence for the task when grading. It is up to the assessor to decide if the guidance the candidate has required suggests they are lacking in any performance outcome and consider the severity of the issue when applying the grading criteria. The assessor must record where and how guidance has had an impact on the grade, so this is available should queries arise at verification/moderation or appeal.

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

- An assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the 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 assessor guidance provided, the less of the candidate's own performance is being 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 copies. 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.

7. Assessor observation form

Task	Qualification number
Candidate name	Candidate number
Centre name	

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

Assessor observation	Notes – <i>capture detailed, accurate and differentiating notes that identify how the evidence meets the requirements of the grading descriptors. Also capture any other information relevant to the assessment of this task/assessment, eg any support/feedback/warnings provided.</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 that describe the quality of the evidence and justification of how the grading descriptors have been met. Expand boxes as required.

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

Internal assessor name	Date
Internal assessor signature	

Resubmission of evidence

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

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

Assessor name	Date
Assessor signature	

IQA to confirm:

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

If sampled by EQA:

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

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

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

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 www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

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 guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds

This 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.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

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

Copyright

The content of this document is, unless otherwise indicated, © City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates 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 candidates 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 (which can be found on the City & Guilds website) also apply.

Published by City & Guilds







5 – 6 Giltspur Street
London
EC1A 9DE
customersupport@cityandguilds.com

www.cityandguilds.com

City & Guilds is a global skills partner, empowering people, organisations and economies to develop the skills they need for growth.

Appendix 3 – Risk assessment template

Risk assessment form

Centre name		Task number	
Name (Competent person carrying out the risk assessment)		Date (DD/MM/YYYY)	
Site details (Enter details of the site that the risk assessment is being carried out on)		Latest date for review (DD/MM/YYYY)	
People at risk	Workers	<input type="checkbox"/> 	0
	Adjacent workers	<input type="checkbox"/> 	0
	Site wide workers	<input type="checkbox"/> 	0
	Homeowner/end user	<input type="checkbox"/> 	
	Visitors	<input type="checkbox"/> 	
	Members of the public	<input type="checkbox"/> 	

Hazards identified (Consider the hazards specific to the type of activities being assessed)	Control measures currently in place (Enter details of all control measures that are currently in place)	Additional control measures required (Enter details of any new actions that need to be taken to reduce, control or eliminate the risks of each hazard)	Name (Person responsible for implementing controls)	Date controls must be actioned by (DD/MM/YYYY)

Name (Competent person carrying out the risk assessment)		Date (DD/MM/YYYY)		
Signed		Latest date for review (DD/MM/YYYY)		