

City & Guilds Level 3 Technical Occupational Entry in Wood Occupations (Site Carpentry) (Diploma) (7255-63)

Version 1.0 (January 2026)

Assignment Pack

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

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1. Assessment overview

This guidance contains assessment documentation for the City & Guilds Level 3 Technical Occupational Entry in Wood Occupations (Site Carpentry) (Diploma).

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

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

2. Assignment guidance

General task guidance

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

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

Time

The following timings show the **maximum** time allocated for each task. These timings **must** not be exceeded.

- Task 1 – 3 hours
- Task 2 – 3 hours
- Task 3 – 5 hours
- Task 4 – 5 hours
- Task 5 – 2 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.

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 secure during the break.

Centre set-up requirements:

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

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

- plumb, vertical ply walls and level ply floors
- suitable studwork wall with a double door lining installed to accept pair of rebated doors as per materials for assessment
- skirting jig as per Figure 3 (in Section 3: Assignment brief)
- three studwork walls 38mm x 89mm as per Figure 1 (in Section 3: Assignment brief)
- working sliding sash window.

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

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

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

Resources

Candidates must have access to a suitable range of resources 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:

Materials for assessment

- Seven lengths of 2.4m CLS 38mm x 63mm
- Pair of rebated doors of a suitable width to allow for assessment
- Three pairs of hinges (ball-bearing)
- Rebated mortice latch
- Swan-neck bolt
- 2.4m length of torus skirting/architrave
- Two pairs of door handles
- Six lengths of 2.4m CLS 38mm x 89mm
- One length of 2.4m CLS 38mm x 140mm
- One length of 2.4m softwood 20mm x 89mm
- One length of 2.4m softwood 20mm x 170mm
- General fixings
- Wax sash cord

Tools and equipment

Power tools:

- Circular saw
- Electric planner
- Router
- First fix nailer/nail gun (optional)
- Jigsaws
- Cordless drill driver with pilot bit and screwdriver bits
- Router bits (fluted, moulding)
- Sliding compound mitre saw

Hand tools:

- Saws (panel, tenon, coping)
- Chisels
- Gauges
- Marking or cutting knives
- Hammers/mallets
- Bradawl
- Screwdrivers

- Square/combination square
- Sliding bevel
- Speed square/roofing square
- Punches
- Chalk/string line
- Spirit level
- Steel rule
- Tape measure

Overarching conditions

- All tasks can be released at once at the start of the assessment
- A copy of the produced evidence for Task 1 (risk assessment, method statement) must be made available to the candidate for reference in all tasks. The risk assessment and method statement produced can be amended as part of the review of these documents in Task 2–5.

Templates

Templates (those provided in Appendices 1–4) must be provided in printed and digital format. Candidates can choose to complete templates by hand or digitally, however the contents of the templates must not be adapted from that provided by City & Guilds.

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.

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.
- 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 Joint Council for Qualifications Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

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

Task specific guidance

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials. Centres should refer to the list of required resources detailed in the previous **Resources** section for this assignment.

Task 1

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

Task 2

- Task 2 must be undertaken by candidates on their own under controlled conditions.
- Task 2 must be undertaken in a workshop environment.
- A copy of produced evidence for Task 1 (risk assessment, method statement) must be made available to the candidate for reference.
- Produced evidence for Task 1 (risk assessment, method statement) may be amended by the candidate as part of the review in this task if necessary.
- The assessor must undertake an observation of the assessment and record their findings in the Assessor Observation Form.

Task 3

- Task 3 must be undertaken by candidates on their own under controlled conditions.

- Task 3 must be undertaken in a workshop environment.
- A copy of produced evidence for Task 1 (risk assessment, method statement) must be made available to the candidate for reference.
- Produced evidence for Task 1 (risk assessment, method statement) may be amended by the candidate as part of the review in this task if necessary.
- The assessor must undertake an observation of the assessment and record their findings in the Assessor Observation Form.

Task 4

- Task 4 must be undertaken by candidates on their own under controlled conditions.
- Task 4 must be undertaken in a workshop environment.
- A copy of produced evidence for Task 1 (risk assessment, method statement) must be made available to the candidate for reference.
- Produced evidence for Task 1 (risk assessment, method statement) may be amended by the candidate as part of the review in this task if necessary.
- The assessor must undertake an observation of the assessment and record their findings in the Assessor Observation Form.

Task 5

- Task 5 must be undertaken by candidates on their own under controlled conditions.
- Task 5 must be undertaken in a workshop environment.
- A copy of produced evidence for Task 1 (risk assessment, method statement) must be made available to the candidate for reference.
- Produced evidence for Task 1 (risk assessment, method statement) may be amended by the candidate as part of the review in this task if necessary.
- The assessor must undertake an observation of the assessment and record their findings in the Assessor Observation Form.

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

Resit opportunities

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

In cases where candidates fail a task 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 fully, all tasks within a **different version** of the assessment.

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

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.

Centre assessor

The centre assessor must ensure:

- 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 is submitted to City & Guilds.

Internal Quality Assurer (IQA)

The IQA must ensure:

- the resubmission of evidence is conducted fairly and in line with the conditions of the original assessment
- that the resubmission of the evidence has not given the candidate an unfair advantage over other candidates
- that 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

- that the candidate's formative assessment materials have been sampled and made available
- that 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 site carpenter, working on-site for a company that installs complex carpentry components.

A client has asked the company that you work for to complete a series of tasks around the site. The job list includes:

- constructing a timber stud partition to form a spandrel frame and door opening
- installing a pair of double doors with associated ironmongery
- installing complex mouldings using a range of joints
- constructing roofing components to form a traditional hip structure
- repairing a sash cord in a sliding sash window.

You must use the drawings (Figures 1–5) and specifications provided to plan your work accordingly.

Figure drawings

Figure 1

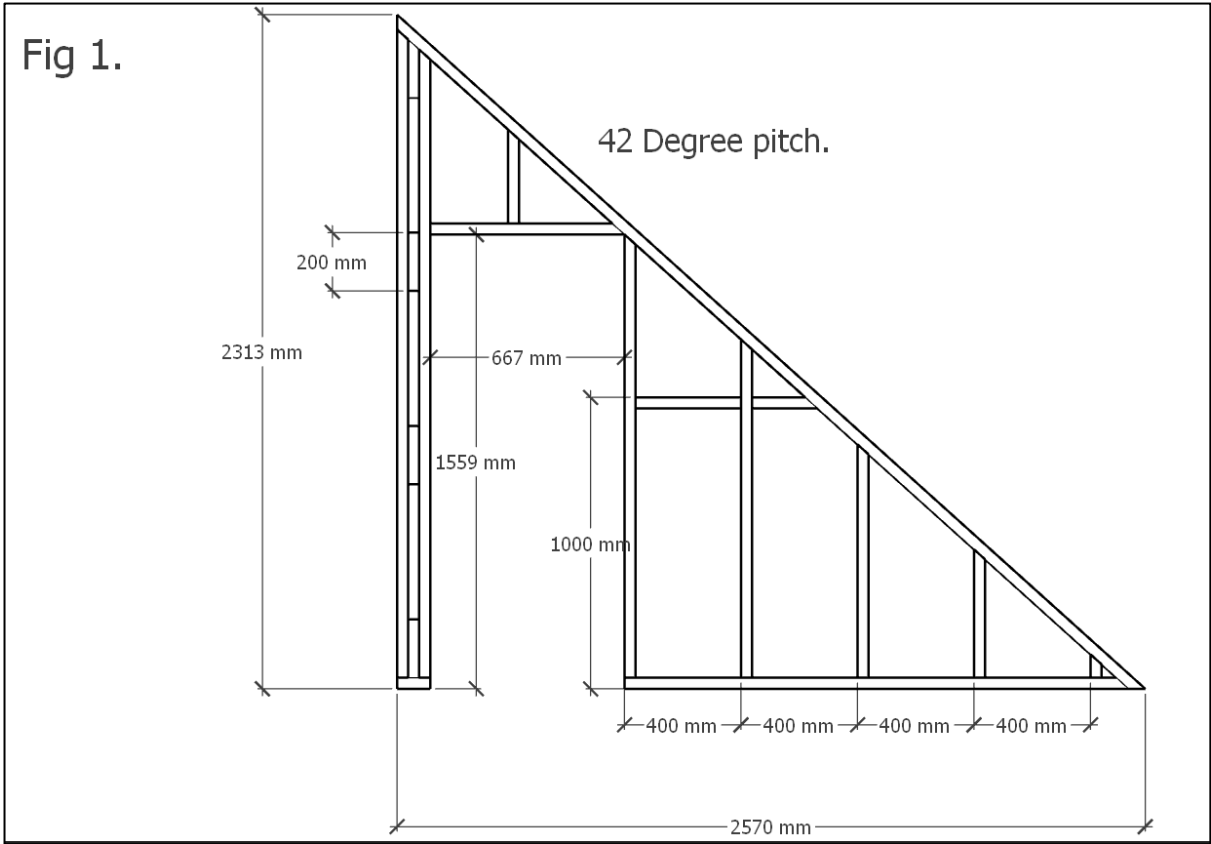


Figure 2

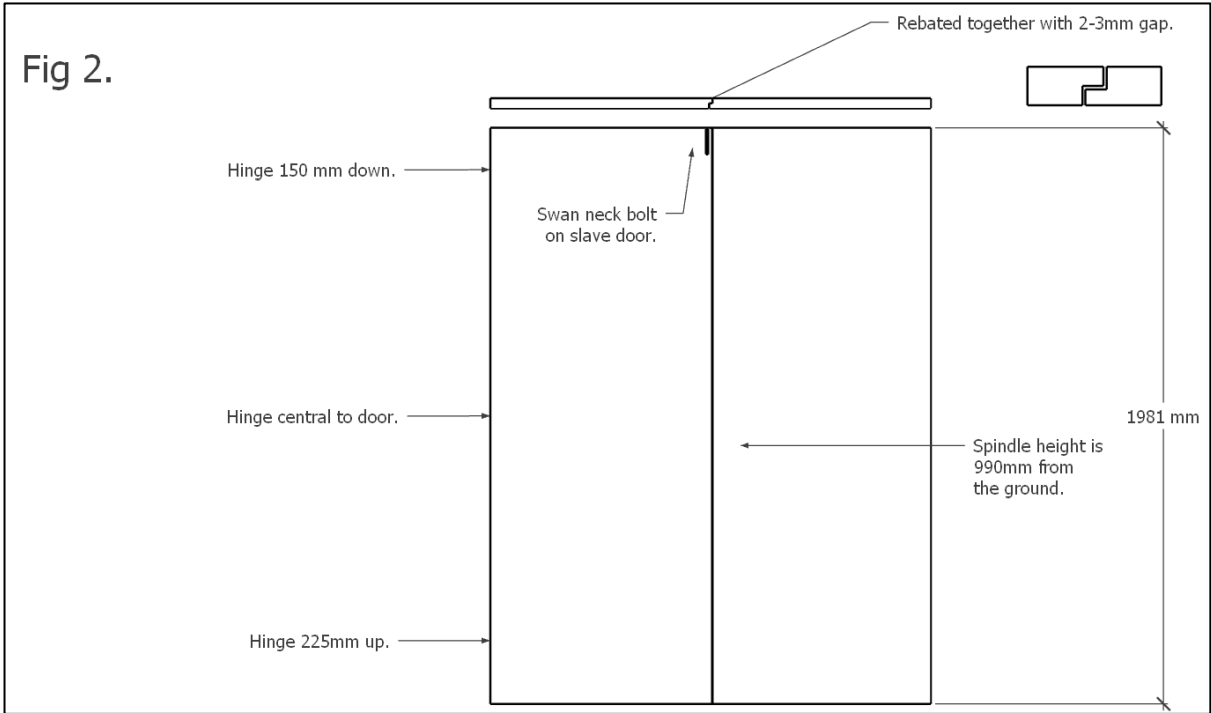


Figure 3

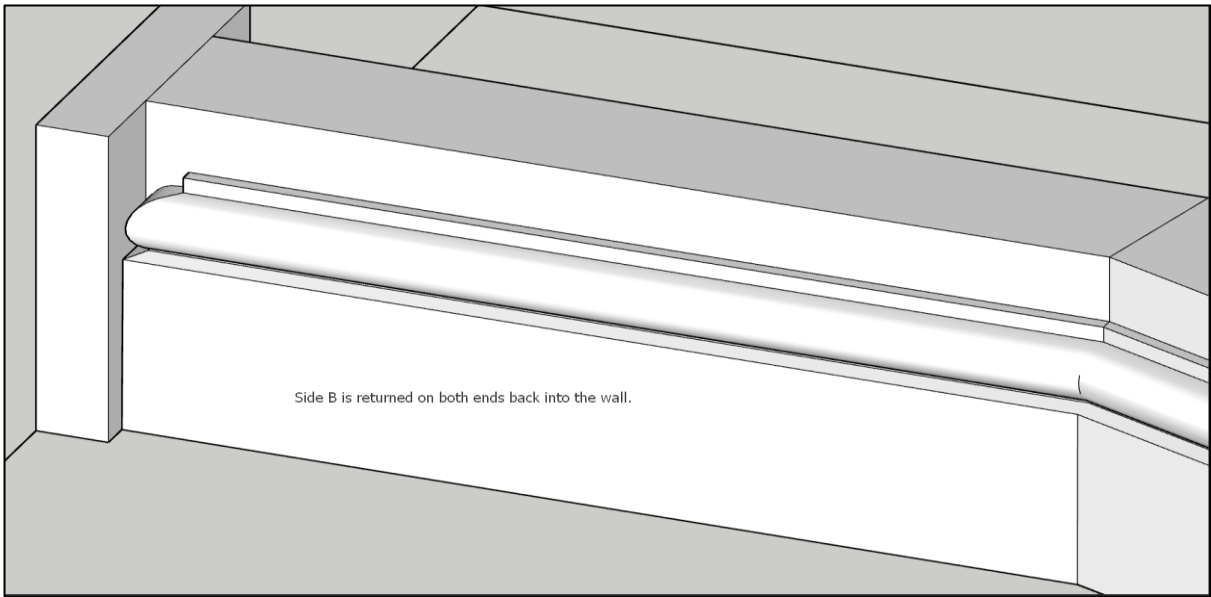
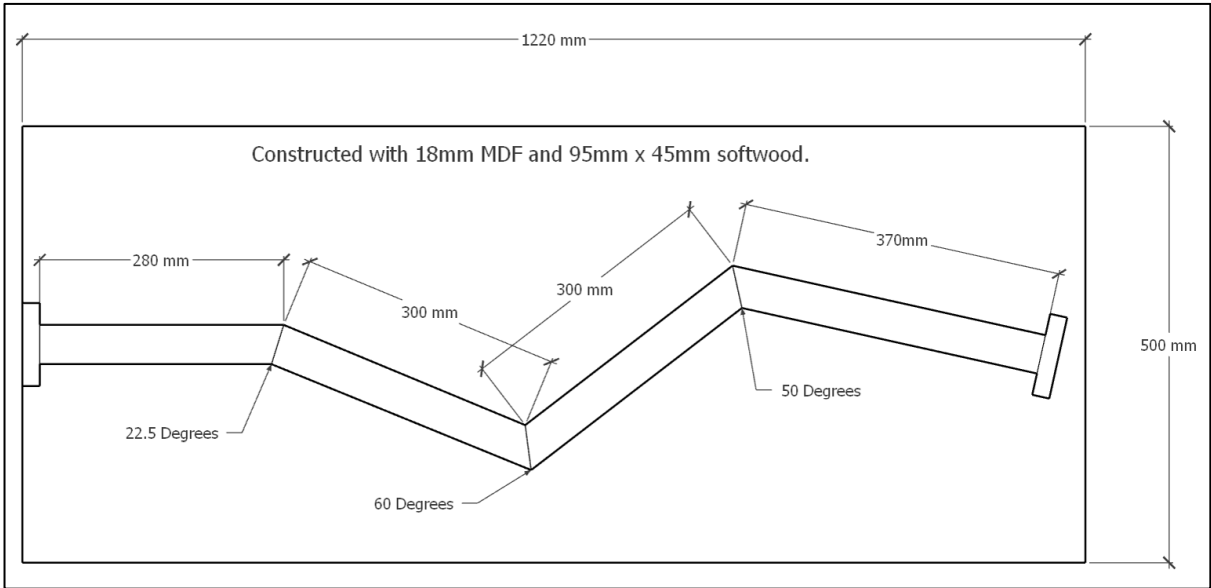
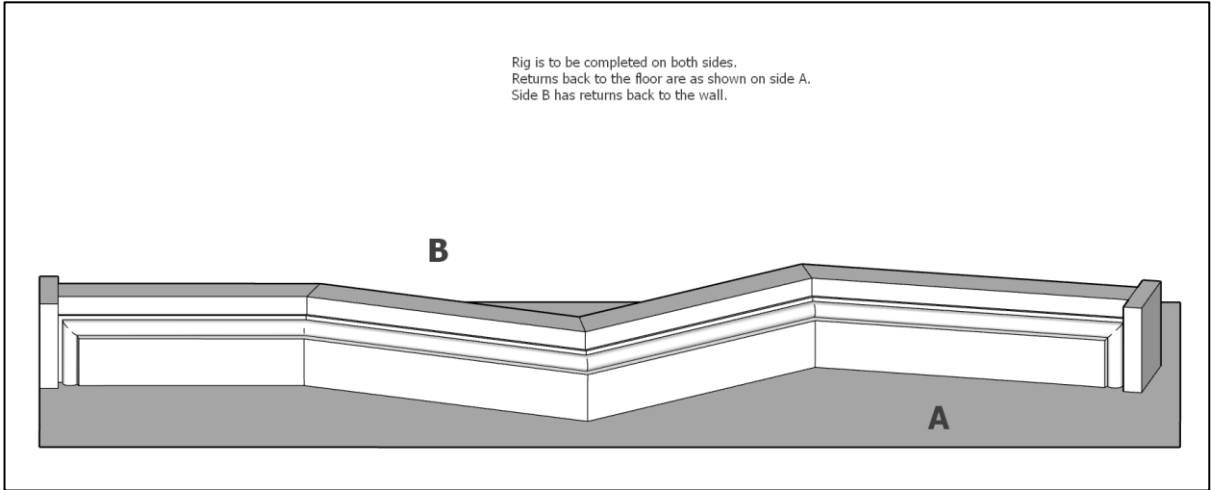
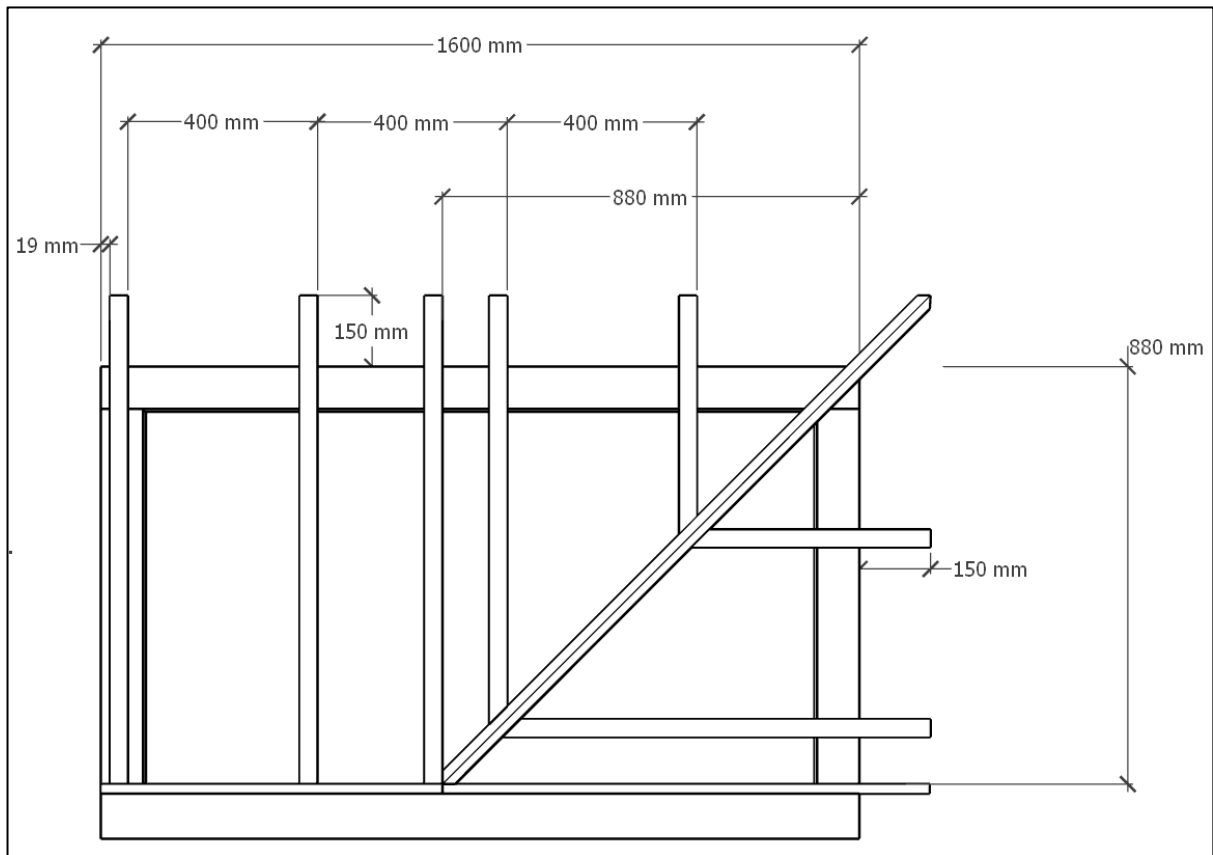


Figure 4



Pitch of common and crown rafter is 37 degrees.

Wall plate is 38mm x 89mm CLS.

Crown rafter is 20mm x 89mm softwood.

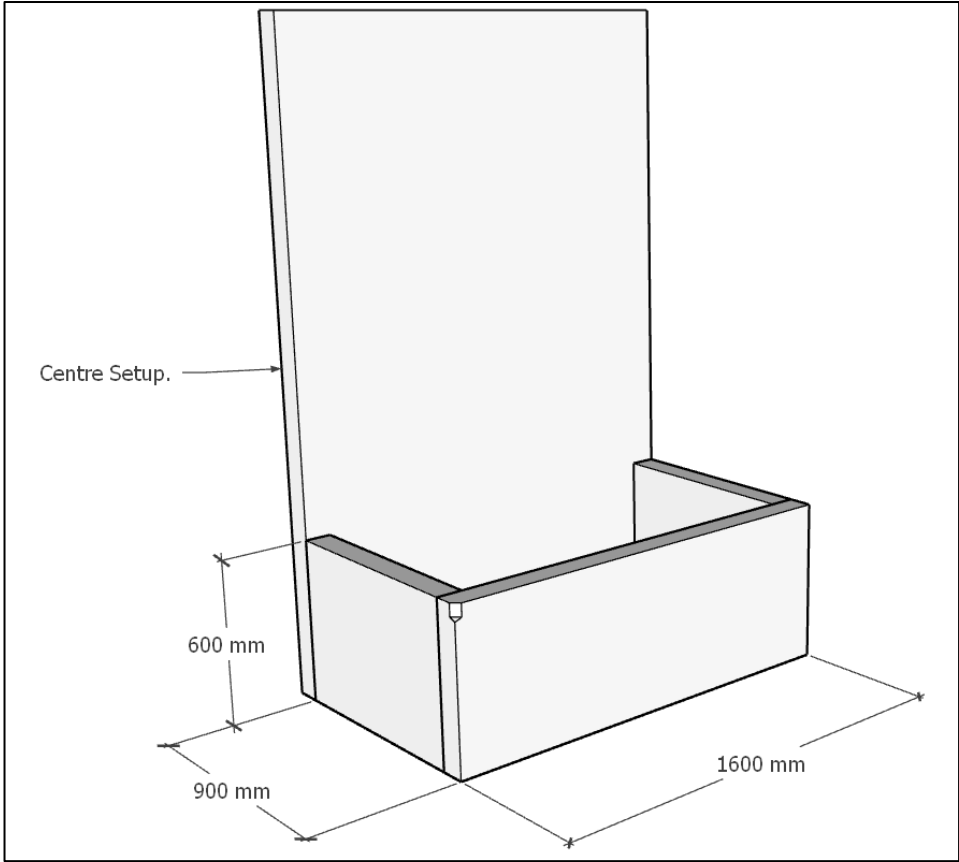
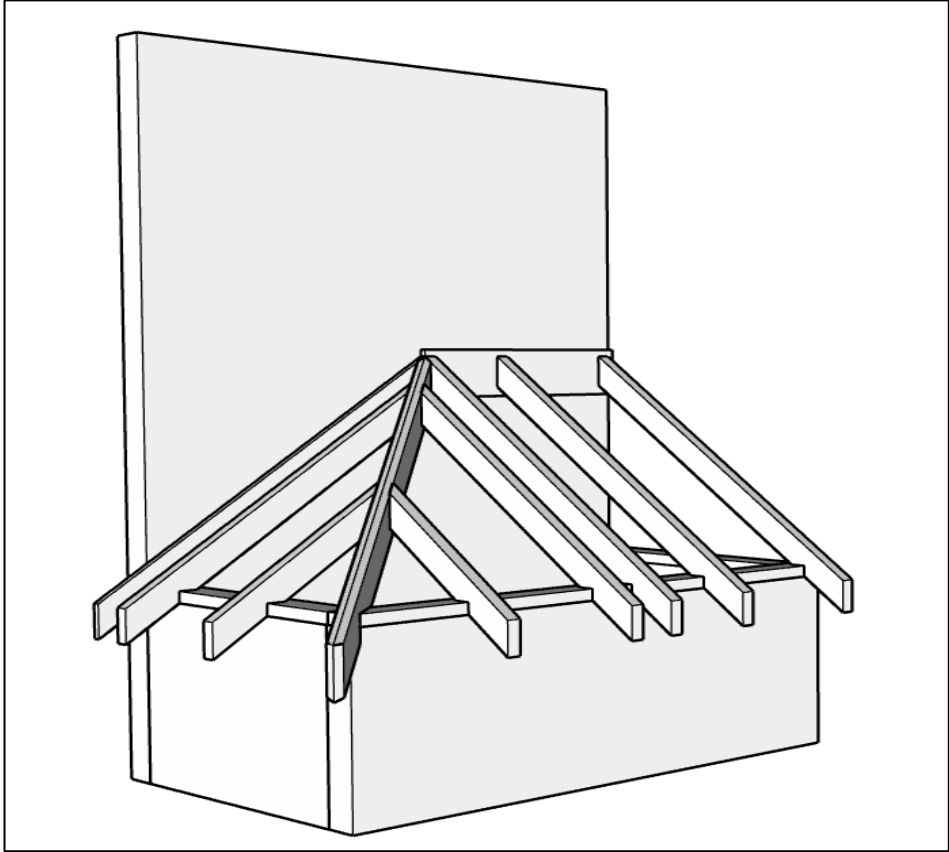
Ridgeboard is 20mm x 170mm softwood.

Common and jack rafters are 38mm x 89mm CLS.

Hip rafter is 38mm x 140mm CLS.

Overhang of 150mm.

Figure 5



Specifications

- Timber stud partition is constructed to form a spandrel frame and door opening, ensuring quality checks are undertaken at each stage of the work.
- Timber is marked out, and components are measured and cut accurately.
- Fixings that are appropriate are selected and installed.
- Timber stud partition is installed, and checks for plumb, level and square are completed as well as quality checks to ensure that angles are correct.
- A pair of double doors and ironmongery is installed, ensuring quality checks are undertaken at each stage of the work.
- Skirting is installed, with a range of internal and external angles, ensuring quality checks are undertaken at each stage of the work.
- A traditional hip roof is set out, cut and pitched, ensuring quality checks are undertaken at each stage of the work.
- The sash cord in a sliding sash window is repaired, with the sash weight accurately replaced, ensuring quality checks are undertaken at each stage of the work.

To complete this task, you must:

- construct a timber stud partition to form a spandrel frame and door opening
- install a pair of double doors, ironmongery and skirting, with a range of angles
- set out, cut and pitch a traditional hip roof
- repair the sash cord and weight in a sliding sash window
- ensure quality checks are undertaken throughout.

This assignment has a time allocation of **18 hours**.

4. Tasks

Task 1 – Planning

The purpose of this task is to plan and prepare for the carpentry work requested by the client.

Refer to **Figures 1 – 5** and the **specification** provided.

You **must**,

- a) plan and prepare for the carpentry work by completing the following:
 - risk assessment for the work, including appropriate personal protective equipment (PPE)
 - completed resource list showing the quantity and cost of CSL timber required

- b) complete a method statement for the carpentry work to include,
 - all activities/tasks to undertake
 - any risks/hazards or safety concerns
 - PPE needed

A method statement proforma (Appendix 2), a risk assessment proforma (Appendix 3) and resource list proforma (Appendix 4) have been provided for you to complete tasks (a) and (b).

Conditions of assessment

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

Controlled conditions:

- You must complete the task in the allocated time.
- Your evidence must be handed in to support completion of the specified tasks.
- You must not share or discuss your work with other candidates.

What must be produced for grading

- A list of the requirements for the completion of the carpentry work. This should include:
 - risk assessment for the work, including appropriate PPE
 - resource list, with calculated resource and cost quantities.
- Completed method statement for the carpentry work that includes:
 - activities/tasks
 - any risks/hazards and safety concerns
 - PPE required for the tasks.

Resources

- Appropriate ICT equipment and word processing software.

Task 2 – First fix

The purpose of this task is to construct a timber stud partition to form a spandrel frame and door opening, ensuring quality checks are undertaken at each stage of the work.

Refer to **Figure 1**, the **specifications** and copies of your **planning materials** from Task 1.

You **must**:

- a) Construct a timber stud partition to form a spandrel frame and door opening:
 - mark out timber
 - measure and cut components
 - select appropriate fixings
 - install partition, checking for plumb, level, square and that angles are correct.

Conditions of assessment

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

Controlled conditions:

- You must complete the task in the allocated time.
- Your evidence must be handed in to support completion of the specified tasks.
- You must not share or discuss your work with other candidates.

What must be produced for grading

- Assessor Observation Form

Resources

- Appropriate PPE

Task 3 – Second fix

The purpose of this task is to install a pair of double doors, ironmongery and skirting, ensuring quality checks are undertaken at each stage of the work.

Refer to **Figures 2 and 3**, the **specifications** and copies of your **planning materials** from Task 1.

You **must**:

- a) Review the following completed documents from Task 1, making any necessary amends:
 - risk assessment
 - resource list
 - method statement.

- b) Install a pair of double doors with associated ironmongery.

- c) Install skirting with a range of internal and external angles.

Conditions of assessment

- The time allocated for this task is **5 hours**.
- You must carry out the task on your own under controlled conditions while being observed.

Controlled conditions

- You must complete the task in the allocated time.
- Your evidence must be handed in to support completion of the specified tasks.
- You must not share or discuss your work with other candidates.

What must be produced for grading

- Assessor Observation Form

Resources

- Appropriate PPE

Task 4 – Roofing

The purpose of this task is to set out, cut and pitch a traditional hip roof, ensuring quality checks are undertaken at each stage of the work.

Refer to **Figures 4 and 5**, the **specifications** and copies of your **planning materials** from Task 1.

You **must**:

- a) Review the following completed documents from Task 1, making any necessary amends:
 - risk assessment
 - resource list
 - method statement.

- b) Set out, cut and pitch a traditional hip roof.

Conditions of assessment

- The time allocated for this task is **5 hours**.
- You must carry out the task on your own under controlled conditions while being observed.

Controlled conditions

- You must complete the task in the allocated time.
- Your evidence must be handed in to support completion of the specified tasks.
- You must not share or discuss your work with other candidates.

What must be produced for grading

- Assessor Observation Form

Resources

- Appropriate PPE

Task 5 – Repairs

The purpose of this task is to repair a sash cord in a sliding sash window, ensuring quality checks are undertaken at each stage of the work.

Refer to the **specifications** provided and copies of your **planning materials** from Task 1.

You **must**:

- a) Review the following completed documents from Task 1, making any necessary amends:
 - risk assessment
 - resource list
 - method statement.

- a) Replace the sash cord and replace the sash weight.

Conditions of assessment

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

Controlled conditions

- You must complete the task in the allocated time.
- Your evidence must be handed in to support completion of the specified tasks.
- You must not share or discuss your work with other candidates.

What must be produced for grading

- Assessor Observation Form

Resources

- Appropriate PPE

5. Grading

Guidance on grading

Grading descriptors for each task are displayed in the following tables. 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

Fail	Pass
<ul style="list-style-type: none">• A resource list has been produced which contains details of some of the correct materials and quantities required for the work but contains some errors in the calculations of costings for the materials.• A risk assessment has been produced which considers 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.• Method statement outlines the majority of the key activities and tasks required to be undertaken, in the correct order, to install first fix component, however there are some errors in the list or the sequencing.• Method statement outlines the safe system of work but contains some inaccurate or inconsistent detail of how to manage the key hazards,	<ul style="list-style-type: none">• A resource list has been produced which contains details of the correct materials and quantities required for the work and correct calculations of costings for the materials.• A risk assessment has been produced which 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.• The method statement outlines the key activities and tasks required to be undertaken, in the correct order, to install first fix component.• The method statement outlines the safe system of work, including how to manage the key hazards, risks and safety concerns for the tasks and how to implement the control measures, including correct PPE, identified in the risk assessment.

risks and safety concerns for the tasks. There is minimal detail of how to implement the control measures, including PPE, identified in the risk assessment.	
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Indicative content (what will be seen for this version of the task)

- Calculation of resource quantities and cost, within the **agreed tolerances** of:
 - Total linear meterage: Minimum of **14.5m** to a maximum of **21.6m**
 - Total length requirements: Minimum of **seven** and a maximum of **nine** - 2.4m CLS lengths
 - Total costs: Minimum of **£23** to a maximum of **£29.60**
- **Risk assessment that identifies key hazards, risks and safety concerns** including inhalation of dust, slips and trips, manual handling, contact of irritant and harmful substances, electrocution, cuts and abrasions, laceration, amputation, noise exposure.
- **Risk assessment that identifies the risk rating of each key hazard**, by determining the likelihood and severity, using a scoring scale as well as **identification of who is at risk** for each key hazard.
- **Method statement that identifies the key activities and tasks to undertake**, including the steps, activities and tasks required for the installation of the stud partition, the double doors, lining and skirting, the traditional hip roof and the repair and replacement of the sash cord and weight on the sash window.
- Method statement that identifies the control measures, including **safe use of PPE, and safety equipment**.

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 outlined in the following.

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 lists, method statement and risk assessment).

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 resubmitted, 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 – First fix

Fail	Pass
<ul style="list-style-type: none"> • Timber is marked out inaccurately exceeding agreed tolerances. • Components are measured and cut inaccurately exceeding agreed tolerances. • Some inappropriate fixings are selected and used affecting assembly and installation. • Installation of components is complete but completed quality checks for accuracy are insufficient, including one or more of the following exceeding agreed tolerances: plumb, level, square and angles. • Some consideration is given to housekeeping and cleanliness, but this is not consistent through the task. Lack of consideration at times may present health and safety issues. • Quality review checks have been undertaken but may have been omitted for some stages of the task, or with defects or quality issues not identified. 	<ul style="list-style-type: none"> • Timber is marked out accurately not exceeding agreed tolerances. • Components are measured and cut accurately not exceeding agreed tolerances. • Appropriate fixings are selected and used to assemble and install. • Installation of components completed, and quality checks conducted for accuracy, including plumb, level, square and angles are within agreed tolerances. • Good housekeeping and cleanliness demonstrated and maintained throughout the task, supporting a safe work environment. • Quality review checks have been undertaken for each stage of the task and any defects or quality issues identified correctly.

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

- **Timber for the stud partition is marked out within agreed tolerances, ± 3 mm.**
- **Components are measured and cut within agreed tolerances**, including head, sole, wall studs, intermediate studs, door studs, noggins and puncheons, to a tolerance of ± 3 mm.
- **Suitable fixings (ie 5mm x 80mm) such as nails or screws are used which adequately secure the stud partition.**
- **Installation of stud partition completed with quality checks** including looking for plumb, level and square to agreed tolerances, ± 3 mm.
- **Installation of stud partition completed with quality checks** including looking for angles to agreed tolerance of ± 3 degrees for stud cuts.

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 outlined in the following.

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect segregation of waste ready for disposal).
- **Adjustments to the task:** Candidates can carry out minor adjustments to the task to ensure components are completed within acceptable tolerances and are fixed, installed or secured in line with requirements.

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Tolerances:** If the task has been undertaken with minor measurement inaccuracies not within acceptable tolerances that were not able to be rectified with minor adjustments and has potential impact on the next task.
- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect tool usage or PPE selection that does not compromise safety or task integrity).

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Health & 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) requires a new assignment to be used and all tasks retaken.

Task 3 – Second fix

Fail	Pass
<ul style="list-style-type: none"> • Installation of second fix components are completed with associated ironmongery but exceed agreed tolerances. • Installation of mouldings is completed using a range of internal and external angles but exceed agreed tolerances. • Some consideration is given to housekeeping and cleanliness, but this is not consistent through the task. Lack of consideration at times may present health and safety issues. • Quality review checks have been undertaken but may have been omitted for some stages of the task, or with defects or quality issues not identified. 	<ul style="list-style-type: none"> • Installation of second fix components are completed with associated ironmongery not exceeding agreed tolerances. • Installation of mouldings is completed using a range of internal and external angles, not exceeding agreed tolerances. • Good housekeeping and cleanliness are demonstrated and maintained throughout the task, supporting a safe work environment. • Quality review checks have been undertaken for each stage of the task and any defects or quality issues identified correctly.

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

- **Installation of a pair of double doors is completed with associated ironmongery, in line with agreed tolerances**, to a tolerance $\pm 2\text{mm}$ for the following:
 - hinge position, hinge depth, gap for door to lining, gap door to door
 - ironmongery including position of latch and keep $\pm 2\text{mm}$
 - fit of latch and keep $\pm 2\text{mm}$
- **Correct actuation of the door** to ensure it shuts and opens.
- **Slave door is secured with a swan neck barrel bolt.**
- **Installation of skirting in line with agreed tolerances**, $\pm 2\text{mm}$.

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 outlined in the following.

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect segregation of waste ready for disposal).
- **Adjustments to the task:** Candidates can carry out minor adjustments to the task to ensure components are completed within acceptable tolerances and are installed in line with requirements.

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Tolerances:** If the task has been undertaken with minor measurement inaccuracies not within acceptable tolerances that were not able to be rectified with minor adjustments and has potential impact on the next task.
- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect tool usage or PPE selection that does not compromise safety or task integrity).

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Health & 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) requires a new assignment to be used and all tasks retaken.

Task 4 – Roofing

Fail	Pass
<ul style="list-style-type: none"> • Set out, cut and pitch a roof inaccurately in line exceeding agreed tolerances. • Some consideration is given to housekeeping and cleanliness, but this is not consistent through the task. Lack of consideration at times may present health and safety issues. • Quality review checks have been undertaken but may have been omitted for some stages of the task, or with defects or quality issues not identified. 	<ul style="list-style-type: none"> • Set out, cut and pitch a roof accurately in line not exceeding agreed tolerances. • Good housekeeping and cleanliness are demonstrated and maintained throughout the task, supporting a safe work environment. • Quality review checks have been undertaken for each stage of the task and any defects or quality issues identified correctly.

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

- **Timber for the traditional hip roof is marked out within agreed tolerances, +/- 3mm.**
- **Components are measured and cut within agreed tolerances**, including plumb cuts, birdsmouth cuts, overall rafter length (crown, common, hip or jack), location of rafters, gap to top of ridge board, overhang of roof to building to form eaves, +/- 3mm.
- **Suitable fixings (ie 5mm x 80mm) such as nails or screws are used which adequately secure the roof components.**
- **Installation of traditional hip roof completed with quality checks** including the correct position of components, looking for plumb, gaps, spacings to agreed tolerances, +/- 3mm.
- **Installation of traditional hip roof completed with quality checks** including looking for angles to agreed tolerance of +/- 3 degrees for cuts.

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 outlined in the following.

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect segregation of waste ready for disposal).
- **Adjustments to the task:** Candidates can carry out minor adjustments to the task to ensure roofing is completed within acceptable tolerances and are set, cut and pitched in line with requirements.

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Tolerances:** If the task has been undertaken with minor measurement inaccuracies not within acceptable tolerances that were not able to be rectified with minor adjustments and has potential impact on the next task.
- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect tool usage or PPE selection that does not compromise safety or task integrity).

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Health & 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) requires a new assignment to be used and all tasks retaken.

Task 5 – Repairs

Fail	Pass
<ul style="list-style-type: none"> • Repairs are conducted, but with some stages missed or accuracy issues identified with the work. • Some consideration is given to housekeeping and cleanliness, but this is not consistent through the task. Lack of consideration at times may present health and safety issues. • Quality review checks have been undertaken but may have been omitted for some stages of the task, or with defects or quality issues not identified. 	<ul style="list-style-type: none"> • Repairs are conducted with accuracy. Minimal or no damage is caused to existing components. • Good housekeeping and cleanliness are demonstrated and maintained throughout the task, supporting a safe work environment. • Quality review checks have been undertaken for each stage of the task and any defects or quality issues identified correctly.

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

- **Removal of the sash window components** (staff bead, bottom sash and pocket) with minimal damage to expose the weight.
- **Attachment of new sash cords to the required length.**
- **Sash cords are securely fixed to weights and sash.**
- **Re-installation of pocket, bottom sash and staff bead is completed with minimal damage**, ensuring the window operates smoothly and with a full range of motion.
- **Work safely** including the safe use of hand tools (hammer, chisel).
- **Good housekeeping maintained during repair work.**

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 outlined in the following.

What can be resubmitted as additional evidence for the task (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect segregation of waste ready for disposal).
- **Adjustments to the task:** Candidates can carry out minor adjustments to the task to ensure that repair works are finished with accuracy and in line with requirements.

What can be resubmitted, but the entire task would need to be retaken (using the same version of the assignment)

- **Inaccuracies:** Candidates can correct small mistakes (eg incorrect tool usage or PPE selection that does not compromise safety or task integrity).

What cannot be resubmitted, and a different version of the whole assignment must be used and all tasks retaken

- **Health & 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) requires a new assignment to be used and all tasks retaken.

6. Centre guidance

The 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 practical situations, 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 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 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. They should understand the level of performance that will be required as a minimum to demonstrate competence.

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

Health and safety

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

Compliance with timings

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

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 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, for example
 - layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period
 - amount of additional support available (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 manageability and the quality of evidence captured. 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 the ability to work 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) and support staff present must be available for the moderator on request.

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 the candidate has taken. The notes must be very descriptive and focus on the qualities of the performance that are notable in relation to the quality indicators in the grading descriptors. They must provide sufficient, appropriate evidence that can be used by the assessor (and for verification) to assess the performance against the grade descriptors.

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

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

Assessors should ensure that any required additional supporting evidence, including, for example, photographs or video, can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

Assessors should use the **Assessor Observation Form** to capture observation notes observed during the assessment of the practical task(s).

Assessor grading and justification is completed on a separate form (**Candidate Record Form**).

As far as possible, candidates must not be distracted or have their performance affected by the process of observation and evidence collection.

Video and photographic evidence

The assessment materials for each assignment identify the minimum candidate and assessor evidence requirements to support grading and verification where ephemeral evidence (eg areas of candidate performance that may be hard to capture with photographs and assessor notes alone) plays a significant part of the practical assessment. If this is the case, 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, for example length of videos, maximum file sizes etc, will also be supplied. Photographic and video evidence will be submitted along with the written candidate evidence and assessor evidence as described in the additional evidence section of the task.

Please note that centres must ensure that video evidence is clear and meets the minimum requirements. The ability of the moderators to take this evidence into account may be impaired and delay the moderation process if the requirements are not met.

Minimum evidence requirements for marking

The sections in the assignment:

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

These 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 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 and formatively being assessed against grade descriptors as part of their formal learning programme.

During the learning programme, direct tutor instructions on 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 the 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 in a subsequent section 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 the 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 give 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, for example as part of external 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 following guidance and feedback section).

All candidates must be provided with the environment, time frame and resources which allow them reasonable access to achieve a pass grade.

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

Guidance and feedback

To support centre file management, assessors may specify a suitable file format and referencing format for evidence (unless otherwise specified, 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 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.

Assessors should check and be aware of the candidates' plans and designs to ensure the management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

The information on the guidance given and captured on the Assessor Observation 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 descriptors. The assessor must record where and how guidance has had an impact on the marks given, so this is available should queries arise as part of external verification or appeal.

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

- An assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the Candidate Record Form.
- 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 based. Compliance of this requirement may be checked as part of the verification process.

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

Submission of/ retention of evidence

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

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 which identify how the evidence meets the requirements of the marking grid/grading descriptors. Also capture any other information relevant to the assessment of this task/assessment, eg any support provided.</i>

Assessor signature	Date

8. Candidate Record Form

Candidate name	Candidate number
Centre name	Centre number

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

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

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 external verification process. 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.

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

Appendix 3 – Risk assessment (proforma)

Candidate name: Activity: Location:	Candidate number: Date:						
	SEVERITY (S): Degree of harm which may be caused (including numbers affected) 1 Minor Injury 2 Major Injury 3 Fatality LIKELIHOOD (L): Probability that event will occur 1 Remote 2 Possible 3 Likely	RISK RATING (RR): Severity x Likelihood 1-2 Low 3-5 Medium 6-9 High					
Item No:	Activity	Risk/hazard/safety concern	Persons at risk	PPE required	S 1-3	L 1-3	RR

Appendix 4 – Resource list (proforma)

Material	Linear metrage required	Lengths required	Price per metre	Total cost
2.4m CLS Timber (38mm x 63mm)			£1.37	£

Calculations: