

8042-01

# Foundation in Construction and Building Services Engineering (Level 2)

## Assessment Pack

Version 1.5 – September 2023



## Contents

<b>1. Introduction</b>	<b>4</b>
What is in this document?	4
Assessment overview	4
Assessment structure	4
General delivery guidance	5
<b>2. Learner guidance</b>	<b>6</b>
Assessment overview	6
Task instructions	7
Planning	7
Planning – for the construction industry	7
Planning – for trade projects	8
Doing	8
Reviewing	8
Summary of project assessment	9
Conditions of assessment	10
Plagiarism	10
Timings and Planning	10
Health and Safety	10
Presentation of Work	10
Guided discussion	11
Timing	11
Conditions of assessment	11
Information to support preparation for the guided discussion:	11
<b>3. Assessor Guidance - On-screen assessment</b>	<b>12</b>
Introduction	12
Assessment information	12
Assessment Specification - On-screen assessment	13
<b>4. Assessor Guidance – Practical Project</b>	<b>14</b>
Introduction	14
Assessment specification	14
Task specific guidance	21
Planning Task (Planning)	21

Practical Task (Doing)	21
Evaluation (Reviewing)	21
General guidance	22
Timings	22
Conditions of assessment	22
Resit/resubmission	22
Health and safety	23
Marking and Grading	24
Using the grading grid	24
Determining overall grade	28
<b>5. Assessor Guidance – Guided discussion</b>	<b>29</b>
Assessment purpose and overview	29
Assessment specification	30
Marking and Grading	31
Marking Grid	32
Assessment Conditions	35
Preparation and Planning for the Guided discussion	36
Grade aggregation	39
Results submission and Grade Calculation	40
<b>Appendices</b>	<b>42</b>
<b>1. On-screen assessment</b>	<b>43</b>
<b>2. Guided Discussion Recording Forms</b>	<b>44</b>

#### Version information

Version and publication date	Changes
v1 December 2020	Original document
v1.2 August 2021	Assessment Specification references updated for Practical Projects. Revised Guided Discussion Assessment Specification, Marking Criteria, and Recording Form to include coverage of Unit 103, LO 3, criterion 3.3.
v1.3 January 2022	Updated approach to assessment - Guided Discussion (p4). Date first On-screen assessments updated in Section 3 – now available from 1 March 2022 (p12).
v1.4 June 2022	Sections 3 and 4 - Unit titles and learning outcomes updated (p13-20) Section 3: Assessment conditions updated; grade boundaries for the on-screen assessment updated; results information updated (p12) Grade aggregation – Example updated (p40)
V1.5 September 2023	Updated terminology throughout document for mandatory units (previously referred to as “core” units). Section 2. Learner Guidance, guidance for duration of Doing element of practical project updated. Section 4. Assessor Guidance – Practical Project, Timings information updated.

## 1. Introduction

### What is in this document?

- Assessment structure and criteria
- Learner tasks and guidance
- Assessor guidance on assessments, tasks and grading

### Assessment overview

The focus of the assessments is for the learner to fully demonstrate the knowledge, skills and understanding set out in the qualification content.

The learner will be assessed in a number of ways to provide a clear indication of their learning. For this qualification, the learner must successfully complete:

- An **on-screen assessment** consisting of a range of multiple-choice question types
- A **practical project** made up of three tasks that requires the learner to show their planning, practical and evaluation skills
- A **guided discussion** that contains three parts, including the learner's reflection on completion of their practical project.

Due to the nature of the assessments, the practical project must be undertaken prior to the guided discussion.

### Assessment structure

Assessment	On-screen assessment	Practical project	Guided discussion
<b>Approach</b>	Externally set and marked	Externally set and verified, internally marked	Internally set and marked, externally verified
<b>Output</b>	Grade	Grade	Grade
<b>Weighting (contribution to overall qualification grade)</b>	20%	60%	20%

## General delivery guidance

### Introducing the assessment to learners

The assessor should introduce each of the assessments to the learner when they are deemed ready and prepared to undertake the assessment. This should occur following a period of learning and formative assessment. The assessor should provide a full overview of the assessment process and of the different assessments, so that the learner is clear on the assessment journey before they start their first assessment.

Release of the assessment to the learner confirms the confidence of the internal assessor that the learner has undergone sufficient teaching and guidance to have developed a depth of understanding that provides them the opportunity to respond successfully to each of the tasks.

### Timings between assessments

The guided discussion can only take place once the learner has completed the practical project. Centres should ensure a manageable transition between these two assessments. As the discussion builds on the learner's project, it is recommended that a gap of no more than three weeks is left between the learner's finalisation of their project and completion of the guided discussion.

The on-screen assessment may be taken at any stage in the assessment process, although it is recommended that this is completed prior to the practical project and guided discussion.

## 2. Learner guidance

### Assessment overview

You are required to complete the following assessments:

#### On-screen assessment

The on-screen assessment will consist of a range of multiple-choice question types and will assess your knowledge and understanding from across the mandatory units.

#### Practical project

The practical project will assess your abilities in your two chosen trade areas, and will require you to

- **Plan** out the work required of your chosen trades, with consideration of how the work would be carried out within the context of a wider construction project
- **Carry out** an element of the work in the form of a practical project, demonstrating skills of your chosen trades
- **Review** your work based on your key deliverables and plan.

The practical project is also designed to ensure you have the opportunity to demonstrate wider employability skills including:

- Time management
- Effective planning
- Setting personal targets
- Problem-solving.

You must complete the project tasks within the time periods specified in the task instructions. The project will be internally assessed and externally verified.

#### Guided discussion

Following completion of your practical project, you will be required to complete a guided discussion. The guided discussion will explore your knowledge and understanding of working in the Construction and Built Environment sector, as well as one of the trade areas you have studied. You will be required within the discussion to reflect on the practical project you have completed, and to consider how you will work in the Construction and Building Services Engineering sector.

## Task instructions

### Practical project

This is a formal assessment and you will be marked on the quality and accuracy of your practical performance. It is therefore important that you carry out your work to the highest standard possible. You should show how well you know and understand both trades and how you are able to use your knowledge and skills together to complete the tasks.

You will be provided with a separate project brief for each of your trade areas by your assessor.

You are required to complete the three sections of the assessment (Planning, Doing, Reviewing) in the order outlined here.

### Planning

Complete planning tasks 1, 2, 3, 4 and 5 **within 15 hours**, if you complete these tasks earlier, you **cannot** use the extra time for your other tasks.

Written responses are required for the planning tasks.

Written responses should be provided as electronic, typed responses. You should ensure that your work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.

### Planning – for the construction industry

Planning tasks 1-3 consider your trade projects within the context of the wider Construction and Built environment industry. A single response is required for each of these tasks.

1. For each of your chosen trade areas, give an overview on the career path and any future career progression that might be achieved.

You are required to do research on the employment available in your chosen trade areas and list potential vacancies, listing the various sources of information and resources used (trade magazines, merchants, internet job searches, using employers' websites etc.).

2. You are required to consider and calculate the cost of completing the work for your practical project tasks.

Refer to the cost and profit margin information provided by your assessor; use the information provided to complete the following tasks (cost information is provided for each trade):

- a) Using the cost information provided **calculate the prime cost** required to undertake the project tasks for your two chosen trades
  - b) Using the profit margin information provided **calculate the price to the customer, and your expected (budgeted) profit from this work.**
3. Considering **one** of your chosen trade areas, provide a brief rationale as to why quality is so important within this trade area and has such a big impact on reputation and business.

## Planning – for trade projects

Planning tasks 4-5 will focus on the specific planning of **each** of your practical trade projects. You will need to complete planning tasks 4 and 5 for **both** of your two trade areas.

4. Referring to the practical tasks, you are required to develop a materials list, required tools and equipment list and a method statement that includes:
  - Areas where you think you need to interact with third parties
  - The main dangers, hazards and risks (when using harmful materials, etc.) when completing the practical tasks
  - Requirements for waste disposal and recycling of materials used within the practical tasks.

Planning documentation must be presented using appropriate proforma for the given trade and task. You are required to source proformas from appropriate sources (e.g. learning provider, employer relevant to the trade) to support your response to this task.

5. Review the practical tasks from each chosen trade area and set your own performance criteria for the completion of the tasks, you must include timescales within these performance criteria.

Once planning tasks 4-5 have been completed, two copies of each trade plan will be made; you will keep a copy to use for your task(s) and the other must be submitted to your assessor.

## Doing

You have between 12-14 hours to complete the practical tasks for each of your trade areas (depending on the trade areas chosen, please see the Practical Project Pack for details of duration of each trade project). If you complete one trade in less than the permitted time, you **cannot** use the extra time for your other trade.

For **each** of your trade areas, you are required to undertake the practical tasks as defined within the project brief and as you have planned for in the Planning section. You should use your completed materials list, method statement and plans developed in the planning tasks to complete the practical tasks.

You will need to ensure that you work in a way that meets health and safety requirements at all times during the practical tasks.

## Reviewing

Reviewing tasks 1-2 will focus on your review and evaluation of **each** of your trade projects. You will need to complete reviewing tasks 1 and 2 for **both** of your chosen trade areas.

You have **5 hours** in total to complete reviewing tasks 1 and 2 for **each** of your trade projects.

1. You are required to review and evaluate the outcome of your practical tasks, against your pre-set performance criteria. You should detail the work completed and how well you feel the end outcome met the initial project brief.
2. You are required to conduct an evaluation of your own performance in planning and completing the practical tasks. You should identify any areas for improvement or where you exceeded your criteria, lessons you have learned from it and how you would approach or complete the tasks the next time you had to complete them.

Written responses are required for the reviewing tasks.

Written responses should be provided as electronic, typed responses. You should ensure that your work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.



## Summary of project assessment

The summary table below outlines what you will need to have completed for the project assessment.

Planning	
<b>Task 1</b>	1 single response
<b>Task 2</b>	1 single response
<b>Task 3</b>	1 single response
<b>Task 4</b>	1 response for Trade area 1 1 response for Trade area 2
<b>Task 5</b>	1 response for Trade area 1 1 response for Trade area 2
Doing	
	1 activity undertaken for Trade area 1 1 activity undertaken for Trade area 2
Reviewing	
<b>Task 1</b>	1 response for Trade area 1 1 response for Trade area 2
<b>Task 2</b>	1 response for Trade area 1 1 response for Trade area 2

## Conditions of assessment

All sections of this assessment will be supervised by centre staff.

The planning phase of this assessment will take place within a classroom environment, where you will need to have access to IT equipment and appropriate resource materials to carry out research to support your planning. These materials may include guidance notes, regulations, and manufacturers' instructions/literature. Once completed your plan must be submitted to your assessor and a copy kept to be used in the practical element of the project.

The practical ('doing') element of this assessment will be carried out in the centre's workshop.

The evaluation ('reviewing') phase of this assessment will take place in a supervised classroom environment, where you will have access to your planning documentation to support your review and evaluation activity.

## Plagiarism

Your assessor can clarify task instructions and methods for saving work but cannot assist during the assessment in any way. This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated.

Where research is allowed, your tutor/assessor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

## Timings and Planning

The timing for the projects is indicated on the trade-specific project briefs. You will have 15 hours to complete all tasks required in the Planning section of the assessment.

## Health and Safety

You must always work safely. You must always follow all health and safety regulations and any relevant codes of practice that are applicable to your trade area.

If your tutor/assessor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. This may lead you to fail the assessment depending on the severity of the infraction.

## Presentation of Work

You should make sure that each piece of work is clearly labelled with your name, centre number, learner number and the assignment reference.

All electronic files must be saved in the following format: SURNAME\_FIRST NAME\_NAME OF ASSESSMENT\_DATE

## Guided discussion

The purpose of the guided discussion is to confirm:

- Your ability to review and reflect on the tasks that you have undertaken and for you to demonstrate what you have learnt from these tasks
- Your knowledge and understanding of how you will work in the construction sector, considering the work that you have done and the things you will need to consider as you move forward in your career
- Your knowledge and understanding of how to manage your own welfare, health and well-being whilst working in the construction sector.

The guided discussion will consist of 3 elements including evaluation of your trade project, employment & employability, and wellbeing in the construction and building services engineering sector. To pass the guided discussion **you must achieve at least 1 mark in each element** of the discussion.

The guided discussion focuses on one of your studied trade areas and your reflections of the work undertaken as part of your practical project. You will be able to choose the trade area that you wish to focus on. The evidence from your completed project will be made available to you for reference in the guided discussion.

You are advised that your assessor will record the guided discussion for assessment purposes.

## Timing

The guided discussion will last for 40 minutes.

## Conditions of assessment

Guided discussion; conducted with an assessor under quiet un-interrupted conditions.

## Information to support preparation for the guided discussion:

Within this assessment assessors will seek to gather evidence from across the following discussion areas:

Unit 102 1.1 The main trades in the construction industry 1.2 The main trades in the building services industry
Unit 103 3.3 Effective and productive working relationships between trades
Unit 104 1.1 Employment contracts available in the industry 1.2 Finding current job opportunities and apprenticeship vacancies in the industry 2.1 Behaviours and work ethic 2.2 Problem-solving techniques 2.3 Team working and interpersonal skills
Unit 105 2.3 Personal welfare
<b>Trade area</b> <i>This will be in relation to the specific trade area selected for your discussion.</i>
Evaluation against standards Performance analysis  Evaluating the performance of your work in carrying out common tasks in this trade area both in relation to the set requirements and your own success criteria. This will expand on how you planned, prepared and carried out your tasks, and how completion of these will support your work in future.

### 3. Assessor Guidance - On-screen assessment

#### Introduction

The on-screen assessment provides learners with the opportunity to demonstrate their knowledge and understanding from across the mandatory units.

#### Assessment information

**Number of questions** 45

<b>Marks available</b>	45
------------------------	----

#### Grading

The table below provides indicative grade boundaries for the on-screen assessment, these may vary between versions of this assessment.

Marks (Sample test example)	Assessment Grade	Points
0 – 21	Fail	0
22 – 24	P1	1
25 – 27	P2	2
28 – 30	M1	3
31 – 34	M2	4
35 – 37	D1	5
38 - 41	D2	6
42 - 45	D3	7

<b>Type of questions</b>	Multiple-choice
--------------------------	-----------------

**Time allowed** 70 minutes

<b>Availability</b>	This assessment is available on-screen on demand. Centres are able to 'book' tests for their learners on a date and time suitable for them. Learners will sit the assessment securely via the on-screen platform.
---------------------	---

**Assessment conditions** The test will be carried out online and marked electronically. There is no internal or external verification required. Assessments must be invigilated by a member of staff who have undertaken invigilator training. No reference materials are permitted. Non-programmable calculator required.

<b>Results</b>	Results for the first 50 learners will be held and reviewed by City & Guilds for up to 20 working days from the assessment date for new versions when they are released. Following this review, results will otherwise be released immediately post assessment.
----------------	---

**Resit arrangements** Learners who fail to achieve the required mark for a pass on sitting the assessment are permitted to resit. There are no limits to the number of times that a learner may resit the assessment. When resitting, learners can achieve the full range of marks and grades available.

## Assessment Specification - On-screen assessment

The assessment specification below provides a high-level overview of the coverage of the on-screen assessment.

Unit	Questions per unit
101: Introduction to the Built Environment	5
102: Introduction to the Trades in the Construction and Built Environment Sector	4
103: Introduction to the Built Environment Life Cycle	14
104: Employability in the Construction and Built Environment Sector	3
105: Protecting Health, Safety and the Environment when working in the Construction and Built Environment Sector	13
106: Introduction to Emerging Technologies in the Construction and Built Environment Sector	6
<b>Total questions</b>	<b>45</b>

## 4. Assessor Guidance – Practical Project

### Introduction

Learners are required to complete a practical project assessment that covers the two trade areas that they have studied. The task instructions provided to learners are generic for all trades, with specific cost information and project briefs developed for each trade area – this information can be found in the Practical Project Pack available on the Consortium website. The task instructions specify where learners are required to provide a response or undertake an activity across both trade areas or separately undertake tasks or activities for each trade area, based on the relevant brief. The assessor must provide the trade-specific cost information and required project briefs (those of the trade areas studied) to the learner prior to the start of the assessment.

Sample project briefs can be located in the Practical Project Pack – Sample document which can be found on the Consortium website.

For assessment, the current live Practical Project Pack containing the trade-specific project briefs should be downloaded securely from the Consortium website prior to the assessment taking place. This should be downloaded at least three weeks prior to the assessment to allow the centre to confirm and source (if needed) the materials and tools required. The project brief should be provided to learners only at the commencement of the assessment period.

### Assessment specification

The assessment specification below provides a high-level overview of the outcomes covered within the different sections of the practical project.

Part 1. Planning		
Knowledge, Skills and Understanding of:	Unit	Learning Outcome/Criteria
<b>1 Project Planning area: Generic Content Areas</b>		
<b>The main construction trades:</b> trowel occupations, wood occupations, plastering, decorative finishing and industrial painting occupations, accessing operations and rigging, roofing occupations; construction and civil engineering operations	102	LO1 – 1.1
<b>The main building services engineering trades:</b> electrotechnical, plumbing, gas installation engineering, heating and ventilation; refrigeration and air conditioning	102	LO1 – 1.2
<b>Know employment options and opportunities:</b> contracts available in the industry, finding job opportunities and vacancies	104	LO1 – 1.1-1.2
<b>Use basic business and employability skills:</b> basic research skills, basic invoicing and calculations, problem solving	104	LO4 – 4.1-4.3
<b>Understand the principles of risk management:</b> terminology; risk assessment process; personal protective equipment; emergency procedures; safety signs	105	LO3 – 3.1-3.5
<b>2 Project Planning area: Trade Specific Content Areas: Working with brick, block and stone</b>		
<b>Principles of the trowel occupations:</b> tools and equipment used; materials used in trowel occupations	107	LO1 – 1.1-1.3
<b>Planning the completion of common tasks:</b> planning the sequence of work; calculating quantities, recording work	107	LO3 – 3.1-3.3

<b>2 Project Planning area: Trade Specific Content Areas: Wood occupations</b>		
<b>Principles used in wood occupations:</b> main roles and tasks, materials; hand tools; power tools used in Wood occupations	108	LO1 – 1.1-1.4
<b>Plan and produce a sequence of work:</b> planning a sequence of work; producing a sequence of work	108	LO2 – 2.1-2.2
<b>2 Project Planning area: Trade Specific Content Areas: Plastering and interior systems</b>		
<b>The underlying principles that guide the work of a plasterer:</b> types of plastering systems and backgrounds, types of materials, additives, components	109	LO1 – 1.1-1.5
<b>Know the requirements to prepare for applying plastering materials:</b> preparing mixing and work areas, preparation tools, methods of preparation	109	LO2 – 2.1-2.3
<b>Planning the completion of common plastering tasks:</b> Planning the sequence of work, calculating quantities, storing materials and components	109	LO3 – 3.1-3.3
<b>2 Project Planning area: Trade Specific Content Areas: Decorative finishing and industrial painting occupations</b>		
<b>Know the underlying principles that guide the work of a painter and decorator:</b> types of painting and decorating work, reasons for painting surfaces, key legislation, sustainability	110	LO1 – 1.1-1.5
<b>Know common tools, equipment and materials used in the painting and decorating trade:</b> painting tools and equipment, preparation materials and surface coatings, materials used to protect surroundings	110	LO2 – 2.1-2.3
<b>Preparation for common painting and decorating tasks:</b> planning the sequence of work, preparing the work area and protecting surrounding areas	110	LO3 – 3.1-3.2
<b>2 Project Planning area: Trade Specific Content Areas: Roofing occupations</b>		
<b>Know the underlying principles used in roofing occupations:</b> types of tiling and natural slating, the tools and equipment used	111	LO1 – 1.1-1.2
<b>Know the requirements to install slating and tiling tasks:</b> Understanding the role of a slater and tiler, Safety requirements for working at height	111	LO2 – 2.1-2.4
<b>2 Project Planning area: Trade Specific Content Areas: Construction operations and civil engineering operations</b>		
<b>Principles used in construction operations and civil engineering operations:</b> materials used, tools and equipment	112	LO1 – 1.1-1.3
<b>Plan and produce a sequence of work:</b> planning a sequence of work; calculating resources required	112	LO2 – 2.1-2.2
<b>2 Project Planning area: Trade Specific Content Areas: Plumbing, heating and ventilation</b>		
<b>Know the fundamental principles of plumbing and heating systems:</b> rainwater cycle stages, various sources of water, types and layout of cold and hot water and heating systems	113	LO1 1.1-1.5

<p><b>Know the underlying principles that guide the work of a plumbing and domestic heating engineer:</b> the work in the BSE occupations trade area, hand tools, power tools, pipework materials and sizes used, clip and bracket types used, fitting types used, fixing devices for pipework</p>	113	LO2 2.1-2.6
<p><b>Know the requirements for carrying out common plumbing and heating tasks:</b> how to measure and mark out, sources of information, methods for jointing and bending, requirements for installation of pipework</p>	113	LO3 – 3.1-3.5
<p><b>Planning the completion of common plumbing and heating tasks:</b> Planning the sequence of work, calculating quantities, recording work</p>	113	LO4 – 4.1-4.3
<p><b>2 Project Planning area: Trade Specific Content Areas: Electrotechnical systems and equipment</b></p>		
<p><b>Know the underlying principles for electrotechnical work:</b> the main roles and tasks in electrotechnical work, the main electrical principles of a circuit, the quantities that apply to basic electrical work, the use of formulas to calculate electrical quantities, the key features of how electricity is generated, transmitted, and distributed, the main industry documents associated with electrotechnical work</p>	114	LO1 – 1.1-1.6
<p><b>Know the main principles of standard circuits:</b> lighting and power circuits, overcurrent and earth fault protection, reasons for division of an installation into circuits, principles of standard circuits, importance of earthing</p>	114	LO2 – 2.1-2.6
<p><b>Know defined wiring systems, equipment and components used in electrical installations:</b> types of cables, defined containment systems, fixing and securing methods for cables and containment</p>	114	LO3 – 3.1-3.3
<p><b>Know how to plan for common tasks in electrotechnical work:</b> planning a sequence of work, interpret relevant sources of information</p>	114	LO4 – 4.1-4.2
<p><b>2 Project Planning area: Trade Specific Content Areas: Plant operations</b></p>		
<p><b>Know the underlying principles that guide the work of a plant operator required for common tasks:</b> types of construction work requiring plant, equipment machinery, skill requirements, hazard recognition</p>	115	LO1 – 1.1-1.3
<p><b>Know the requirements for carrying out plant operation tasks:</b> identify plant and attachments, know how to carry out pre-start inspections, identify deficiencies and defects and record, know how to carry out post stop inspection</p>	115	LO2 – 2.1-2.4
<p><b>2 Project Planning area: Trade Specific Content Areas: Wall and floor tiling</b></p>		
<p><b>Know the underlying principles that guide the work of a wall and floor tiler:</b> role of a wall and floor tiler, types of backgrounds used for fixing wall and floor tiles, types of materials used, types of tools and equipment used, types of personal protective equipment, key legislation</p>	116	LO1 – 1.1-1.6
<p><b>Know the requirements in preparing for wall and floor tiling application:</b> methods for and how to - preparing mixing and work areas, preparing materials and resources, preparing tools and equipment, preparing backgrounds, materials used to protect surrounding areas</p>	116	LO2 – 2.1-2.5



<b>Planning the completion of wall and floor tiling tasks:</b> planning the sequence of work, calculating quantities, storing materials and components	116	LO3 – 3.1-3.3
--	-----	---------------

Part 2. Practical		
Knowledge, Skills and Understanding of:	Unit	Learning Outcome/ Assessment criteria
<b>2 Project practical area: Generic content areas</b>		
<b>Use basic business and employability skills:</b> basic research skills, basic invoicing and calculations, problem solving	104	LO4 – 4.3
<b>Apply basic waste management and disposal practices.</b> <b>Range:</b> segregation, recycling, landfill, incineration, hazardous waste disposal, dust.	105	LO6 – 6.1
<b>2 Project Practical area: Trade Specific Content Areas: Working with brick, block and stone</b>		
<b>Processes of stacking, storing and preparing materials:</b> reasons for stacking and storing materials; methods of preparing mortar for work; methods of preparing the area for work	107	LO2 – 2.1-2.3
<b>Set out and built a range of walls using brick, block and stone:</b> set out and build straight walls, set out and build return quoins, set out and build a cavity wall, carry out the work effectively and safely	107	LO4 – 4.1-4.3
<b>2 Project Practical area: Trade Specific Content Areas: Wood occupations</b>		
<b>Complete common wood working tasks:</b> preparation of timber, production of wood working joints, constructing common wood working tasks, installing mouldings, working safely	108	LO3 – 3.1-3.5
<b>2 Project Practical area: Trade Specific Content Areas: Plastering and interior systems</b>		
<b>Carrying out common plastering tasks:</b> tools, installing plasterboards and timber laths, preparing backgrounds, installing beads, applying plaster systems, maintain safe working area	109	LO4 – 4.1-4.6
<b>2 Project Practical area: Trade Specific Content Areas: Decorative finishing and industrial painting occupations</b>		
<b>Preparation for common painting and decorating tasks:</b> planning the sequence of work, preparing work area and protecting surrounding areas, erecting and dismantling access equipment and working platforms, preparing and making good surfaces, preparing water-based and solvent-based coatings, storing materials before and after use	110	LO3 – 3.1-3.7
<b>Carry out common painting and decorating tasks:</b> applying water-based and solvent-based paint systems without defects, cleaning, maintaining and storing application tools and equipment, maintaining a clean and safe work area	110	LO4 – 4.1-4.3
<b>2 Project Practical area: Trade Specific Content Areas: Roofing occupations</b>		
<b>Install roof coverings:</b> ensure a safe working environment, prepare backgrounds, install underlay, measure and mark gauge and strike horizontal lines, calculate correctly, cover the roof with slates or tiles using correct fixing methods, fit dry fix verge and ridge systems, evaluation and performance analysis	111	LO3 – 3.1-3.7
<b>2 Project Practical area: Trade Specific Content Areas: Construction operations and civil engineering operations</b>		
<b>Carry out common tasks in construction operations and civil engineering:</b> erect and remove site protection; lay drainage; lay modular paving; concreting work; safe working procedures	112	LO3 – 3.1-3.5
<b>2 Project Practical area: Trade Specific Content Areas: Plumbing, heating and ventilation</b>		
<b>Carry out a pipework installation task:</b> follow safe working procedures; measure, mark and cut pipework materials for	113	LO5 – 5.1-5.7

installation; install pipework accurately to the specification; inspect work in accordance with the specification; select the appropriate test instrument and accessories and prepare them for use; carry out the appropriate tests; record the test result accurately		
<b>2 Project Practical area: Trade Specific Content Areas: Electrotechnical systems and equipment</b>		
<b>Carry out common tasks in electrical installation:</b> safe working procedures, tools and equipment, the methods for installation, termination and connection of cables and conductors, install wiring systems and equipment, techniques and methods for termination and connection of cables	114	LO5 – 5.1-5.5
<b>2 Project Practical area: Trade Specific Content Areas: Plant operations</b>		
<b>Carry out plant operations tasks:</b> carry out plant and equipment familiarisation, operate plant, identify, record and report defects when operating, carry out post stop inspection, store and make ready for future use	115	LO3 – 3.1-3.5
<b>2 Project Practical area: Trade Specific Content Areas: Wall and floor tiling</b>		
<b>Carrying out wall and floor tiling tasks:</b> using tools, equipment and materials, preparing backgrounds, setting out, fixing a range of wall and floor tiles, applying adhesives, finishing to quality standards, maintaining a safe work area	116	LO4 – 4.1-4.7

<b>Part 3. Reviewing</b>		
<b>Knowledge, Skills and Understanding of:</b>	<b>Unit</b>	<b>Learning Outcome/ Assessment criteria</b>
<b>2 Project Review area: Trade Specific Content Areas: Working with brick, block and stone</b>		
<b>Processes of stacking, storing and preparing materials:</b> evaluation against set standards, performance analysis	107	LO5 – 5.1-5.2
<b>2 Project Review area: Trade Specific Content Areas: Wood occupations</b>		
<b>Methods of evaluating performance:</b> evaluation against set standards, performance analysis	108	LO4 – 4.1-4.2
<b>2 Project Review area: Trade Specific Content Areas: Plastering and interior systems</b>		
<b>Understand performance criteria for the completion and evaluation of common plastering tasks:</b> evaluation against industry standards, performance analysis	109	LO5 – 5.1-5.2
<b>2 Project Review area: Trade Specific Content Areas: Decorative finishing and industrial painting occupations</b>		
<b>Understand performance criteria for the completion and evaluation of common painting and decorating tasks:</b> evaluation against industry standards, performance analysis	110	LO5 – 5.1-5.2
<b>2 Project Review area: Trade Specific Content Areas: Roofing occupations</b>		
<b>Understand methods of evaluating performance:</b> evaluation against set standards, performance analysis	111	LO4 – 4.1-4.2
<b>2 Project Review area: Trade Specific Content Areas: Construction operations and civil engineering operations</b>		
<b>Understand methods of evaluating performance:</b> evaluation against set standards, performance analysis	112	LO4 – 4.1-4.2

<b>2 Project Review area: Trade Specific Content Areas: Plumbing, heating and ventilation</b>		
<b>Understand performance criteria for the completion and evaluation of common plumbing and heating tasks:</b> evaluation against industry standards, performance analysis	113	LO6 – 6.1-6.2
<b>2 Project Review area: Trade Specific Content Areas: Electrotechnical systems and equipment</b>		
<b>Understand methods of evaluating performance:</b> inspect work in accordance with specification, test de-energised circuits, evaluation against set standards, performance analysis	114	LO6 – 6.1-6.4
<b>2 Project Review area: Trade Specific Content Areas: Plant operations</b>		
<b>Understand performance criteria for the completion and evaluation of plant operation tasks:</b> evaluation against industry standards, performance analysis	115	LO4 – 4.1-4.2
<b>2 Project Review area: Trade Specific Content Areas: Wall and floor tiling</b>		
<b>Understand performance criteria for the completion and evaluation of wall and floor tiling tasks:</b> evaluation against industry standards, performance analysis	116	LO5 – 5.1-5.2

## Task specific guidance

### Planning Task (Planning)

Learners will have 15 hours to plan both trade projects prior to commencing the practical projects, in addition to some additional research work which will also be included within the 15 hours. If learners complete planning tasks within 15 hours they cannot use extra time in other tasks.

The learner will need to have two copies of the plan, submitting one to the assessor and using one for their projects.

The learner's plan must include a materials list, required tools and equipment list and a method statement that includes:

- Areas where they think they need to interact with third parties
- The main dangers, hazards and risks (when using harmful materials, etc.) when completing the practical tasks
- Requirements for waste disposal and recycling of materials used within the practical tasks.

Learners should complete their planning within a classroom environment monitored by centre staff who have undergone invigilation training. Learners will need access to IT facilities with access to the internet, manufacturers' information, wholesalers' catalogues, HSE guidance notes and any other material that would be available to them if this project was to be carried out in the workplace.

No set recording forms have been provided within this pack for written documentation such as risk assessments or method statements. This is intentional; as part of the assessment, learners will need to source appropriate proformas to display their work. Centre-based or employer held proformas are permitted to be used and must be provided if requested by the learner.

Once the learner has completed the planning task a copy of their plan must be submitted to the assessor for assessment purposes and a copy retained by the learner to be used in the practical element of the project. As per the guidance provided to learners, this must be provided as an electronic copy.

To support ongoing assessment, the assessor should mark the planning element and confirm that a minimum threshold for a pass has been achieved in both of the trade plans before the learner may progress to the doing stage. This ensures that learners only progress when they have identified sufficient health and safety requirements, as well as the necessary materials and equipment for the task(s). Assessment outcome and confirmation of next steps should be provided to the learner within one week of completion of the planning element.

In order to support the manageability of the practical tasks for each trade, a tools and materials list has been provided as part of the assessment brief for each trade (see Practical Project Pack available on the Consortium website). **Please note that these lists are for centre-use only and are not to be provided to learners**, who will use their own developed material and equipment list from their planning.

### Practical Task (Doing)

This element of the assessment will comprise one practical task for each trade area, with the learner following the brief to showcase the skills that they have acquired in two trade areas.

The learner will use the plans they have created and complete the practical task(s) in the specified timeframe.

### Evaluation (Reviewing)

This element of the assessment is intended to be carried out as a two-part self-evaluation task referring back to the project plan the learner set before the task was started and also to reflect on how they worked during the practical task and achieved the brief. The review process should ensure that the learner is confident the

practical projects are safe and fit for purpose. The learner should, where appropriate, give details of where they did not meet the criteria and any outstanding actions required to meet the criteria.

It is expected the learner will reflect on lessons learnt and what they would do differently next time they completed the task(s).

## General guidance

### Timings

The expectation is that this project will be taken at a time within the programme of learning deemed appropriate by the centre, allowing time for resits if needed. The assessment should be planned by centre staff to support all tasks to be undertaken in a manageable timeframe for both the learner and the centre. This period should support the learner to progress within the tasks without any undue gaps or delays to assessment.

- The **planning** element of this assessment has a maximum time of **15 hours allocated**.
- The **practical** element of this assessment has a maximum time of **between 24-28 hours allocated – between 12-14 hours per trade area (please refer to Project Pack for duration of each individual trade project)**.
- The **evaluation** element of this assessment has a maximum time of **5 hours allocated**.

These maximum time allocations cannot be exceeded, so time not used in one element cannot be carried over to another.

If in exceptional circumstances, the learner requires additional time to complete the assessment(s) due to illness/compassionate leave, then any consideration for this should be followed in-line with City & Guilds special considerations policy and practice. See further details in the Qualification Handbook.

### Conditions of assessment

The planning phase of this assessment will take place within a classroom environment, ensuring learners have access to IT equipment and appropriate resource materials for learners to carry out research to support their planning. These may include guidance notes, regulations, and manufacturers' instructions/literature. The learner should be supervised for the duration of this period as this will be included as part of their 15 hours of planning time allocated to them.

The practical element of this assessment is expected to be carried out in the centre's workshop. Learners must always be supervised by centre staff.

The evaluation element of this assessment is expected to take place in a classroom environment, ensuring learners have access to their planning documentation to support their review and evaluation activity. The learner should be supervised for the duration of this period as this will be included as part of their 5 hours of evaluation time allocated to them.

### Resit/resubmission

If the learner fails any stage of the assessment, they are permitted to resubmit.

Learners are only required to resubmit any elements of the assessment that they failed. For example, if a learner fails to successfully complete one of their trade plans, but successfully completes the second, only the failed plan would need to be resubmitted.

When resubmitting, learners can achieve the full range of marks and grades available.

If a learner does not meet the appropriate level required, the centre should either:

- arrange additional support for the learner, or
- inform the learner of the right to appeal.

Centres must record any actions taken and/or any additional support given to the learner.

The following specific guidance should be followed where a resit/resubmission is required for the individual sections of the project.

### Planning

If the learner fails to successfully achieve a threshold pass mark in either or both of their plans, they are permitted to resubmit the plan(s) against the same project brief(s) originally attempted. Assessors should be advised that only high-level feedback is permitted to be provided to the learner, that outlines key areas where they failed to meet the criteria – but should not provide advice to the learner on what they need to do to rectify these areas.

### Doing

If the learner fails to successfully achieve a threshold pass mark in either or both of their practical tasks, they are permitted to retake/resubmit against the same project brief(s) originally attempted, using their original plan(s). Where a learner has failed to achieve a threshold pass mark but is a narrow fail (classified as 18-22 marks), then the learner may be directed to rework areas of the original work presented for assessment. Where a learner is a clear fail (17 marks or less), they should be instructed to restart the task from the beginning.

### Reviewing

If the learner fails to successfully achieve a threshold pass mark in either or both of their review tasks, they are permitted to resubmit the review(s) based on the evidence that derived from their 'doing' tasks. Assessors should be advised that only high-level feedback is permitted to be provided to the learner, that outlines key areas where they failed to meet the criteria – but should not provide advice to the learner on what they need to do to rectify these areas.

## Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before learners start the project assessment.

Should a learner fail to follow correct health and safety practices and procedures at any stage during the project assessment, the assessment must be stopped, and the learner advised of the reasons why. The learner should be informed that they have not reached the standard of assessment required. At the discretion of the centre, learners may retake the assessment at a later date when they are able to work safely. In any cases of doubt, guidance should be sought from the External Quality Assurer.





<p><b>2) Costings</b></p> <p><b>For this task – calculations will be based on the cost information provided in the live practical project pack. The examples provided below outline how this information must be used to complete calculations.</b></p> <p>The learner has</p> <ul style="list-style-type: none"> <li>correctly calculated <b>prime cost</b> (hourly rate x duration of the task + material cost).</li> </ul> <p>or</p> <p>The learner has</p> <ul style="list-style-type: none"> <li>correctly calculated <b>prime cost</b> ((hourly rate x duration of the task) + material cost)</li> <li><b>and</b> correctly calculated <b>profit</b> (prime cost + (additional hourly costs x duration of task)) = total cost x profit margin)</li> </ul> <p>or</p> <p>The learner has</p> <ul style="list-style-type: none"> <li>correctly calculated <b>prime cost</b> (hourly rate x duration of the task + material cost)</li> <li><b>and</b> correctly calculated <b>both profit</b> (total cost x profit margin) <b>and price to the customer</b> (total cost + profit).</li> </ul>	<p>1</p> <p>2</p> <p>3</p>
<p><b>3) Quality</b> <i><b>This criterion only needs to cover one of the learner’s trade areas.</b></i></p>	
<p>The learner has</p> <ul style="list-style-type: none"> <li>provided a <b>brief statement</b> on the importance of quality, with <b>limited linkages</b> made to its impact on reputation and business.</li> </ul> <p>or</p> <p>The learner has</p> <ul style="list-style-type: none"> <li>provided a <b>detailed statement</b> on the importance of quality, with <b>distinct linkages</b> drawn between quality levels and impact on reputation and business.</li> </ul> <p>or</p> <p>The learner has</p> <ul style="list-style-type: none"> <li>provided a <b>comprehensive overview</b> of the importance of quality. The overview draws <b>clear synergies</b> between quality levels and their impacts on reputation and business, with a clear and detailed understanding provided of the benefits of quality.</li> </ul>	<p>1</p> <p>2</p> <p>3</p>
<p>Total</p>	

**Planning - for Trade Projects**

Element	Marks achieved
<p>Planning – Tasks 4 and 5 are to be completed for <b>both</b> trade areas – each must be marked, with a <b>minimum mark of 1</b> achieved on each trade plan per task. However, only the trade with the highest score will contribute to the overall assessment mark.</p> <p>Learners will achieve one of the following based on their standard of performance. If none of the below are met a score of 0 must be awarded for this element.</p>	
<p><b>4) Materials list, required equipment and method statement</b></p> <ul style="list-style-type: none"> <li>The learner identifies a <b>basic list of materials and equipment</b> that will support completion of the project - but <b>includes inefficiencies within the scope selected</b></li> <li>The learner produces a method statement that shows <ul style="list-style-type: none"> <li>the <b>most likely</b> potential dangers, hazards and risks in relation to the project, with <b>basic but appropriate actions</b> provided to respond if they should occur</li> <li>a <b>basic understanding</b> of third parties who may be involved</li> <li>a <b>basic understanding</b> of the requirements to deal with waste, with some connection to the task. Waste considerations show <b>inefficiencies</b>, without consideration of the most sustainable options available.</li> </ul> </li> </ul> <p>or</p>	<p>1</p>



## Reviewing

Element	Marks achieved
<p>The reviewing tasks must be carried out for <b>both</b> trade areas – each must be marked, with a <b>minimum mark of 1</b> achieved on each evaluation per task. However, only the trade with the highest score will contribute to the overall assessment mark.</p> <p>Learners will achieve one of the following based on their standard of performance. If none of the below are met a score of <b>0</b> must be awarded for this element.</p>	
<p><b>1) Evaluating the performance of their work in carrying out the projects in relation to the set requirements of the brief</b></p> <ul style="list-style-type: none"> <li>• The learner describes the work that they have done <b>briefly</b> and shows <b>some relevant linkages</b> to the set briefs. The learner <b>briefly states</b> how the project outcome meets their pre-set performance criteria.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The learner describes the work that they have completed in <b>some detail</b> and with <b>clear and relevant linkages</b> made to the set briefs and <b>reflections provided</b> on how they achieved this. The learner <b>describes</b> how the project outcome met their pre-set performance criteria.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The learner describes the work that they have completed in <b>detail</b>, providing <b>comprehensive linkages</b> to the briefs and with <b>informed reflections provided</b> on how they achieved this. The learner provides a <b>detailed analysis</b> of how the project outcome met their pre-set performance criteria.</li> </ul>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>
<p><b>2) Evaluating the performance of their project in relation to their project plan</b></p> <ul style="list-style-type: none"> <li>• The learner can provide <b>basic reflections</b> of their project in relation to their project plans and provides <b>brief examples</b> of potential improvements.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The learner can provide <b>good reflection</b> on their own project plans and to what extent they were achieved, <b>identifying strengths and weaknesses</b> of their approach and <b>identifying in brief detail</b> ways that these impacted the task or could impact future ways of working.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The learner can provide <b>excellent reflection</b> on their own project plans for completion of the project, and to what extent they were achieved, <b>detailing strengths and weaknesses</b> of their approach, and <b>how learning has been applied</b> in the projects to evidence continual improvement (to maximise strengths, and mitigate weaknesses.) and to develop future ways of working.</li> </ul>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>
Total	

Project Section	Marks available	Marks Achieved	Threshold Pass Mark
Planning	15		5
Doing (Trade 1)	60		23
Doing (Trade 2)	60		23
Reviewing	6		2
<b>Total</b>	<b>141</b>		<b>53</b>

The threshold pass mark indicates the minimum score that learners must achieve in each section of the project.

Marks awarded within each section must be totalled and combined to create an overall project mark, the table under the 'Determining overall grade' section indicates the grade achieved based on the learner's overall mark.

## Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

	Total Marks	Assessment Grade	Points
Practical project	0 - 52	Fail	0
	53 - 67	P1	1
	68 - 82	P2	2
	83 - 96	M1	3
	97 - 109	M2	4
	110 - 124	D1	5
	125 - 140	D2	6
	141	D3	7

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade should be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to both internal and external quality assurance. The final result will be submitted to the awarding body and aggregated with the other assessment components to award an overall qualification grade, which will be issued by the awarding body.

## 5. Assessor Guidance – Guided discussion

### Assessment purpose and overview

The guided discussion will be undertaken with the learner in one timed sitting and has two key areas for exploration:

- The *first area* for exploration will be the learner's evaluation and reflections on their practical project. They will consider the task(s) carried out and provide an overview of their:
  - effectiveness whilst **planning and preparing** to carry out common tasks in the trade area
  - **work performance** in carrying out common tasks in this trade area, both in relation to the set requirements and their own success criteria

The learner will be required to reflect on their areas of strengths, and those areas where they experienced the greatest level of challenge. They will demonstrate ways that they would approach future and different work tasks within the trade and across the construction industry based on their reflections.

- The *second area* of exploration will build on from the learner's evaluation and will consider their readiness for working and employability skills in the construction industry, as well as consideration of mental and physical well-being within the industry. The discussion will explore the learner's understanding of
  - the employment considerations and opportunities that need to be taken into account when working within the trade area
  - the specific employability skills that the learner will need to demonstrate when working within the trade
  - the approaches that the learner will use to manage their own welfare, health and well-being whilst working in the construction sector.

The discussion should focus on **one** of the two trade areas undertaken as part of the practical project - the trade to be focussed on within the discussion is to be chosen by the learner and agreed with the assessor prior to the assessment. Confirmation of agreement of the trade to be discussed must occur no less than five working days ahead of the scheduled discussion date, in order to allow time for both the learner and the assessor to prepare for the assessment.

The purpose of this internally assessed and timed guided discussion assessment is to assess the learner's knowledge, skills and understanding. This will be drawn-through their reflections of completion of their practical project, the dependencies of their practice on those in other trades and the quality of their outcomes.

Learners **must achieve at least 1 mark in each element** (1, 2a, 2b) of the discussion.

The assessor should be mindful of supporting a discussion that is learner-led and that provides linkages between the two areas identified for exploration. In advance of the discussion, the assessor must consider and prepare a series of questions that will help to structure and support the guided discussion. These questions should focus on,

- The learner's **evaluation and reflection** of their project, e.g.
  - What happened?
  - What did you expect to happen?
  - What things surprised you, or didn't go fully as intended?
  - What would you do differently next time?
  - What have you learnt about how you work and your practice in relation to the project undertaken?
- The knowledge and understanding that they have gained, that will support them in their **employability and wider career development**, e.g.
  - What skills did you need to use when working with others, and why are these important?

- What skills will support you in your ongoing career journey when working in the construction trades?
- What factors can impact mental and physical well-being within the industry and what support linked to these is available?

The guided discussion will be marked against the marking criteria provided in this pack.

The assessment will also contribute to the learning cycle; reinforcing experiential learning through the learner's own reflection and evaluations to facilitate development in their trade and wider skills.

## Assessment specification

The assessment specification below provides a high-level overview of the outcomes covered within the guided discussion.

Knowledge, Skills and Understanding of:	Unit & Learning Outcome
<b>Mandatory content (assessment criteria)</b>	
1.1 The main trades in the construction industry	102
1.2 The main trades in the building services industry	(LO1)
3.3 Effective and productive working relationships between trades	103 (LO3)
1.1 Employment contracts available in the industry 1.2 Finding current job opportunities and apprenticeship vacancies in the industry 2.1 Behaviours and work ethic 2.2 Problem-solving techniques 2.3 Team working and interpersonal skills	104 (LO1, LO2)
2.3 Personal welfare	105 (LO2)
<b>Trade areas</b>	
Evaluation against standards	107 (LO5)
Performance analysis	108 (LO4)
	109 (LO5)
	110 (LO5)
	111 (LO4)
	112 (LO4)
	113 (LO6)
	114 (LO6)
	115 (LO4)
	116 (LO5)

## Marking and Grading

This assessment carries a weighting of 20% to the overall grading of the qualification.

Learners must achieve a pass mark/grade in this assessment. **Learners must achieve at least 1 mark in each element (1, 2a, 2b)** of the discussion.

The assessment grade is determined by totalling the assessment marks awarded and converting this into an overall assessment grade for this assessment using the table below:

	Total Marks	Assessment Grade	Points
<b>Guided Discussion</b>	0-2	Fail	0
	3	P1	1
	4	P2	2
	5	M1	3
	6	M2	4
	7	D1	5
	8	D2	6
	9	D3	7

## Marking Grid

Assessors will use the grid below

1. Evaluation - Mark descriptors	Marks achieved
<p>The learner provided</p> <ul style="list-style-type: none"> <li>a <b>basic</b> level of evaluation on the tasks undertaken. The learner demonstrated some <b>brief</b> reflections on how they executed the tasks, both through their planning and preparing and through the doing elements – with some areas of personal strength and challenge <b>briefly stated</b>. The learner showed limited attempts to connect areas of strength and challenge with the end quality outcomes derived in the task(s). The learner makes <b>limited</b> connections with completion of the task(s) and their future ways of working; if connections are identified – they lack detail and show limited ability for the learner to transfer their skills to a range of situations.</li> </ul>	1
<p>or</p> <p>The learner provided</p> <ul style="list-style-type: none"> <li>a <b>considered</b> level of evaluation on the tasks undertaken. The learner demonstrated <b>focused</b> reflections on how they executed the tasks, both through their planning and preparing and through the doing elements – with areas of personal strength and challenge <b>noted</b>, and an <b>attempt made</b> to connect these areas with quality outcomes experienced. The learner <b>connects</b> completion of the task(s) and consideration of future ways of working. Connections identified contain detail and show a considered response from the learner to transfer what they have learnt through their tasks to improve future working.</li> </ul>	2
<p>or</p> <p>The learner provided</p> <ul style="list-style-type: none"> <li>a <b>comprehensive</b> level of evaluation on the tasks undertaken. The learner demonstrated a <b>coherent</b> and well-rounded level of reflection on how they executed the tasks, both through their planning and preparing and through the doing elements – with a range of personal strengths and challenges evaluated and clear synergies noted between these and the final quality outcomes of the task(s). The learner <b>succinctly outlines</b> how completion of the task(s) has influenced their own skills and how they will transfer this to future ways of working. These connections are provided in detail and explain clearly how they have been considered and the reasons why they will actively develop future ways of working.</li> </ul>	3



2a. Employment & Communication - Mark descriptors	Marks achieved
<p>The learner provided</p> <ul style="list-style-type: none"> <li>a <b>basic</b> outline of their future employment and work readiness considerations. The learner <b>stated</b> a number of employment considerations and opportunities, but detail was <b>limited</b>. A number of employability skills and considerations are briefly provided, but with <b>limited</b> linkages made to how these would be used to create and maintain effective working relationships with other trades.</li> </ul>	1
<p>or</p> <p>The learner provided</p> <ul style="list-style-type: none"> <li>a <b>detailed overview</b> of their future employment and work readiness considerations. The learner <b>detailed</b> a number of employment considerations and opportunities, with succinct details noted. A range of employability skills and considerations are provided, with clear linkages made to their current skills and how these would be used to create and maintain effective working relationships with other trades.</li> </ul>	2
<p>or</p> <p>The learner provided</p> <ul style="list-style-type: none"> <li>a <b>comprehensive account</b> of their future employment and work readiness considerations. The learner <b>coherently explored</b> a range of different employment considerations and opportunities, with a developed understanding shown as to their importance. A broad range of employability skills and considerations are explored, with a developed understanding provided by the learner of how their current skills meet these requirements and how these would be used to create and maintain effective working relationships with other trades.</li> </ul>	3

2b. Well-being - Mark descriptors	Marks achieved
<p>The learner provided</p> <ul style="list-style-type: none"> <li>The learner shows <b>some consideration</b> for their own physical and mental welfare, health and well-being when working in the construction sector, and support available, but these are mostly provided as generic statements that provide little consideration from the learner's own perspective.</li> </ul>	1
<p>or</p> <p>The learner provided</p> <ul style="list-style-type: none"> <li>The learner shows <b>consideration</b> for their own physical and mental welfare, health and well-being when working in the construction sector, and support available, with a coherent approach provided that shows how the learner will attempt to manage these areas as they develop further their career in the construction sector.</li> </ul>	2
<p>or</p> <p>The learner provided</p> <ul style="list-style-type: none"> <li>The learner shows a <b>pronounced understanding</b> of the factors that influence their own physical and mental welfare, health and well-being when working in the construction sector, and the support available. The learner shows an understanding of bullying behaviours and appropriate escalation means to raise awareness of inappropriate behaviour. They provide a structured and considered approach that illustrates how they will manage these areas as they develop their career further in the construction sector.</li> </ul>	3

## Assessment Conditions

The discussion should take place in an environment that is free from interruptions, and ideally in a supportive and familiar location for the learner.

## Assessment Controls

The guided discussion is a timed and controlled assessment and therefore requires preparation and planning by the centre assessor and learner. Guidance on this assessment will be made available to centres and learners, to ensure they understand and carry out their respective duties and obligations for this assessment correctly.

## Time Allowed

This guided discussion assessment has an allotted time of **40 minutes**, up to 5 minutes can be added to allow the learner to complete their final answer.

Where the assessment requires a reasonable adjustment (for learners with a particular requirement/s) or translation, the additional time variation will be agreed and notified in advance of the assessment in line with the Consortium's reasonable adjustments policy.

## Guidance and Documentation

This assessment will have the following associated guidance:

- **Learner instructions:** these are provided in Section 2 of this document to aid the learner with the relevant knowledge and understanding of the assessment. **It must be shared with the learner not less than 5 days before the assessment to enable them to become familiar with the topics on which they will be questioned.** They aim to assist the learner to be fully prepared for the assessment. The document can be read in conjunction with the learner's brief to help build the learner's confidence in readiness for the final verbal brief by the assessor prior to the assessment. It will highlight the learner's right to appeal assessment decisions.
- **Assessor guidance:** this can be found within this assessment pack and provides the centre assessor with the relevant information to carry out the assessment in accordance with the awarding bodies requirements. Recording forms can be found in Appendix 2 to facilitate assessment and provide an audit trail. It will provide guidance to assessors to enable them to develop a range of structured questions.
- **Learner's projects evidence:** to be made available to the assessor prior to the discussion.

## Equal opportunities and diversity

The Consortium expects individuals to have equal access to this assessment irrespective of their sex, marital status, age, religion, colour, race, nationality, ethnic origin or disability. In essence, complying with relevant equalities legislation.

Centres are required to have in place a policy to ensure that such discrimination does not occur either directly, indirectly or as a result of pressure from other bodies. This policy should apply to all satellite Centres and there should be arrangements in place to monitor its application and effectiveness. In the unlikely event that complaints relating to issues of inequality cannot be satisfactorily resolved by the Centre; learners must be made aware of their right to appeal to the Consortium through the arrangements outlined in our Appeals Policy.

## Level of language

The assessment is intended for learners within Wales. It is not a test of Welsh or English comprehension. Therefore, with the exception of technical terms that are appropriate to the purpose and level of the assessment, the language should be at an appropriate level for the learner. Assessors should also take care to ensure that use of language takes account of the fact that not all learners may have Welsh/English as their first or additional language.

## Preparation and Planning for the Guided discussion

Prior to the assessment, the learner shall be given suitable notice of their discussion date, of not less than **five working days**, to allow preparation time. The assessor must plan the guided discussion and review the project evidence, prior to the assessment taking place. Learners will be made aware of their right to appeal the assessment decision.

The guided discussion will be carried out on a one-to-one basis between the assessor and the learner only. Additional personnel may be present for circumstances such as internal/external quality assurance, reasonable adjustments or translation, but this will be agreed in advance in line with the Consortium's reasonable adjustments policy. Learners need to be fully aware of the assessment arrangements for the qualification from the outset. A learner pack to help prepare the learner for the assessment will be made available. This will encourage reflective practice and make connections to the skills, knowledge and understanding covered. This will facilitate experiential learning through the assessments.

**Guidance:** *It is strongly recommended that learners are familiarised with being recorded on-going (e.g. as part of formative assessment) so they become accustomed to it. This will help ease the learner's nerves in this assessment and it enables learner preparation.*

## Questions and Discussion Points

The assessor should consider the types of questions that would support the discussion in advance of the assessment. In many cases, the assessor's opening questions will not fully explore the learner's knowledge and understanding, therefore follow-up questions may be necessary to probe for further evidence. However, it is important that the questions prepared should not lead the learner – or be presented in a way that structures the discussion too rigidly around pre-set questions. The assessor should allow the discussion to naturally progress and use their prepared questions appropriately as the discussion progresses. Consideration should be given to safety critical aspects that may arise in the discussion of the practical projects.

## How the Project Informs the Discussion

The project evidence provides the context for the guided discussion; therefore, the project evidence should be prepared appropriately by the assessor and made available during the assessment so the learner can locate any specific evidence.

Although the practical projects form the basis of the guided discussion, this assessment is graded standalone - therefore the assessor must not (where applicable) double penalise the learner's project work through the guided discussion assessment. Instead, the guided discussion provides the opportunity for the learner to demonstrate distance measured from the submission of the practical project, evaluate strengths and weaknesses, and provide a context for the discussion points.

## Materials

For this guided discussion assessment, the learner's project plan and review documents will be required. A device to accurately record the discussion will also be required.

## Academic misconduct

Where the assessor suspects malpractice by the centre/learner – including academic misconduct or collusion, this should be reported in line with the Consortium's malpractice policy which can be found on the City and Guild's website.

## Assessment Parameters: Introducing the Guided Discussion

The assessor must:

- ensure the learner has been fully briefed on the purpose of the discussion, specifically the content that will be addressed, and on the type of information the assessor will require and how it is graded,
- ensure the learner has any relevant documentation to hand before commencing the guided discussion,
- ensure any additional requirements highlighted by the training provider are taken into consideration in line with the Reasonable Adjustments policy,
- make consistent and unbiased assessment decisions, by using planned discussion points and the qualification criteria, enabling consistency and comparability of assessment decisions over time,
- try to put the learner at ease, explaining the format, timings, and the purpose of the recording forms.

## Assessment Parameters: During the Guided Discussion

The assessor should:

- ideally first address points where the learner is likely to be confident in answering, before moving to any more challenging areas. This will give a progressive approach and assist in assigning a mark and gauging the learner's ability
- use open questions with 'why', 'what', 'how', 'where' and 'when' to provide opportunities for all learners to demonstrate attainment
- use follow-up questions, giving the learner the opportunity to explore the discussion point fully. The questions should be thoughtful, relevant and pitched at the appropriate level
- discuss the learner's projects with them, looking for evidence of specific knowledge, procedures and processes, and decision making, together with their skills. Questioning should provide a gradual 'handing over' to the learner. You would expect the learner to be taking the lead in the discussion after the initial opening questions/brief
- identify topic areas in responses which can be further explored later in the discussion.

The discussion should always be related to the relevant topic area. As soon as such a judgement is possible, the discussion should move on to the next topic. When all discussion points have been addressed, it should be ended. If the learner's responses are wandering off topic, the learner should be steered back on track. Keep an accurate record of the start time and duration of the guided discussion. The discussion focuses on two areas – and the time within the discussion should attempt to spread equally (approximately 20 minutes) on each of these areas.

What to avoid during the guided discussion:

- using one question type throughout
- answering the question yourself instead of expanding on it to get a response

- overloading the learner with too many questions, allowing them no time to think or to answer fully
- disregarding answers
- spending too long on one area of discussion, reducing the time available for other areas
- asking complex questions too early in the discussion
- avoid the use of closed questions unless a 'yes' or 'no' answer is specifically required. Closed questions can cause learners to 'freeze' or 'block', and this would be more likely under the pressure of examination conditions.

## Evidence requirements

### Provision of an Audit Trail

The guided discussion needs to be recorded (not visual). The centre should ensure the discussion is captured and stored in a secure and GDPR compliant way. These arrangements should be set up in advance with the centre, assessor and learner.

All records i.e. forms and recordings, must be properly and securely stored. The learner must also sign and date the recording forms as a sign of declaration and authentication. Completed recording forms will need to be made available for review and sampling as part of external quality assurance activities.

Recording forms have been provided for the assessor to summarise the answers given, provide feedback and allocate a provisional grade. Notification of this provisional grade should be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to both internal and external quality assurance. Results will be submitted to the awarding body and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by the awarding body.

### Resit/resubmission

If the learner fails to successfully achieve the assessment, they are permitted to resit.

When resitting learners can achieve the full range of marks and grades available.

When resitting, learners are required to resit the assessment in its entirety – covering all areas related to evaluation, employment and well-being.

If a learner does not meet the requirements for a threshold pass based on the marking criteria, the centre should work with the learner to address criteria failed and opportunities for improvement to support them in preparing to reach the standard required.

If learners are unhappy with their assessment outcome, they should be informed of their right to appeal.

Centres must record any actions taken and/or any additional support given to the learner.

## Grade aggregation

This qualification is graded **Fail, Pass, Merit or Distinction**.

The overall qualification grade is based on an aggregation of the learner's achievement in the mandatory graded assessments (the On-screen assessment, practical project and guided discussion). All assessments must be achieved at a minimum of a low Pass grade for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

### Assessment method Grade scale % contribution

The following table shows the % contribution of each assessment to the overall qualification grade.

On-screen assessment	20%
Practical project	60%
Guided discussion	20%

### Calculating points values for assessments

The mark a candidate achieves in each assessment is converted into points. These points correspond to a grade on a 7-point scale within that assessment. For the purposes of aggregation, the points are then multiplied by the overall weighting assigned to that assessment. The weighted points are then added together and converted to a qualification grade using the following scale:

Total Weighted Points	Grade
7	Distinction
6	Distinction
5	Distinction
4	Merit
3	Merit
2	Pass
1	Pass
0	Fail

A range of points within the Pass, Merit and Distinction boundaries will be accessible to candidates to reflect performance within the grade boundary. The points available for each assessment and their reflective grade are outlined under the individual assessment sections.

### Example

The following outlines an example of how the aggregation model works in practice.

A learner achieves the following in each of the assessment components:

	Marks in the assessment	Assessment Grade	Overall points
<b>On-screen assessment</b>	34	M2	4
<b>Practical project</b>	115	D1	5
<b>Guided discussion</b>	4	P2	2

Their grade would be calculated as follows:

4 points for the On-screen assessment x 0.2 (20%) = 0.8 weighted points

5 points for the Practical project x 0.6 (60%) = 3 weighted points

2 points for the Guided discussion x 0.2 (20%) = 0.4 weighted points

This would equate to a total weighted points score of 4.2, so the overall qualification grade using the grade scale shown above would be awarded as a **Merit**.

### Results Submission and Grade Calculation

The learner is required to achieve a pass in all assessments to achieve an overall pass grade for the qualification. Grades for the practical project and guided discussion must be submitted to the City & Guilds Walled Garden.

The table below identifies what needs to be achieved for each assessment, and how the submission of results will be undertaken.

Assessment	What needs to be done for achievement	Submission of result
<b>On-screen Assessment</b>	Learner completes the on-screen assessment using City & Guilds E-volve platform. Assessments are automatically marked, and a grade will be provided.	Assessment auto-marked with result issued by City & Guilds
<b>Practical Project</b>	Centre awards marks for planning, practical and evaluation sections of the practical project using the marking criteria to assess performance across the project.  Centre uses overall project mark to identify grade achieved using "Determining overall grade" table.	Centre submits result to City & Guilds
<b>Guided Discussion</b>	Centre awards marks using the marking criteria to assess performance in the guided discussion.	Centre submits result to City & Guilds



	Mark translated into a grade using the grading table provided within the guided discussion section of this document.	
--	--	--

City & Guilds will aggregate the marks achieved within the different assessment components and award an overall final grade for the qualification. Notification of the final learner result will be provided following completion of external quality assurance activities and will occur within eight weeks of final centre submission of both results for the practical project and guided discussion (and successful completion of the on-screen assessment) to City & Guilds.

## Appendices

1. Multiple-choice test
2. Guided discussion

## 1. On-screen assessment

The sample on-screen assessment can be found in the Sample Assessment Materials section of [this page the Consortium website](#).

## 2. Guided Discussion Recording Forms

**Note, some example questions have been provided – these are exemplars only, and the assessor should allow the discussion to be candidate-led and to use questions that reflect the discussion as it progresses.**

Candidate name		Centre number	
Candidate number		Assessor name	
Date of assessment			
Trade area of choice			
<p><b>1. Evaluation</b>            Discussion related to:</p> <ul style="list-style-type: none"> <li>• The candidate's evaluation and reflection of their project, e.g.               <ul style="list-style-type: none"> <li>- What happened?</li> <li>- What did you expect to happen?</li> <li>- What things surprised you, or didn't go fully as intended?</li> <li>- What would you do differently next time?</li> <li>- What have they learnt about how you work and your practice in relation to the project undertaken?</li> </ul> </li> </ul>			
<b>Candidate Response:</b>			<b>Mark</b>
			/3

### 2a Employment & Communication

Discussion related to:

The knowledge and understanding that they have gained that will support them in employment and their wider career development, e.g.

- What skills did you need to use when working with others, and why are these important? How would you use these when working with other trades to maintain effective working relationships?
- What skills will support you in your ongoing career journey when working in the Construction trades?

**Candidate Response:**

**Mark**

/3

### 2b Well-being

Discussion related to:

The knowledge and understanding that they have in relation to the factors that can impact mental and physical well-being in the Construction industry, e.g.

- What factors can impact mental and physical well-being within the industry and what support linked to these is available?
- What could be considered bullying behaviours and how would you escalate them if you witnessed them in the workplace?

**Candidate Response:**

**Mark**

/3

--	--

Feedback from the assessment:

Overall result		
	<b>Total marks (1 Evaluation)</b>	<b>/3</b>
	<b>Total marks (2a Employment &amp; Communication)</b>	<b>/3</b>
	<b>Total marks (2b Well-being)</b>	<b>/3</b>
	<b>Grade awarded</b>	

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Start Time: \_\_\_\_\_

Duration (Min):

---

---