8042-31

City & Guilds Construction (Level 2) – Site Carpentry

Assessment Pack

Version 1 September 2026

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Version information

Version and publication date	Changes
v1 September 2026	Original document

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 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:

- one **On-screen Assessment** consisting of a range of multiple-choice question types
- a **Practical Project** made up of three sections that requires the learner to show their planning, performing and reviewing skills.

Assessment structure

Assessment	On-screen Assessment (8042-712/762)	Practical Project (8042-713)
Approach	Externally set and externally marked	Internally set, internally marked and externally verified
Output	Grade	Grade
Weighting (contribution to overall qualification grade)	20%	80%

General delivery guidance

Introducing the assessment to learners

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

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

Timings between assessments

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.

Equal opportunities and diversity

City & Guilds expects individuals to have equal access to this assessment irrespective of their protected characteristics, complying with relevant equalities legislation.

Centres are required to have a policy in place to ensure that such discrimination does not occur either directly, indirectly or as a result of pressure from other bodies. This policy must apply to all satellite centres and there must 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 City & Guilds 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 must be at an appropriate level for the learner. Assessors must 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 language but as an additional language.

Plagiarism

The assessor can clarify task instructions and methods for saving work but cannot assist during the assessment in any way.

This is an assessment of the learner's abilities, so the work must be all their own work and carried out under the conditions stated.

Where research is allowed, the tutor/assessor must be able to identify which work the learner has done themself, and what they have found from other sources. It is therefore important to make sure the learner acknowledges all sources and clearly reference any information taken from them.

Academic misconduct

Where the assessor suspects malpractice by the centre/learner – including academic misconduct or collusion – this must be reported in line with the City & Guilds malpractice policy, which can be found on the **City & Guilds website**.

2. Learner guidance

Assessment overview

You are required to complete the following assessments.

On-screen Assessment

There is one On-screen Assessment to complete, which consists of a range of multiple-choice question types and will assess your knowledge and understanding of general construction and Site Carpentry topics.

Practical Project

The Practical Project will assess your abilities in Site Carpentry, and will require you to:

- **plan** out the works required in a project
- **perform** the practical tasks, demonstrating your skills in Site Carpentry
- **review** the approaches you took towards completing the project and the quality of your outcomes.

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

- calculation of cost and resourcing
- time management
- effective planning
- setting personal targets
- problem-solving
- review skills.

Each element of the project (planning, performing and review) will be marked by your assessor, and the project will be graded.

You must pass all assessments to successfully achieve this qualification.

Practical Project task instructions

This is a formal assessment where 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 must show how well you know and understand Site Carpentry and that you are able to use your knowledge and skills together to complete the tasks.

You will work with your employer and learning provider to identify, discuss and agree **a minimum of three work-based tasks** to evidence the required criteria that will be completed as part of the Practical Project. Your learning provider will provide details of the criteria that must be achieved as part of this qualification, which will then inform the decision on the number and scale of the work-based tasks to be completed. These tasks may be combined into a larger job which is set by the employer; however, only the tasks mapped to the criteria will be assessed.

This project has three elements: planning, performing and reviewing.

The project assessment will take place over approximately 40 guided learning hours (GLH), which must include all planning, performing and review elements as follows:

- approximately 9 hours to complete the planning for your practical tasks
- approximately 28 hours to complete the practical tasks set in agreement with your employer and learning provider
- approximately 3 hours to complete the review of your practical tasks.

You will be required to devise a plan(s) showing the approach you will take to complete the tasks agreed to be completed within the project.

As part of the Practical Project, you will be required to work towards a specification for each work-based task, set by your employer. Examples of the specification include, but are not limited to:

- a recognised international standard
- a recognised code of practice
- Regulations and Industry Standards
- a work order or job sheet
- manufacturer's handbook or manual
- internal company standard
- customer acceptance criteria.

Once the work-based tasks have been completed, you will be required to review your work.

You are required to complete the three sections of the assessment (planning, performing, reviewing) in the order outlined below.

Planning

The tasks to be completed as part of this assessment must be agreed by you, your employer and your assessor.

You must produce and submit for initial assessment, **planning documentation for all tasks agreed**. Initial assessment is to ensure that each plan achieves a pass. This must be completed before practical activity is undertaken for each plan, as outlined below.

Planning evidence must be submitted as an electronic copy.

Planning will be undertaken within a supervised office, classroom or other suitable environment and you will have access to IT equipment and appropriate resource materials (eg layout drawings, architectural plans, site layout drawings, etc) for you to carry out your research. You will **not** have access to completed employer plans for the work being undertaken as part of assessment activity.

You will be required to produce the following for each agreed task:

- resource list including tools, materials and equipment needed to complete each task (considering cost and waste implications from a financial and environmental perspective)
- programme of work (with timelines) – your plan must indicate how long you estimate you will take to complete the task, how you plan to phase/order work and any milestones you wish to achieve (for example the main activities in a task)
- risk assessments and method statements (RAMS):
    - risk assessment including how risks could be managed
    - method statement identifying safe working methods that meet specification, statutory and contractual requirements
- success criteria for the task – what success will look like for the tasks from the perspective of quality of work, material usage and quality of finish.

Your employer and/or assessor will provide any proforma templates required to support planning activity (eg risk assessment, method statement). **You must clearly record the total time spent on each plan.**

Planning documents must be submitted to your assessor in line with the dates agreed as part of the assessment/task planning process. Your assessor will outline this process to you.

Planning documents must achieve a threshold pass score before being used to support the performing element of each task. Your assessor will let you know whether this has been achieved before you are scheduled to undertake any work based on the plan submitted.

Where success criteria have been set by the employer or customer (eg in a job specification or customer specification) for a job being undertaken as part of the assessment, these must be incorporated into your plan alongside your own success criteria and clearly identifiable as employer- or customer-set.

While all agreed tasks must be planned and submitted under the initial assessment, **only the plan for the largest task or job (where tasks are combined) which is undertaken as assessed work will contribute to your overall grade**. The largest job is considered to be the job from which the largest number of work-based task criteria will be evidenced for grading.

In this instance, a job is defined as a large piece of work undertaken by an organisation/employer/ team/etc, which is made up of smaller tasks. It is these smaller tasks which will be mapped to the criteria and assessed.

Performing

This element of the assessment will include work-based tasks where you will showcase the skills that you have learned and acquired. You will use the plan(s) that you have created and complete the task(s) that have been agreed with your employer and learning provider to meet the employer-set specification.

These tasks may be combined into a larger job which is set by the employer; however, only the tasks mapped to the criteria will be assessed.

The assessor will carry out assessment visits. This will include observing you performing different skills at different stages of the task(s), discussing your work with you (the approach taken, methods used, etc) and/or examining your completed work.

A member of staff from your employer, agreed by your learning provider, can act as an expert witness to gather evidence of you completing elements of agreed project tasks. This evidence will then be shared with your assessor to support the assessment decision and can be in the form of videos, photos, witness testimony or written reports.

You must always work safely when carrying out practical tasks and use any required Personal Protective Equipment (PPE).

Reviewing

Upon completion of the practical elements of the project, you are required to write a report that reflects on the project. Within this report, you must review the approaches taken towards completing the tasks and the quality of the outcomes, comparing the project outcomes with the agreed plan, including the success criteria you set.

You will undertake this in an office, classroom or other suitable environment.

Your review must cover the following:

- How well you met your success criteria and task requirements set within the specification (set by your employer):
    - the appropriateness of your resource selection (including tools and materials) and usage (including cost and waste)
    - how well your RAMS met working practices
    - the fitness for purpose of your completed work.
- Whether your planned timescales were accurate, if not, why not, and what steps could have been taken to achieve this?
    - Whether your milestones were met, if not, why not, and what steps could have been taken to achieve this?
- A reflection on your own performance – strengths, areas for improvement, lessons learnt, overall quality of work completed and effectiveness of actions.
- How effective your communication with others was.

Consider as part of your review:

- What went well and why?
- What did not go well and why?
- What would you do differently if you were to complete the task again? Would you use a different approach next time?
- Did you encounter any problems? How did you overcome them?
- How well did you communicate with others? Did you build effective working relationships?
- What did you learn in the project?

You are required to write a report that reflects on the largest task or job (where tasks are combined) undertaken as part of the project. (As defined above, the largest job is considered to be that which aims to evidence the broadest range of work-based task criteria, which is assessed.)

Health and safety

You must always work safely. You must always follow any relevant health and safety regulations and codes of practice.

If your employer/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 to you failing the assessment depending on the severity of the infraction.

Presentation of work

Written responses are required for the tasks within the planning and review section of the project. Written responses must be provided as electronic, typed responses. You must ensure that your work is presentable: ie use a standard font in a readable size (such as Times New Roman or equivalent, size 12), use double spacing and include adequate margins.

You must make sure that each piece of submitted 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

3. Assessor guidance – On-screen Assessment

Introduction

The On-screen Assessment provides learners with the opportunity to demonstrate their knowledge and understanding from across general construction and Site Carpentry topics.

There is one on-screen test that learners must achieve as part of this qualification: Level 2 on-screen test – Site Carpentry (8042-712/762).

Assessment information: Level 2 on-screen test – Site Carpentry (8042-712/762)

Number of questions	40
Marks available	40
Grading	The table below provides an indicative grade boundaries for the On-screen Assessment; these may vary between versions of this assessment.

Marks (sample test example)	Assessment grade	Points
0–18	Fail	0
19–20	P1	1
21–23	P2	2
24–25	M1	3
26–28	M2	4
29–32	D1	5
33–36	D2	6
37–40	D3	7

Type of questions	Multiple-choice
Time allowed	60 minutes
Availability	This assessment is available on-screen on demand. Centres can '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 material permitted. A non-programmable calculator is permitted.
Results	The on-screen test is auto-marked and results will be received by the centre two working days after the learner has completed the assessment. However, when the first and any subsequent new version of the assessment is launched, learner results will be held until we have received a representative number of completed exam scripts and completed an analysis of the live results to ensure that the test is producing valid and reliable outcomes and that the grade boundary is set correctly. As a result of this, please be aware that results may take up 20 working days for a new version of the online assessment. Once the pass mark has been confirmed, it will go back to instant results (ie on Walled Garden in two working days).

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 available.

Assessment specification for the On-screen Assessment within this qualification can be found in Appendix 3 of this document.

4. Assessor guidance – Practical Project

Introduction

Learners are required to complete a Practical Project assessment. The planning and review task instructions provided to learners are generic for all trades. **The employer and centre must agree a minimum of three work-based practical assessment tasks** to achieve the **minimum assessment content (MAC)** provided within this document.

The assessment **will include a minimum of three assessment visits**, as outlined in the task-specific guidance included below. Learners are required to **plan** the task(s), **perform** the practical elements and **review** the approaches taken towards completing the task(s) and the quality of the outcomes, completing a report.

The criteria covered within the assessment must include the MAC detailed in the Planning, Performing and Review tables below. In addition to the MAC outlined below, the assessment must meet the additional trade criteria requirements, also detailed below. These indicate the minimum number of trade-specific criteria, which must be demonstrated within the practical element of the project in addition to the criteria listed in the MAC.

The criteria selected to meet the MAC must be agreed by the employer and the provider prior to the assessment. The learner must work with the employer and the provider to agree when they are ready for assessment, and when and where these assessment visits will take place.

The task planning documents provided must be used to identify the jobs and tasks from which criteria will be evidenced.

Within the context above, 'task' and 'job' are defined as follows:

- Task: a defined piece of work that is mapped to the criteria and that will be assessed.
- Job: a large piece of work undertaken by an organisation/employer/team/etc that is comprised of smaller tasks. It is the smaller tasks which will be mapped to the criteria and assessed.

The Practical Project has approximately 40 guided learning hours (GLH) assigned to it, which is to be allocated across the planning, practical and review elements as follows:

- approximately 9 hours to complete the planning for practical tasks
- approximately 28 hours to complete the practical tasks
- approximately 3 hours to complete the review of practical tasks.

Planning assessment specification (MAC)

1. Planning	Unit and Criteria Reference
Criteria 1	
Produce a resource list that identifies tools, equipment and materials required to complete the task (considering cost and waste implications).	Unit 251 Planning and reviewing work in the construction sector LO1: 1.2, LO2: 2.1
Criteria 2	
Produce a programme of work with realistic timelines and milestones.	Unit 251 Planning and reviewing work in the construction sector LO1: 1.3, LO2: 2.2
Criteria 3	
Produce a risk assessment to identify key potential risks to health and safety and suitable control measures, and a method statement to identify safe systems of work which will be used to complete the task.	Unit 251 Planning and reviewing work in the construction sector LO2: 2.2
Criteria 4	
Set success criteria for the task; identify appropriate success criteria for the task which are achievable and measurable, including smaller milestones which identify key activities, material usage and quality of finish etc that support the learner in successfully completing the task and meeting the specification.	Unit 251 Planning and reviewing work in the construction sector LO2: 2.3

Performing assessment specification (MAC)

2. Performing	Unit and Criteria Reference
Two out of the following three criteria must be covered.	
Criteria 5a	
Select, use and maintain hand and power tools to install at least **three** of the following to given working instructions: • frames (door or window – including window board/cill) • linings (door or hatch) • floor joist coverings or flat roof decking • partitions • staircases • roof verge and eaves finishings.	260 Install first fixing components LO3, 3.2

Criteria 5b	
Select, use and maintain hand and power tools to install at least **five** of the following to given working instructions: • side hung doors • mouldings • ironmongery • service encasement • prefabricated units or fitments • cladding or panelling • stair components.	261 Install second fixing components LO3, 3.2
Criteria 5c	
Select, use and maintain hand and power tools to erect at least **one** of the following to given working instructions: • inclined roof with gables • load bearing partitions • joists (ground, upper or flat roof), including coverings (flat roofs, decks, or floors).	262 Erect structural carcassing components LO3, 3.2

All of the following criteria must be covered.	
Criteria 5d	
Comply with organisational policies and procedures, in relation to workplace health, safety and welfare. This must include moving, handling and storing materials and resources safely and in line with organisational and product requirements.	Unit 252 Conform to general workplace health, safety and welfare LO5: 5.1, 5.2; LO6: 6.1, 6.2 Unit 254 Move, handle or store resources LO3: 3.1, 3.2, 3.3; LO5: 5.1, 5.2
Criteria 5e	
Comply with organisational security arrangements and procedures. Protect occupational resources and surrounding area from damage, this must include safe disposal of waste and/or packaging and maintaining a clean workspace.	Unit 252 Conform to general workplace health, safety and welfare LO7: 7.1 Unit 254 Move, handle or store resources LO4: 4.1, 4.2, 4.3
Criteria 5f	
Plan and complete the sequence of work by following organisational procedures, interpreting documents and using resources productively.	Unit 253 Conform to productive work practices LO5: 5.1, 5.2
Criteria 5g	
Demonstrate productive working and communication that contributes to good working relationships, being able to apply the principles of equality and diversity.	Unit 253 Conform to productive work

	practices LO4: 4.1, 4.2; LO6: 6.1, 6.2

Additional trade criteria requirements

Within this section, City & Guilds will list requirements of additional content, over and above the MAC, that must be covered. The table below identifies the minimum number of additional criteria from **each** unit that must be achieved, allowing employers and centres to select the criteria that are most appropriate to the task(s). Criteria selected to satisfy the below must be different from those specified in the table above.

Trade unit	Additional number of criteria to be covered
260 Install first fixing components	One criterion from two separate units
261 Install second fixing components	
262 Erect structural carcassing components	

Review assessment specification (MAC)

3. Review	Unit and Criteria Reference
Criteria 6	
Review work completed against the specification and success criteria – output fit for purpose, safe and in line with specification requirements. Considerations: tool and material selection, health and safety planning, waste disposal, timings, efficiency, fitness for purpose (quality of finish, safety of completed work, tolerances and industry standards).	Unit 251 Planning and reviewing work in the construction sector LO3: 3.1
Criteria 7	
Review achievement of timescales – reasons for delays if they occurred and what action could have been taken to prevent/avoid this.	Unit 251 Planning and reviewing work in the construction sector LO3: 3.1
Criteria 8	
Review of own performance – strengths, areas for improvement, lessons learnt (whether an alternative approach could have been taken). How effective their actions have been.	Unit 251 Planning and reviewing work in the construction sector LO3: 3.1
Criteria 9	
Review own communication in the working environment, how effective it has been.	Unit 251 Planning and reviewing work in the construction sector LO3: 3.1

Task specific guidance

Planning task

The **Task Planning Document** must be completed and agreed by the centre, employer/supervisor and learner prior to the project starting.

The assessment will be internally assessed and quality assured. The planning stage of this assessment must take place within a supervised office, classroom or other suitable environment that allows the learner to safely plan their work. Employers and/or centres must allocate a member of staff to supervise the planning element and ensure that all stated assessment conditions are met – this member of staff will also confirm/validate the time taken to complete each plan by signing the learner's planning documentation.

Learners must produce and submit, for initial assessment, planning documentation for all tasks agreed (a minimum of three work-based tasks). Initial assessment is to ensure that each plan achieves a threshold pass. The initial assessment must be completed before practical activity is undertaken for each plan, as outlined below.

As per the guidance provided to learners, planning evidence must be submitted as an electronic copy.

No set recording forms have been provided for written documentation, such as risk assessments or method statements. Employer-held or centre-based proformas must be used. **Learners must complete their own versions of these documents for assessment purposes, even if employers have already completed these** – learners must not have access to completed employer plans for the work being undertaken as part of assessment activity. **Learners must record the total time spent producing each plan; this must be validated by the person assigned to supervise the development of each plan.**

Assessors and employers must, as part of the assessment/task planning process, agree dates for the assessment of practical criteria in the workplace. Based on these plans**, assessors, employers and learners must agree a suitable time** to allow assessment and potential resubmission of this evidence before practical work-based tasks begin.

To support the manageability of ongoing assessment and potential resubmission, the assessor **must mark the planning element and confirm that a minimum threshold pass score has been achieved by gaining at least 1 mark for all criteria for each plan** (details of this can be found in the 'Marking and grading' section of this document).

Where a threshold pass score is not achieved for the planning evidence submitted for initial assessment, learners must be given time to revise their plan(s) and resubmit to meet the requirements for failed criteria and achieve a threshold pass – learners must be notified of the criteria they have failed but must not be given guidance on why or what action must be taken.

Learners must **achieve a threshold pass score for each plan** within the planning task.

Notification that a threshold pass score has been achieved for each plan must be provided to learners at an appropriate time before practical work is scheduled to start for each plan, ensuring there is no delay to their progression.

While all agreed tasks must be planned and submitted under the initial assessment, **only the plan for the largest task or job (where tasks are combined) which is undertaken as assessed work will contribute to the overall grade.** The largest job is considered to be the job from which the largest number of work-based task criteria will be evidenced for grading.

Learners will identify success criteria for the job(s) being undertaken. Where employer or customer success criteria exist, these must be incorporated into the learner's plan alongside their own success criteria and clearly identified as employer- or customer-set criteria.

The learner's plan must show that they have considered the criteria listed within the Planning element of the minimum assessment content (MAC). The learner's plan should cover:

- resource list including tools, materials and equipment needed to complete each task (considering cost and waste implications from a financial and environmental perspective)
- programme of work (with timelines) – the plan must indicate how long the learner estimates they will take to complete the task, how they plan to phase/order work and any milestones they wish to achieve (for example the main activities in a task)
- risk assessments and method statements (RAMS):
    - risk assessment including how risks could be managed
    - method statement identifying safe working methods that meet specification, statutory and contractual requirements
- success criteria for the task – what success will look like for the tasks from the perspective of quality of work, material usage and quality of finish.

The learner's submitted planning work will be assessed outside of the assessment visits against the criteria listed in the planning marking grid in Appendix 1.

Practical task (Performing)

This element of the assessment will include the learner showcasing the skills they have learned and acquired. The learner will use the plan that the employer has signed off to complete the work-based task(s).

The assessor will use an assessment plan as a basis for carrying out **a minimum of three assessment visits**. This will involve gathering evidence of the learner performing different skills and at different stages of the tasks, and/or examining their completed work. Assessment visits must be planned to allow assessment of all criteria listed within assessment plans. **Assessment visits must include direct observation of the learner** evidencing the criteria required.

Assessors must aim to assess work-based tasks (which may be combined into a larger job) at different stages to allow for the consideration of how both work and the learner are developing in assessment decisions. Assessors must aim to assess individual criterion in only one assessment visit as far as is feasible. However, some criteria are larger than others and require multiple tools, techniques, methods and materials, etc to be used. In this scenario, criteria may need to be assessed over multiple assessment visits and, where this is necessary, assessors must make a holistic assessment decision for criteria based on the performance of the learner across the assessment visits.

Direct observation of the learner is the primary assessment method; additional supporting evidence can be utilised but will be supporting evidence to assessment visits only and cannot be used as the only source of evidence for assessment criteria.

Requirements where direct observation is not possible:
If circumstances change and planned direct observation cannot take place, plans for another observation must be made. If direct observation of any criteria is not possible, a clear rationale for why this could not take place must be provided within a revised assessment plan, along with the alternative evidence type that will be used to evidence the criteria.

Additional supporting evidence can include:

- video evidence
- photographic evidence
- expert witness testimony from a designated employer representative.

The above additional supporting evidence must be produced and validated by a designated employer representative – this is to be agreed between the employer and centre, with a record of the representative's qualifications/level of experience provided to the assessor and retained by the internal assessor for quality assurance purposes.

Expert witness testimonies can be used to **support the assessment decisions of the assessor** for work completed prior to or between assessment visits related to the identified assessment tasks. A record of witness testimonies, where they occur, must be kept to support both internal and external quality assurance activity.

Witness testimony cannot be the sole means of evidence for assessment; observation of the learner and work product evidence must be made available to assessors during assessment visits.

Where these additional supporting evidence types are used, they must be valid, reliable and clearly attributable to the learner. Electronic copies of any additional evidence used to support assessment decisions must be retained to support internal and external quality assurance activities.

This evidence will be used to assist the assessor to make informed decisions regarding the learner's performance during the observed periods of assessment and the marking process.

Only work identified in the agreed assessment task(s) will be considered part of the evidence for the overall assessment and completed work will need to be validated by the designated employer representative.

The assessor will use the marking grids when assessing the learner's work. Please note, a scaling factor of two has been applied to the performing marking descriptors. For each visit, the assessor will mark the learner against the relevant section of the marking grid.

The assessor will need to plan carefully to ensure the learner's work can be inspected at appropriate stages.

The learner must always work safely when carrying out the practical task(s).

The learner's work will be marked using the MAC in the context of the specification. This specification will be relevant to the task and set by the employer. Examples of the specification include, but are not limited to:

- a recognised international standard
- a recognised code of practice
- Regulations and Industry Standards

- a work order or job sheet
- a manufacturer's handbook or manual
- internal company standard
- customer acceptance criteria.

Reviewing task

The purpose of this element is for the learner to reflect on and review the approaches they took towards completing the task(s) and the quality of the outcomes.

Learners must produce, and submit for assessment, a review for the largest task or job (where tasks are combined) undertaken as assessed work. The largest job is considered to be the job from which the largest number of work-based task criteria will be evidenced for grading.

As part of the review, learners can include witness testimony or client feedback and review that against their success criteria and lessons learned.

The learner's review must show that they have considered the criteria listed within the Review element of the minimum assessment content (MAC). The following provides a summary of the content that should be covered.

- How well they met their success criteria and task requirements set within the specification (set by their employer):
    - the appropriateness of their resource selection (including tools and materials) and usage (including cost and waste)
    - how well their RAMS met working practices
    - the fitness for purpose of their completed work.
- Whether their planned timescales were accurate, if not, why not, and what steps could have been taken to achieve this?
    - Whether their milestones were met, if not, why not, and what steps could have been taken to achieve this?
- A reflection on their own performance – strengths, areas for improvement, lessons learnt, overall quality of work completed and effectiveness of actions.
- How effective their communication with others was.

The learner's submitted review work will be assessed outside of the observations against the criteria listed in the reviewing marking grid.

General guidance

Timings

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

If the learner requires additional time to complete the assessment(s) due to illness/compassionate leave, then any consideration for this must be followed in line with the guidance provided on the **City & Guilds website**.

Conditions of assessment

The planning stage of this assessment will take place within a supervised office, classroom or other suitable environment that allows the learner to safely plan their work. Ensure that learners have access to IT equipment and appropriate resource materials in order for them to carry out comprehensive research to support their planning. These resource materials may include guidance notes, regulations and manufacturers' instructions.

The practical element of this assessment must be carried out in the workplace. Learners must be adequately supervised by their employer/supervisor and must work safely.

The review will be carried out within a supervised office, classroom or other suitable environment that allows the learner to review their work. Learners should have access to IT equipment and appropriate resource materials, which could be normative, industry or legislative source publications, or manufacturers' and trade-specific materials, enabling learners to carry out a comprehensive review.

Resit/resubmission

Resit: submission of a new piece of evidence against failed criteria.

Resubmission: submission of a revised piece of evidence for assessment.

Where a learner does not meet the requirements set within this assessment, evidence must be resubmitted. Learners must be provided the following time to complete work prior to resubmission:

- Planning: no more than the time originally taken to complete each planning task.
- Practical: no more than the time originally allocated to the task in the Task Planning Document to complete resit activities, as explained below.
- Review: no more than three hours to complete all work for resubmission.

Planning

Learners must achieve a threshold pass for all plans submitted.

If any plans do not meet a threshold pass, learners must be informed of the criteria failed and resubmit. When resubmitting, only criteria failed will be re-assessed within the resubmission.

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

Performing

Learners must pass all criteria listed within the Task Planning and Assessment Planning documents. If any criteria are failed, learners must resit to meet the assessment requirements. A new task must be set, with new Task Planning and Assessment Planning documents completed to identify the criteria to be reassessed.

If the criteria failed are listed within the MAC, then the specific criteria failed must be achieved as part of the resit. For example, if criterion 5a, listed within the MAC, was failed, the learner would have to produce new evidence to achieve 5a specifically.

If the criteria failed are not listed within the MAC and were selected as part of the additional trade criteria requirements, centres, employers and learners must agree on the criteria to be included within the resit task in line with the additional trade criteria requirements set – the failed criteria could be chosen, or new criteria that satisfy the additional trade criteria requirements could be selected. For example, if a learner failed criterion 3.1 from unit 260, they could either resit that specific criterion or select an alternative from the range of additional criteria, eg unit 261 criterion 3.1.

The criteria contained within the MAC and the Additional Trade Requirements can be found in the Assessment Specification section of this document (see pages 15-17).

New assessment visits must be planned and carried out.

A learner may not resubmit any work associated with a task in which they received a fail.
When resitting, learners can achieve the full range of marks for the criteria/criterion being assessed.

Review

Learners must pass all review-related criteria. If any of these criteria are failed, learners must resubmit their work following a period of learning to address any knowledge or skills gaps identified, allowing them to improve their work to reach the standard required. When resubmitting work, only the areas failed on the first attempt will be reassessed. Learners can achieve the full range of marks available for the criteria/criterion being assessed.

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.

Where a learner fails to follow correct health and safety practices and procedures during the project assessment, the assessment must be stopped and the learner advised of the reasons why. The learner must 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 (EQA).

Task planning document

Task planning forms have been provided within Appendix 2.1 of this document.

These must be used to support in planning tasks to evidence the criteria selected.
Within these, providers and employers will provide an overview of the task to be completed, the planned duration of the task, the actual duration of the task, and the criteria that will be evidenced by each task.

Task planning exemplar

Learner name:			
Assessor name:			
What the learner will do (Task)	Construct a modern trussed roof structure		
Overview of task elements	*Commissioned to erect a modern trussed roof structure and roof line on a new domestic dwelling using pre-formed manufactured roof trusses and specified materials.* *Install and secure wall plates to existing wall and mark out truss positions using a pre-marked gauge batten.* *Fix truss clips.* *Install first truss, plumb with a temporary brace.* *Install remaining trusses in line with spacing guidance set and matching the marking out gauge batten on the wall plate, ensuring each truss is plumb.* *Brace trusses, including longitude and diagonal bracing, in line with manufacturers drawings and specifications.* *Ensure all rafter feet are in line and trusses are erected to the same hand.* *Install noggins and restraint straps, nail all truss clips.* *Install fascia and soffit, including relevant framework, to roof eaves finishing in line with drawing guidance.*		
Note: All work must be accessible and visible to be included in the assessment observation, any work not accessible/visible will need to be completed again.			
Planned date of practical assessment		**Submission date for planning evidence**	
Planned duration	*14 hours*	**Actual duration**	*14 ½ hours*
Minimum assessment content (MAC) to be demonstrated	• MAC criteria 5a – Unit 260 Install first fixing components LO3: 3.2 (roof verge and eaves) • MAC criteria 5c – Unit 262 Erect structural carcassing components LO3: 3.2 (inclined trussed roof with gables) • MAC criteria 5e – Unit 252 Conform to general workplace health, safety and welfare LO5: 5.1, 5.2; LO6: 6.2, 6.2; Unit 254 Move, handle or store resources LO3: 3.1, 3.2, 3.3; LO5: 5.1, 5.2 • MAC criteria 5f – Unit 252 Conform to general workplace health, safety and welfare LO7: 7.1: Unit 254 Move, handle or store resources LO4: 4.1, 4.2, 4.3		

	• MAC criteria 5g – Unit 253 Conform to productive work practices LO5: 5.1, 5.2 • MAC criteria 5h – Unit 253 Conform to productive work practices LO4: 4.1, 4.2; LO6: 6.1, 6.2
Additional trade criteria requirements to be demonstrated	• Unit 260 Install first fixing components, LO3: 3.1; Unit 262 Erect structural carcassing components, LO3: 3.1

I confirm these tasks are in line with the industry requirements and standards and will satisfy the minimum assessment content (MAC) as detailed above:

Assessor signature	A Sessor	**Date**	*01/01/26*
Learner signature	J Bloggs	**Date**	*01/01/26*
Employer/Supervisor signature:	D Jones	**Date**	*01/01/26*

Assessment plan

An Assessment planning form has been provided in Appendix 2.2.

The assessor must use this document when working with the employer and provider to plan which tasks and criteria will be assessed at each assessment visit.

Assessment plans will include assessment of the performing element of the project only. Assessment of planning and review sections will happen outside of assessment visits and so do not need to be included in assessment plans.

Assessment forms

Assessor notes and assessor narrative forms have been provided in Appendix 2 of this document. These must be used to record assessment activities and decisions and retained for quality assurance purposes.

Marking and grading

Using the marking grid

For the planning, performing and review elements of the project, assessors must use the planning, performing and review sections of the marking grid below to award a mark of 0–2 for each criterion listed.

Please note that a scaling factor is applied to the performing element of this assessment; this includes multiplying the score achieved by two, as indicated in the marking grid below. This must be applied once marks have been awarded for each criterion within the relevant elements.

The assessor must indicate the mark awarded for each criterion, total these up per section and then complete the mark calculation table to establish an overall mark. The assessor must then use this overall mark, provided all assessed criteria have been achieved, to determine the overall project grade using the grading table.

Marking grid

Learners must achieve at least a pass in all criteria selected for the assessment.
Grading descriptors for this element:

Mark	Descriptor
Fail:	Does not meet specification.
Pass:	Learner demonstrates **realistic and appropriate** planning that **supports** the achievement of project tasks within the **overall time**. The plan includes **consideration** of safe systems of work within RAMS and **resource lists** which contain **sufficient information** and are **fit for purpose**. Learner completes tasks **meeting the minimum requirements of the specification** (as outlined on page 21) while **ensuring safe working** and **complying with organisational policy and procedure, at all times.** Learner demonstrates **meaningful review** of **relevant aspects** of work undertaken, accurately identifying their strengths and areas for improvement opportunities. *Example – performing element: learner meets the minimum specification but shows limited concern for waste, presentation of work and tidiness of work and site.*
Exceeded:	In addition to the Pass descriptor: Learner demonstrates **a detailed approach** to planning that **effectively supports** achievement of project tasks. Plans include **individual task milestones**, **detailed** safe systems of work within RAMS and **resource lists** to support the completion of the project tasks. The resource lists specify quantities, relevant dimensions and considerations for cost and waste, demonstrating effective planning and resource management. Learner **excels and achieves a precise and accurate outcome** in work. Meeting and **exceeding the minimum** requirements of the specification (as outlined on

	page 21) by **demonstrating consideration for aesthetics, quality of finish and efficient use of tools and materials**. Learner demonstrates **considered and detailed review** of their performance **across all aspects of work** undertaken. The review **links the impact of their own performance** on the achievement of requirements (within the specification and learner set success criteria), considering specific lessons learnt and whether alternative approaches could have been taken. *Example – performing element: learner achieves criterion, exceeding the specification, showing due concern for waste, taking steps to limit this. Learner produces precise and accurate outcomes and dedicates attention to ensuring work is fit for presentation to employer/customer, maintaining a tidy work and site area as they go.*

Marking grids for the Planning, Practical and Review elements of the project can be found in Appendix 1 of this document.

Determining overall grade

The assessor will grade the learner using the table below.

Learners must achieve the threshold pass mark **by achieving at least one mark in all required criteria** within each section of the project to achieve a grade.

Marking and grading information for the trade project is provided in Appendix 1 of this document; these utilise the grade boundaries identified below:

Mark boundary	Grade	Points
40	D3	7
36–39	D2	6
32–35	D1	5
30–31	M2	4
28–29	M1	3
26–27	P2	2
24–25	P1	1

Notification of this provisional grade must 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 City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

5. Grade aggregation

This qualification is graded **Pass**, **Merit** or **Distinction**. If a learner fails, they will not receive a certificate.

The grade aggregation process is completed by City & Guilds. The information below explains how this process works and is to support understanding of how the overall qualification grade is calculated.

The overall qualification grade is based on an aggregation of the learner's achievement in the mandatory graded assessments (the On-screen Assessment and Practical Project).

All assessments must be achieved at a minimum of a P1 grade for the qualification to be awarded. Learners who fail to reach the minimum standard for a P1 grade for an assessment will not have a qualification grade awarded and will not receive a qualification certificate.

Assessment method grade scale percentage contribution

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

On-screen Assessment	20%
Practical Project	80%

Calculating points values for assessments

The mark a learner achieves for the Practical Project 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.

A range of points within the Pass, Merit and Distinction boundaries are accessible to learners 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
On-screen Assessment	32	D1	5
Practical Project	30	M2	4

Assessment marking and grading

Using the table below, we can overlay the grades the learner achieved for each assessment and get weighted points, which will be used for the overall grade.

Assessment grade	Weighted points	
	On-screen Assessment	Practical Project
D3	1.4	5.6
D2	1.2	4.8
D1	1.0	4.0
M2	0.8	3.2
M1	0.6	2.4
P2	0.4	1.6
P1	0.2	0.8
Fail	0	0

- On-screen Assessment = 1.0
- Practical Project = 3.2

Overall qualification grade

Weighted points from each graded assessment are then combined to provide a total weighted points score for the qualification; this table identifies how this translates into an overall qualification grade:

Total weighted points score 1.0 + 3.2 = **4.2**

Total weighted points	Grade
7	Distinction
6	Distinction
5	Distinction
4	Merit
3	Merit
2	Pass
1	Pass

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 must be submitted to City & Guilds.

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
On-screen Assessment (8042-712/762)	Learner completes the On-screen Assessment using the City & Guilds platform. Assessments are automatically marked, and a grade will be provided.	Assessment auto-marked with result issued by City & Guilds.
Practical Project (8042-713)	Centre awards marks for planning, practical and review 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.	Practical Project grade confirmed and submitted to Walled Garden by the centre.

City & Guilds will carry out grade aggregation and award the 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 results for the Practical Project (and successful completion of the On-screen Assessment) to City & Guilds.

Employer confirmation

Learners must have successfully gained their employer confirmation before a qualification certificate can be issued. More information on this process and the Employer Confirmation Guide required to complete this can be found on the **Skills for Wales website.**

Appendices

1. Minimum Assessed Content (MAC) and Marking grid
2. Practical Project recording forms
   2.1 Task planning forms
   2.2 Assessment planning forms
   2.3 Assessment recording forms
3. On-screen Assessment specification

1. Practical Project – Performing – Minimum Assessment of Content (MAC)

The table below contains the MAC for the Practical Project.

Within this section, where reference is made to 'given working instructions' this relates to the specification utilised for the work completed (details of what this specification can be is available on page 21 of this document).

The project task must take place over approximately 28 hours – *mandatory criteria (trade and H&S) and additional criteria.*
Observation must take place over a minimum of three assessment visits and direct observation must take place within each visit to observe the criteria identified within the learner assessment visit plan.

Learner name:	
Assessor name:	

Site Carpentry marking grid – Planning MAC

	Grading options	Mark awarded
Criteria 1 Unit 251 Planning and reviewing work in the construction sector LO1: 1.2, LO2: 2.1		*Learners must only be assessed in line with the observation plan*
Produce a resource list that identifies tools, equipment and materials required to complete the task (considering cost and waste implications).	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 2 Unit 251 Planning and reviewing work in the construction sector LO1: 1.3, LO2: 2.2		
Produce a programme of work with realistic timelines and milestones.	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 3 Unit 251 Planning and reviewing work in the construction sector LO2: 2.2		
Produce a risk assessment to identify key potential risks to health and safety and suitable control measures, and a method statement to identify safe systems of work which will be used to complete the task.	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 4 Unit 251 Planning and reviewing work in the construction sector LO2: 2.3		
Set success criteria for the task; identify appropriate success criteria for the task which are achievable and measurable, including smaller milestones which identify key activities, material usage, and quality of finish etc that support the learner in successfully completing the task and meeting the specification.	Fail = 0 Pass = 1 Exceeded = 2	
Overall mark (Max 8 marks)		

Site Carpentry marking grid – Practical MAC

Two out of the following three criteria must be achieved.	**Grading options**	**Mark awarded**
Criteria 5a Unit 260 Install first fixing components LO3: 3.2		*Learners must only be assessed in line with the observation plan*
Select, use and maintain hand and power tools to install at least **three** of the following to given working instructions: • frames (door or window – including window board/cill) • linings (door or hatch) • floor joist coverings or flat roof decking • partitions • staircases • roof verge and eaves finishings.	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 5b Unit 361 Install second fixing components LO3: 3.2		
Select, use and maintain hand and power tools to install at least **five** of the following to given working instructions: • side hung doors • mouldings • ironmongery • service encasement • prefabricated units or fitments • cladding or panelling • stair components.	Fail = 0 Pass = 1 Exceeded = 2	

Criteria 5c Unit 262 Erect structural carcassing components LO3: 3.2		
Select, use and maintain hand and power tools to erect at least **one** of the following to given working instructions: • inclined roof with gables • load bearing partitions • joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors).	Fail = 0 Pass = 1 Exceeded = 2	
Marks achieved (Max 4 marks)		
Overall mark = marks achieved x 2 (scaling factor) (Max 8 marks)		

All of the following criteria must be achieved.	Grading options	Mark awarded
Criteria 5d Unit 252 Conform to general workplace health, safety and welfare LO5: 5.1, 5.2; LO6: 6.1, 6.2 Unit 254 Move, handle or store resources LO3: 3.1, 3.2, 3.3; LO5: 5.1, 5.2		*Learners must only be assessed in line with the observation plan*
Comply with organisational policies and procedures, in relation to workplace health, safety and welfare. This must include moving, handling and storing materials and resources safely and in line with organisational and product requirements.	Fail = 0 Pass = 1	
Criteria 5e Unit 252 Conform to general workplace health, safety and welfare LO7: 7.1 Unit 254 Move, handle or store resources LO4: 4.1, 4.2, 4.3		
Comply with organisational security arrangements and procedures. Protect occupational resources and surrounding area from damage, this must include safe disposal of waste and/or packaging and maintaining a clean workspace.	Fail = 0 Pass = 1	
Criteria 5f Unit 253 Conform to productive work practices LO5: 5.1, 5.2		
Plan and complete the sequence of work by following organisational procedures, interpreting documents and using resources productively.	Fail = 0 Pass = 1	
Criteria 5g Unit 253 Conform to productive work practices LO4: 4.1, 4.2; LO6: 6.1, 6.2		
Demonstrate productive working and communication that contributes to good working relationships, being able to apply the principles of equality and diversity.	Fail = 0 Pass = 1	
Marks achieved (Max 4 marks)		
Overall mark = marks achieved x 2 (scaling factor) (Max 8 marks)		

Site Carpentry marking grid – Practical additional trade criteria requirements

Please add the criteria chosen to meet the additional trade criteria requirements to the table below and record assessment decisions.

One criterion from two separate units (Units 260–262).	**Grading options**	**Mark awarded**
Criteria 5h		*Learners must only be assessed in line with the observation plan*
	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 5i		
	Fail = 0 Pass = 1 Exceeded = 2	
Marks achieved (Max 4 marks)		
Overall mark = marks achieved x 2 (scaling factor) (Max 8 marks)		
Total practical mark (Max 24 marks)		

Site Carpentry marking grid – Review MAC

	Grading options	Mark awarded
Criteria 6 Unit 251 Planning and reviewing work in the construction sector LO3: 3.1		*Learners must only be assessed in line with the observation plan*
Review work completed against the specification and success criteria – output fit for purpose, safe and in line with specification requirements. Considerations: tool and material selection, health and safety planning, waste disposal, timings, efficiency, fitness for purpose (quality of finish, safety of completed work, tolerances and industry standards).	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 7 Unit 251 Planning and reviewing work in the construction sector LO3: 3.1		
Review achievement of timescales – reasons for delays if they occurred and what action could have been taken to prevent/avoid this.	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 8 Unit 251 Planning and reviewing work in the construction sector LO3: 3.1		
Review of own performance – strengths, areas for improvement, lessons learnt (whether an alternative approach could have been taken). How effective their actions have been.	Fail = 0 Pass = 1 Exceeded = 2	
Criteria 9 Unit 251 Planning and reviewing work in the construction sector LO3: 3.1		
Review own communication in the working environment, how effective has it been.	Fail = 0 Pass = 1 Exceeded = 2	
Overall mark (Max 8 marks)		

Once this assessment has been completed and assessment decisions made and marks awarded (including the use of any scaling factors, shown in the tables above), please use the tables and recording forms below to calculate the learner's provisional grade for the Practical Project.

The assessor must use these tables to calculate a provisional grade for the learner. Notification of this provisional grade must 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 City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Mark calculation

Element	Planning	Performing	Reviewing
Practical Project	/8	/24	/8
Threshold pass mark	4	16	4
Overall total	/40		

Mark achieved
Provisional grade awarded

Learners must achieve a threshold pass mark **by achieving at least one mark in all required criteria** in each element. If the learner fails to achieve the minimum mark in any element, they will be referred in that element and will need to be reassessed in line with the resit policy.

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

Provisional grade determination

The overall score can be calculated using the table below.

Mark boundary	Grade	Points
40	D3	7
36–39	D2	6
32–35	D1	5
30–31	M2	4
28–29	M1	3
26–27	P2	2
24–25	P1	1

Provisional grade confirmation

Learner name:	
Learner signature:	
Assessor name:	
Assessor signature:	
Date:	

2. Practical Project – Recording forms

2.1 Task planning forms

Task X (Use this table to create task planning forms as required)

Learner name			
Assessor name			
What the learner will do (Task)			
Overview of task elements			
Note: All work must be accessible and visible to be included in the assessment observation. Any work not accessible/visible will need to be completed again.			
Planned date of practical assessment		**Submission date for planning evidence**	
Planned duration		**Actual duration**	
Units and criteria to be covered			
Minimum assessment content (MAC) covered (Specify any of the MAC completed within this job listed in the accompanying tables.)			
I confirm these tasks are in line with the industry requirements and standards and will satisfy the minimum assessment content (MAC) as detailed above:			
Assessor signature		**Date**	
Learner signature		**Date**	
Employer/Supervisor signature		**Date**	

2.2 Assessment planning forms

The assessor must liaise with the learner and the employer to decide which tasks are to be assessed during each assessment visit. The form below must be used to capture this information.

Additionally, the unit and criteria that will be assessed during each assessment visit must be recorded in the area provided.

Assessment of planning and review sections **will happen outside of the observations** and so **do not need to be included in the table** below.

This plan must be completed prior to conducting any assessment visits.

Learner name			
Assessor name			
Section 1			
Section 1 will be used to indicate which tasks are assessed during each assessment visit, and the planned evidence types that will be gathered at each visit. Where direct observation of any criteria is not used, a clear rationale must be provided explaining why, with alternative evidence types planned to be gathered listed instead. If more than three tasks are planned, please expand the table below to allow these to be referenced. If more than three assessment visits are required, please add extra columns to this table to allow information to be recorded.			
Task number	**Assessment visit 1**	**Assessment visit 2**	**Assessment visit 3**
Task 1			
Task 2			
Task 3			
Task #			
Section 2			
Section 2 will be used to indicate which criteria will be assessed during each assessment visit. Insert any additional trade criteria evidenced in the grid below and identify which assessment visit they will be assessed in.			
	Indicate here which assessment visit and task will assess each criterion.		Indicate here which assessment visit and task will assess each criterion.
eg Criteria 5a			

2.3 Assessment recording forms

Use the following table to record notes of each observation. These notes are not marked, nor do they form any contribution to a grade, but they can be used by the assessor in developing the overall narrative and grade for the learner.

Learner name	
Assessor name	
Assessment visit 1 notes	
Assessment visit 2 notes	
Assessment visit 3 notes	

Assessor narrative

Use the box below to provide a narrative on the learner's performance across the whole project. This narrative must take the scores given during the observations into account but should focus on a holistic view of the project in its entirety. Details to be included are the learner's:

- technical skill and ability
- care of tools, equipment and other work areas
- knowledge and understanding of the project
- attitude and approach to the project
- approach to how obstacles were overcome
- environmental awareness
- lessons learnt from the project.

The assessor must also include a justification for the grade given.

Learner name	
Assessor name	
Assessor narrative of the project	

3. On-screen Assessment specification

Level 2 on-screen test – Site Carpentry Assessment Specification (8042-712/762) Assessment type: Multiple choice Number of marks: 40 Time: 60 minutes		
Unit	**Learning outcome**	**Number of marks**
250: Construction workplace practices in Wales	1. Know the trade bodies and organisations within the construction sector	**4**
	2. Understand the relationship between trades and the environment	
	3. Understand connected practice in the construction industry	
251: Planning and reviewing work in the construction sector	1. Determine costs, resource and time requirements	**1**
252: Conform to general workplace health, safety and welfare	1. Understand workplace health, safety and welfare	**4**
	2. Understand how to recognise hazards	
	3. Understand organisational policies and procedures	
	4. Understand how to implement security arrangements	
253: Conform to productive work practices	1. Understand how to communicate with others	**3**
	2. Understand how to follow procedures	
	3. Understand how to maintain good work relationships	
254: Move, handle or store resources	1. Understand how to interpret information	**2**
	2. Understand resource selection	
259: Site carpentry core knowledge	1. Understand how to interpret and maintain information	**11**
	2. Understand safe work practices	
	3. Understand how to minimise the risk of damage	
	4. Understand working to deadlines	
260: Install first fixing components	1. Understand resource selection	**5**
	2. Understand working to a contract specification	
261: Install second fixing components	1. Understand resource selection	**5**
	2. Understand working to a contract specification	
262: Erect structural carcassing components	1. Understand resource selection	**5**
	2. Understand working to a contract specification	

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About City & Guilds | EAL

City & Guilds and EAL are two awarding bodies who have come together to collaborate on the development of a suite of construction and building services engineering qualifications for Wales.

We bring almost 150 years' experience of developing qualifications and assessments in the construction and built environment sector. City & Guilds and EAL have always shared a great relationship, so this really is a proven partnership that is truly focused on supporting the sector to meet the opportunity that the future holds.

We strongly believe in empowering people with opportunities for the future, and our aims of this new suite of qualifications are to help people get into a job, get on in the job and go further.

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