

Level 2 Award in Contact Dermatitis Prevention (6911-02)



Qualification handbook

500/5107/6

www.cityandguilds.com
September 2008
Version 1.0

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1 About this document

This document contains the information that centres need to offer the following Certificates:

Level 2 Award in Contact Dermatitis Prevention (6911-02)

QCA accreditation number **500/5107/6**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.

2 About the qualification

2.1 Accreditation details

Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority at Level 2 of the QCF

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

2 About the qualification

2.2 Aims of the qualification

The aim of this unit is to increase the learner's awareness of work related contact dermatitis. Those working in industries such as: cleaning, hairdressing, catering and beauty therapy are more likely to develop contact dermatitis than in any other occupations. Contact dermatitis is an occupational risk and can affect home life, social life and future career opportunities, as well as being painful and debilitating.

The knowledge acquired by the learner will enable them to understand and explain the signs and symptoms of contact dermatitis, its causes and methods of prevention.

The aims of this qualification are to:

- meet the needs of candidates who work or want to work as hairdressers, beauty therapists, caterers or cleaners in the service industries sector
- provide valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence.

2 About the qualification

2.3 Sources of information and assistance

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- **Online catalogue/shop** contains details of general regulations, registration and certification procedures and fees.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail

Query types

learnersupport@cityandguilds.com

all learner enquiries, including

- requesting a replacement certificate
- information about our qualification
- finding a centre.

centresupport@cityandguilds.com

all centre enquiries

walledgarden@cityandguilds.com

all enquiries relating to the Walled Garden, including

- setting up an account
- resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualification.

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

4 Centre requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 6 for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 6 for further information.

Centres already offering City & Guilds qualifications in this subject area

There is **no** fast track approval provision for this qualification.

Existing centres wishing too offer this qualification must use the **standard** Qualification Approval Process.

4 Centre requirements

4.2 Resource requirements

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer / tutor
- assessor
- internal verifier

Staff delivering the qualifications

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of www.cityandguilds.com.

Staff delivering this qualification must also be able to demonstrate that they meet the following occupational expertise requirements:

- be technically competent in the area for which they are delivering training and/ or have experience of providing training. This knowledge must be at least to the same level as the training being delivered.

Centre staff may undertake more than one role eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

4 Centre requirements

4.3 Administration, registration and certification

QCF Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from www.cityandguilds.com/QCFIT

Learners are awarded credit for the unit they have completed which is recorded on their QCF Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish; provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

City & Guilds' administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News is available on the website (www.cityandguilds.com).

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval* and in the *Online Catalogue*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificates of unit credit (CUCs)

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.4 Rules of combination.

4 Centre requirements

4.4 Quality assurance

This information is a summary of quality assurance requirements.

Providing City & Guilds qualifications and in the *Centre toolkit* provide full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

External quality assurance for the qualification will be provided by City & Guilds external verification process.

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds' external verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between verifiers and share good practice.

City & Guilds external verifiers use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way that

- best meets the needs and capabilities of their candidates
- which satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

5 Course design and delivery

5.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

6 Relationships to other qualifications

6.1 Personal, Learning and Thinking Skills (PLTS)

Candidates taking this qualification will demonstrate PLTS in the following areas:

Unit number	Personal, Learning and Thinking Skills Areas					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
001			✓		✓	

7 Assessment

7.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- **one** externally set multiple-choice test covering unit 001.

Further guidance about the test and the papers can be found in a separate document called 'assessment pack'

The test specification for the qualification is below:

Duration: 45 minutes

Unit number	Outcome	No. of questions	%
001	1 Identify the characteristics and causes of contact dermatitis	17	57
001	2 Explain how to prevent contact dermatitis	13	43
Total		30	100

Grading and marking

The multiple-choice question paper is pass/fail. The marking guide and pass mark is provided in a separate document called 'answer pack'

8 Units

8.1 About the units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- statement of guided learning hours
- assessment and grading
- learning outcomes which are comprised of a number of practical and/or knowledge based assessment criteria
- guidance notes.

Level: 2

Credit value: 1

Unit aim

The aim of this unit is to increase the learner's awareness of work related contact dermatitis. Contact dermatitis is an occupational risk and can affect home life, social life and future career opportunities, as well as being painful and debilitating.

The knowledge acquired by the learner will enable them to understand and explain the signs and symptoms of contact dermatitis, its causes and methods of prevention.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

- identify the characteristics and causes of contact dermatitis
- explain how to prevent contact dermatitis.

Guided learning hours

It is recommended that **9** hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment and grading

This unit will be assessed by:

Externally set, internally marked multiple choice test covering the underpinning knowledge. This is pass/fail only

Unit 201

Contact dermatitis prevention

Outcome 1

Identify the characteristics and causes of contact dermatitis

Underpinning knowledge

The candidate will be able to:

- 1 define **contact dermatitis**
- 2 identify the **early signs and symptoms** of contact dermatitis
- 3 identify the **developing signs and symptoms** of contact dermatitis
- 4 state the **causes of irritant contact dermatitis**
- 5 state the **causes of allergic contact dermatitis**
- 6 describe what is meant by **wet work**
- 7 list the **tasks** associated with wet working
- 8 state how the skin is **exposed to substances**.

Range

Contact dermatitis

Inflammatory condition of the skin that can vary in severity, not infectious.

Early signs and symptoms

Dryness, itching, redness.

Developing signs and symptoms

Flaking, scaling, cracking, bleeding, blistering.

Causes of irritant contact dermatitis

External factors; wet work, chemicals, cleaning products, washing products.

Causes of allergic contact dermatitis

perfumes, preservatives, nickel, latex.

Irritant contact dermatitis

Chemicals, wetwork (repetitive washing), cumulative reaction, harsh chemicals.

Allergic contact dermatitis

Sensitising chemicals – allergic reaction, delayed reaction, for life.

Wetwork

Repetitive washing, long term exposure to: warm water, chemicals, washing/cleaning.

Tasks

Washing, cleaning, basic housekeeping.

Exposed to substances

Direct handling, touching contaminated surfaces, splashing, depositing, soiled gloves.

Unit 201

Contact dermatitis prevention

Outcome 2

Explain how to prevent contact dermatitis

Underpinning knowledge

The candidate will be able to:

- 1 outline the relevant **health and safety legislation**
- 2 state **employees health and safety responsibilities**
- 3 state **employers health and safety responsibilities**
- 4 describe the **steps** to prevent contact dermatitis.

Range

Health and safety legislation

Health and Safety at Work Act, Personal Protective Equipment at Work Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR).

Employee health and safety responsibilities

Safe working equipment, safe working environment, PPE.

Employers health and safety responsibilities

Information, instruction and training on risks and precautions

Steps

Avoid, Protect, Check www.hse.gov.uk/pubns/indg233.pdf

Unit 201 Contact dermatitis prevention

Notes for guidance

For further information for industry specific guidance see:

Appendix 1 Hair

Appendix 2 Beauty

Appendix 3 Catering

Appendix 4 Cleaning

Appendix 1 Industry specific guidance - Hair

Causes of allergic contact dermatitis in Hairdressing

Persulphate salts – bleaching agents, oxidising agents

Paraphenylenediamine (PPD) – Permanent Hair Colourants

Resorcinol – Hair dyes

Glyceryl thioglycolate/thioglycolate salts – Perm lotion

Sodium Hydroxide – Hair straighteners and relaxers

Sodium Bromate – Oxidising agent

Hydrogen Peroxide – Oxidising agent

Perfumes – Products and cosmetics

Preservatives – Products and cosmetics

Detergents – Shampoo, soap

Nickel - Tools, equipment and jewellery

Latex gloves

Habia: Dermatitis information

http://www.habia.org/news_article.asp?numRecordPosition=1&P_ID=857&strPageHistory=cat&strKeywords=&SearchFor=&PT_ID=245

Habia: Dermatitis Booklet

http://www.habia.org/news_article.asp?numRecordPosition=3&P_ID=859&strPageHistory=cat&strKeywords=&SearchFor=&PT_ID=245

HSE website

www.hse.gov.uk/pubns/indg233.pdf

HSE website

www.badhandday.gov.uk

Appendix 2 Industry specific guidance - Beauty

Causes of allergic contact dermatitis in Beauty Therapy

Persulphate salts – bleaching agents, oxidising agents

Hydrogen Peroxide – Oxidising agent

Paraphenylenediamine (PPD) – Permanent Hair Colourants for Lash and Brow treatments

Perfumes – Products and cosmetics

Preservatives – Products and cosmetics

Detergents – Shampoo, soap

Nickel – Tools, equipment and jewellery

Latex gloves

Habia: Dermatitis information

http://www.habia.org/news_article.asp?numRecordPosition=1&P_ID=857&strPageHistory=cat&strKeywords=&SearchFor=&PT_ID=245

Habia: Dermatitis Booklet

http://www.habia.org/news_article.asp?numRecordPosition=3&P_ID=859&strPageHistory=cat&strKeywords=&SearchFor=&PT_ID=245

HSE website

www.hse.gov.uk/pubns/indg233.pdf

Appendix 3 Industry specific guidance - Catering

Contact dermatitis can effect staff working in the following areas of work

Chefs
Cooks
Kitchen and catering assistants
Counter service staff
Bar staff
Waiters and waitresses
Housekeeping and general cleaning

Causes of allergic contact dermatitis in Catering

Water - prolonged contact
Detergents, soap
Latex Gloves
Rubber gloves
Food including the following meat, poultry fish, shellfish, vegetables, fruits flour, dough, sugar
spices herbs and seasonings
Nickel – coins etc
Chemicals and cleaners
Hand sterilizes – isopropyl alcohol

HSE website

www.hse.gov.uk/pubns/indg233.pdf

Appendix 4 Industry specific guidance - Cleaning

Causes of allergic contact dermatitis in Cleaning

Wetwork – when an area of the body i.e. the hands are in contact with water and a combination of soaps, detergents or solvents and the skin is eventually stripped of its natural protection.

Detergents and Soaps – when added to water, increases its cleaning performance by improving the ability of the water to dissolve greasy substances.

- Detergents – most detergents in the cleaning industry are synthetic products derived from petrochemicals.
- Soap – available in a number of forms, soft soap, liquid soap, hard soap, toilet soap and soap flakes. Animal fats boiled with sodium hydroxide or potassium hydroxide (soft soap).

Disinfectants – products may be based upon hypochlorides, phenolics, peroxides iodine complexes, ammonium compounds and detergents.

Bleaches – based upon perborates (laundry detergents), peroxides, hypochlorites and peroxsulphates.

Washing Powders – including sodium dodecylbenzene sulphonate.

Acid Cleaners – having a pH of 0-7. Used in the descaling of sanitary ware, cleaning of bricks, some stain removal and neutralising of floors after an alkaline stripper. Can contain phosphoric, hydrochloric sulphurous and sulphamic acids.

Alkaline Cleaners – having a pH of 7-14. Examples are ammonia a weak alkali and caustic soda (sodium hydroxide) a strong alkaline. Hard surface cleaners tend to be alkaline cleaners.

Inappropriate practice on hand washing and hand drying.

Gloves – rubber, latex and vinyl.

Relevant Legislation

The Health and Safety at Work etc Act 1974

The Control of Substances hazardous to health Regulations 2002

The Management of Health and Safety at work Regulations 1999 (risk assessments).

HSE websites

www.hse.gov.uk/cleaning - Health and Safety in the cleaning industry.

www.hse.gov.uk/pubns/indg233.pdf - general information.

www.hse.gov.uk/pubns/cais22.pdf - safe use of chemicals in the hospitality industry.

www.hse.gov.uk/skin - information on COSHH regulations

www.hse.gov.uk/pubns/indg330.pdf - Selecting protective gloves for work with chemicals.

Appendix 5 Sources of information about level accreditation, qualification and credit frameworks and level descriptors

Please visit the following websites to find current information on accreditation, qualification level descriptors and national qualification and credit frameworks and in each country.

Nation	Framework	Who to contact	Websites
England	Qualification and Credit Framework (QCF)	The Qualifications and Curriculum Authority	www.qca.org.uk
Wales	The Credit and Qualifications Framework for Wales (CQFW)	The Department for Education, Culture and Welsh Language (DECWL)	www.wales.gov.uk
Northern Ireland	Qualification and Credit Framework (QCF)	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 6 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

Appendix 7 Summary of City & Guilds assessment policies

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 candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the Qualifications and Credit Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 8 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the The Department for Education, Culture and Welsh Language (DECWL): www.wales.gov.uk</p>	<p>Contact the The Department for Education, Culture and Welsh Language (DECWL): www.new.wales.gov.uk</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Contact the Department for Employment and Learning at www.delni.gov.uk.</p>

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