

City & Guilds Level 2 Apprenticeship Assessment for Administration Assistant (9562-12)

Standard: ST1472

Assessment Plan: Version 2.0

QN: 610/7810/4

Apprenticeship Assessment Handbook – DRAFT

Last modified August-2026/v.1.0

For external use

Qualification at a glance

Subject area	15.2 Administration
City & Guilds number	9562-12
Age group approved	16+ 18+ 19+
Entry requirements	None specified by City & Guilds
Assessment	Portfolio Question and answer
Grading	Distinction/Pass/fail
Approvals	Full approval Fast track approval
Support materials	Portfolio assessment pack Question and answer assessment pack
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number
City & Guilds Level 2 Apprenticeship Assessment for Administration Assistant	9562-12	610/7810/4

Version	Summary of changes	Section
1.0 August 2026	Draft Interim Guidance	All

DRAFT

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1. Introduction

Introduction to this document

This interim handbook is intended to provide guidance to help centres prepare for Centre and/or Qualification Approval to offer the City & Guilds Level 2 Apprenticeship Assessment for Administration Assistant (9562-12).

The document includes information to support centres in preparing to deliver the apprenticeship assessment, including initial guidance on learner preparation and programme planning. This interim version will be replaced in September 2026 by the full handbook, which will include details of all assessment requirements.

Occupation summary

This occupation is found in all sectors and industries and includes all sizes of organisations from small to large businesses. Assistant administrators have a highly transferable set of knowledge, skills and behaviours that can be applied across the public, private and third sector.

The broad purpose of the occupation is to carry out routine administration tasks that support operations. The work is carried out under supervision following set procedures for tasks. An assistant administrator is an integral part of the team and organisation responsible for supporting the efficient organisational functions and operations. The assistant administrator is responsible for assisting colleagues with routine duties. These can vary depending on the team structure and size of business. They use digital systems and tools to collate, extract and enter data. An assistant administrator's work can include tasks such as routine data entry and providing support to team members to help ensure that daily activities are carried out within agreed timescales and quality expectations. They may also work, under supervision, more widely in the organisation to meet organisational priorities. They represent the organisation when dealing with internal and or external stakeholders.

In their daily work, an employee in this occupation interacts with colleagues, supervisors, senior managers, clients, customers, contractors, suppliers, service users, and government agencies. Within their organisation they may be asked to work with or act as a point of contact for other departments and colleagues within the organisation such as IT departments, finance and human resources. They must be able to take and respond to feedback from their supervisor in order to meet the needs of the organisation. Assistant administrators are flexible responding to organisational priorities and changing needs. They may have access to sensitive information respecting organisational and personal information.



An employee in this occupation will be responsible for routine administration tasks directed by supervisors providing support to meet the needs of the organisation. Areas of work will be unique to each organisation and to the nature of the role.

Apprenticeship overview

This pack will help centres to prepare learners for their apprenticeship assessments and support centres in conducting assessments for the City & Guilds Level 2 Apprenticeship Assessment for Administration Assistant (9562-12). It explains how learners will demonstrate the knowledge and skills that they have developed during their apprenticeship.

This pack must be used alongside the:

- Portfolio Assessment Pack.
- Question and answer Assessment Pack
- [Apprenticeship service | City & Guilds](#), which includes information to support you with the transition to Apprenticeship Assessment.
- [Quality Assurance | City & Guilds](#) for information about quality assurance guidance.

Full-time learners will typically spend 12 months on-programme working towards meeting the Occupational Standard for the Apprenticeship Assessment in Administration Assistant, with required off-the-job training as specified by the apprenticeship funding rules. The employer and centre should ensure that the learner has access to development opportunities to gain the required technical knowledge, skills and behaviours (KSBs), as outlined in the Occupational Standard.

There are no prescribed points when assessment should take place. Learners may be assessed at appropriate points (or milestones) throughout their apprenticeship. See the assessment instructions sections within this handbook to understand what is required for each assessment.

The assessment for this apprenticeship includes the following:

- Portfolio
- Question and Answer

Learners must complete the English and maths formal qualification requirements as set out in the apprenticeship funding rules.

Knowledge, skills and behaviours

Knowledge	
K1	Industry regulations, codes of practice, organisational policies, workplace practices, confidentiality, licences and legal requirements that might affect the organisation such as social media guidelines, security threats, data protection and GDPR.
K2	How organisation structure, vision and function affect the role.
K3	The role, responsibilities and impact this has on deliverables, stakeholders and key performance indicators.
K4	The sector landscape and its impact on the organisation and role for example technology, finance or compliance.
K5	Principles of corporate social responsibility (CSR) and ethics relating to the role.
K6	Approaches to diversity, equity, inclusion and the impact on stakeholders and organisational activity.
K7	The impact of sustainability and environmental good practice on organisational activity.
K8	Software packages and their technical applications such as databases, spreadsheets presentation and communication tools.
K9	Principles of information and data retrieval, maintaining records and respecting confidentiality, in line with organisational policies and legislation.
K10	Principles of working safely, such as online, on site, venues and organisational premises, to meet requirements.
K11	Principles of data and information handling and storage including the importance of retention dates, systematic storage, backing-up and filing structure.
K12	Types and frequency of written communication with stakeholders and the impact on outputs. For example mass texts, mailshots, formal letters or emails.
K13	Principles of verbal communication. For example over the phone, in a meeting both online and virtual, formal presentations.
K14	Approaches to maintaining up-to-date knowledge of existing and evolving tools and trends.
K15	Principles of time management and tools used to organise workload to meet deadlines.
K16	Information and data retrieval. Required processes to undertake tasks for example compliance, GDPR, retention and deletion.
K17	Quality assurance processes and how they impact on the role and organisation.
K18	Sources of information. Methods to fact check, use and share information following processes, legislation or policy.
K19	Feedback mechanisms. How to receive feedback.

Knowledge

K20	The benefits of wellbeing and good working practices.
K21	Self-reflection models and techniques.
K22	Escalation processes such as security, software, customer service and complaints.
K23	Digital footprint. The impact of online activity and how this can make an individual or organisation vulnerable.
K24	The benefits of cloud services and platforms.
K25	Methods to seek clarification and help to complete assigned tasks within agreed timeframes.

Skills

S1	Receive, retrieve, process, record and store information and data.
S2	Operate within organisational policies, standards and procedures and relevant legislation respecting confidentiality; adapting to operational changes as they occur.
S3	Use software packages and tools for example AI or automation to input and process data and information, to contribute to routine administration tasks in line with organisational policies and procedures.
S4	Handle and communicate information in line with organisational policies, procedures and security requirements.
S5	Recognise and rectify issues and escalate as required. For example stakeholder documents and reports, safeguarding concerns or abusive behaviour.
S6	Plan and review administration tasks allocated by supervisor.
S7	Maintain professional relationships with stakeholders.
S8	Monitor and report on the use of resources such as materials, equipment and supplies.
S9	Use agreed organisational systems and protocols to manage calendars, diaries and booking systems.
S10	Source information as requested by stakeholders, ensuring they are shareable. As examples client records, signpost to services or reports.
S11	Use continuing professional development including self-reflection to support current and future training and development needs.
S12	Use communication tools to respond to stakeholders using professional language and organisational etiquette.
S13	Operate within agreed health and safety standards.
S14	Use time management tools to meet deadlines.

Skills

S15	Handle feedback following expected professional etiquette.
S16	Maintain wellbeing, accessing organisational support mechanisms if required.
S17	Review and check own work.
S18	Use cloud services to share documents for use and or collaboration.
S19	Protect against security threats for example, strong passwords, two step verification, office tailgating and display of security passes or clothing that identifies secure workplaces.
S20	Seek clarification and help, when required, to complete assigned tasks within agreed timeframes.

Behaviours

Note, all behaviours will be verified by the employer, and a declaration will need to be completed as part of the Gateway to Completion.

B1	Team working to provide support. Collaborate with internal or external stakeholders to help achieve the goals of the organisation.
B2	Flexible and responds positively to changing work requirements or environments.
B3	Act upon and respond respectfully to feedback. Displaying commitment to personal and professional development.
B4	Acts in an ethical manner embracing equity, diversity and inclusion in the workplace.
B5	Professional in approach to work and internal or external stakeholders to meet the requirements of the organisation and codes of conduct.
B6	Focussed on the importance of delivering a quality service, identifying, meeting or exceeding key performance indicators.
B7	Works sustainably ensuring resources are used efficiently and responsibly.
B8	Committed to personal wellbeing and an awareness of the support and resources available to help them.

2. Centre requirements



Approval

Full approval

To offer this Apprenticeship Assessment, centres will need to gain both centre and qualification approval.

Please refer to the document **Centre Approval**

Process: Quality Assurance Standards for further information.

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

Fast-track approval

If your centre is approved to offer the 3473-03, 4428-02/03, 4710-04, or 5528-02/03, then you can apply for fast-track approval for the new 9562-12 using the fast-track approval form, available from the City & Guilds website.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the Apprenticeship Assessment. After 12 months, centres will have to go through the full qualification approval process. The centre is responsible for checking that fast-track approval is still current at the time of application.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

Resource requirements

Centre staffing

Staff delivering this Apprenticeship Assessment must be able to demonstrate that they meet the occupational expertise requirements listed below.

Technical competence

- Staff must be fully competent in the job role and/or have technical knowledge at least equal to the level they are teaching.
- Their experience must reflect current industry standards, practices and expectations.

Professional experience

- Staff must have recent and relevant hands-on experience in the specific subject they are delivering or assessing.
- They must be able to demonstrate assessment competence through relevant qualifications or training.

Training delivery

- Staff should have a proven track record of delivering training or be actively working towards developing these skills.
- Centres must ensure delivery staff are supported in developing and enhancing training delivery.

Cross-cutting subject expertise

For some subject areas of a qualification, content may be delivered by specialists from outside the vocational area (ie business, maths, digital, health and safety). This is permitted where mapping to the curriculum, assessment and industry standards is evidenced and is managed through internal quality assurance procedures.

Continuing Professional Development (CPD)

Centres must ensure that staff maintain up-to-date knowledge of their occupational area and current best practice in delivery, mentoring, training, assessment and quality assurance. Staff should take account of any national or legislative changes and developments. Assessors must be regularly observed and sampled in line with the centre's internal quality assurance procedures.

Assessment resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this apprenticeship and its assessment requirements.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of Apprenticeship Assessment. Quality assurance includes initial centre approval, Apprenticeship Assessment 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. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [**What is CASS?**](#) and [**Quality Assurance Standards documents**](#) on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

To carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- adhere to the requirements set out in the centre handbook
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the Apprenticeship Assessment.

External quality assurance for the Apprenticeship Assessment will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- adhere to the requirements set out in the centre handbook
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres using systematic sampling
- provide feedback to centres and to City & Guilds.

3. Delivering the Apprenticeship Assessment



Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their Apprenticeship Assessment
- any knowledge and skills relevant to the Apprenticeship Standard which the learner is already demonstrating prior to starting their apprenticeship
- the appropriate type and level of apprenticeship for the learner.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow learners with disabilities, special educational needs or temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that learners will be able to access the requirements of the Apprenticeship Assessment.

Special consideration is a post-examination adjustment to a learner's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access

arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

Health and safety and codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any codes of practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the centre and employer to ensure that all the health and safety requirements are in place.

Should any evidence submitted by the learner fail to follow correct health and safety practices and procedures, City & Guilds will grade the Apprenticeship Assessment as a fail.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds ([cityandguilds.com](https://www.cityandguilds.com))

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040, or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds ([cityandguilds.com](https://www.cityandguilds.com))

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy used, as well as considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible

- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Authenticity of evidence

Apprenticeship Assessment evidence provided must be valid and attributable to the learner. Centres and learners should be aware of City & Guilds guidance on both plagiarism and the use of artificial intelligence (AI) as indicated here.

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

Support materials

City & Guilds provides a generic glossary of command verbs that are typically used within our assessment products. This resource is available to download [here](#).

4. Assessment overview



Assessment of this apprenticeship

Learners must successfully complete the following assessments:

- Portfolio
- Question and answer

Assessment Outcomes

AO1 Information Management and Data Handling	Knowledge and skills
Uses organisational systems and software tools to process, secure, and share information and data. Follows legislation, confidentiality requirements, and organisational policies to maintain data integrity and accuracy	K8, K9, K11, K16, K24 S1, S3, S4, S18
AO2 Administrative Task Delivery and Workflow Management	
Plans, organises, and delivers administrative tasks using organisational processes, digital tools, and resource management methods. Reviews work, adapts to operational changes, seeks clarification where needed, and maintains accurate records to support workflow.	K2, K3, K4, K15, K17, K25 S6, S8, S9, S14, S17, S20
AO3 Stakeholder Communication and Relationship Management	
Uses written, verbal, and digital communication methods to provide information, respond to stakeholders, and maintain professional working relationships. Supports organisational delivery following expected standards, guidelines or procedures and acting on feedback.	K12, K13, K18, K19 S7, S10, S12, S15

AO4 Compliance, Security, and Risk Awareness	
Applies organisational policies, legislation, and sector requirements to work safely and securely. Identifies risks, protects against security threats, and follows escalation processes.	K1, K6, K7, K10, K22, K23
	S2, S5, S13, S19

AO5 Professionalism, Wellbeing, and Continuous Development	
Uses self-reflection, implements CPD activities, and wellbeing strategies to support development and workplace conduct. Maintains knowledge of sector, and ethical working practices.	K5, K14, K20, K21, S11, S16

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessments for this apprenticeship align with these descriptors.

Performance Category	Pass	Distinction
Applied Knowledge	Applies knowledge of administrative duties and procedures to complete well defined tasks and solve straightforward problems across routine and some varied work activities, consistently.	Applies accurate, insightful, and efficient knowledge of administrative duties, and procedures to solve straightforward problems adapting to well defined tasks.
Applied Skills	Selects and uses cognitive and practical administrative skills to carry out mostly routine tasks with consistency and purpose, applying methods that are appropriate for familiar situations and established processes.	Integrates cognitive and practical administrative skills to execute mostly routine tasks with precision, maintaining accuracy even when subtle complexities or shifting requirements arise within familiar duties.
Regulatory and Procedural Awareness	Applies legislation, regulation, and organisational procedures relevant to administrative work without error, following well defined expectations although	Demonstrates proactive and confident interpretation of legislation, regulation, and organisational procedures

Performance Category	Pass	Distinction
	adaptability or depth of interpretation may be limited.	relevant to administrative work.
Communication and Collaboration	Communicates and collaborates effectively in routine team situations, showing reliable service delivery and appropriate interaction with colleagues and stakeholders in familiar administrative contexts.	Consistently communicates with clarity and sensitivity, showing strong awareness of others and responding resourcefully across a range of team and service delivery scenarios within well defined administrative environments.
Information Use and Decision Making	Gathers and interprets relevant information to inform decisions and actions that are fit for purpose within the administrative work context, addressing straightforward problems in familiar situations.	Gathers and interprets relevant information and feedback to shape actions that are purposeful and show clear added value in terms of efficiency or outcomes.
Responsibility and Autonomy	Takes responsibility for completing administrative tasks, demonstrating autonomy within familiar situations and working appropriately within well defined parameters.	Exercises informed judgement and self direction in administrative tasks, often anticipating the needs of the task or team while still operating within familiar and well defined work settings.

Overall grade

This Apprenticeship Assessment is graded distinction, pass or fail overall.

Information about how each assessment and the overall apprenticeship is graded will be provided in the full version of this pack. The learner will fail an assessment method if they do not meet the grading descriptors.

5. Completing the Apprenticeship Assessment



Gateway to Completion

Gateway to Completion provides a final confirmation that the learner has successfully completed all required elements of the Apprenticeship Assessment and is ready for final grading and certification. No further assessment takes place after this point. The centre determines when an learner is ready to proceed to Gateway to Completion.

Gateway to Completion will be managed through Proficient, with City & Guilds support and guidance in place to answer any questions you have.

By declaring that the learner is ready for final grading and certification, you will be confirming the following:

- All assessment components have been completed.
- All components meet at least a pass.
- All required evidence and results are ready for aggregation.
- The learner meets all other requirements set out in the assessment plan:
 - has completed minimum duration for this Apprenticeship Standard.
 - has completed minimum off the job training as set out in the Department for Education (DfE) funding rules for this Apprenticeship Standard.
 - has completed any English and maths requirements as set out in the apprenticeship funding rules for this Standard.
 - the learner's employer has verified that the required behaviours have been suitably demonstrated over the course of the apprenticeship.

Once Gateway to Completion is approved:

- City & Guilds aggregates all assessment results
- the final grade is determined
- certification is claimed and issued by Skills England.

Statement of Achievement

An Apprenticeship Assessment Statement of Achievement will be issued to each successful learner confirming the grade achieved

Centres with access can view and download PDF copies of the Statement in Proficient once the learner's final results are confirmed. A PDF supports more efficient processing of funding claims by providing evidence of learner certification before the learner's paper certificate arrives.

Digital credentials

A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments.

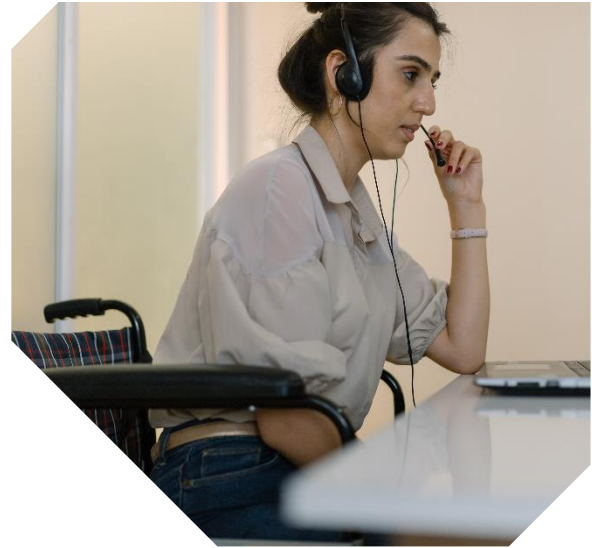
Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature and on a CV. This is a complimentary service in addition to the paper certificate.

For further information, please visit the City & Guilds Digital Credentials webpage and the general terms in respect of our privacy policy or [Contact us | City & Guilds](#)

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6. Assessment information: 9562-700

Portfolio



Overview

Grading	Distinction/Pass/Fail To achieve a pass the learner must sufficiently evidence all the grading descriptors
Type of assessment	Portfolio
Duration	Evidence must be generated during the learner's time on-programme. Evidence produced prior to the learner's start date cannot be submitted.
Location	Evidence can be produced by the learner during their time with the employer or at the centre.
Resources	Portfolio Assessment Pack

7. Assessment information: 9562-701 Question and Answer



Overview

Grading	Distinction/Pass/Fail To achieve a pass the learner must sufficiently evidence all the grading descriptors
Type of assessment	Question and answer
Location	Online/Remote
Resources	Question and answer Assessment Pack

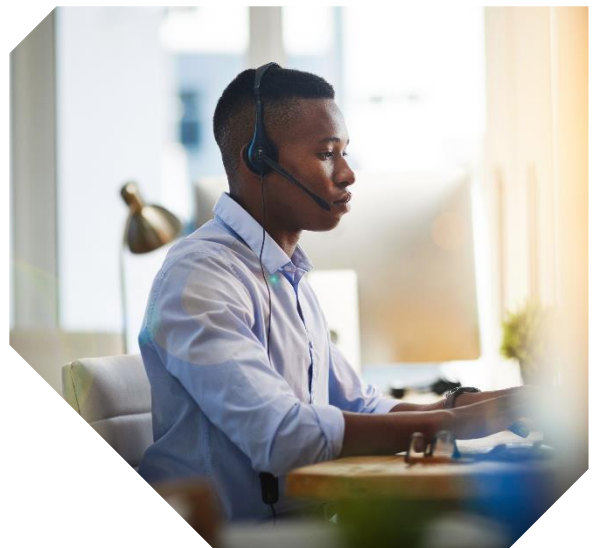
8. Resits and retakes

Resits and retakes are defined as follows:

- a resit does not require any further training or learning to be undertaken to pass the assessment
- a retake requires further training and learning for the learner to demonstrate that they are working at or above the level set out in the Apprenticeship Standard.

If a learner is unsuccessful in an assessment, they can resit or retake the assessment. The centre and apprentice's employer will need to agree whether a resit or retake is an appropriate course of action. There will be no restrictions on the grade that can be achieved for resits or retakes. Learners can resit or retake an assessment to improve their grade. City & Guilds do not place any restrictions on the number of resits/retakes.

9. Security, confidentiality and copyright of Apprenticeship Assessment materials



The approved centre must:

- Only use the City & Guilds assessment materials in formal planned assessments (leading to the award of apprenticeships) and not for any other purpose (including, but not restricted to, for commercial purposes).
- Handle and store securely the City & Guilds assessment materials in accordance with the following conditions:
 - City & Guilds assessment materials must be accessible to learners only during formal assessment as governed by the assessment conditions specified for the qualification (see section 5 and 6 in this handbook for further information); learners should on no account be allowed to take question papers or answers away with them, and copies of question papers and answer packs should be kept securely by the centre at all times
 - learner portfolios may contain assessment results referenced to the assessment taken but should not contain the City & Guilds assessment materials (such as assessment tasks, questions or learners' marked scripts if the tests may be reused (unless otherwise stated))
 - the approved centre must not make public in any format the contents of any City & Guilds assessment materials either in part or in full.
- City & Guilds assessment materials must be securely handled and under no circumstances shared with third party organisations or individuals.
- Assessment materials cannot be replaced, amended or adapted and remain the copyright and intellectual property rights of City & Guilds.
- The centre undertakes to check the website on a regular basis to ensure that they have the latest version of the assessment materials and will make a request to City & Guilds for these. It is not expected that City & Guilds will send out these updates automatically.
- Assess the learner as the assessment intended. Adaptations to assessments must only be those published by City & Guilds.

Learner's completed assessments must be retained securely by centres for quality assurance purposes following certification. Currently this is for a period of three years from the date of certification, this may be in electronic format. After this time, the papers may be securely destroyed. They must not be given to the learner.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

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

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

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

Centre assessment: quality assurance standards

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

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

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

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

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

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

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

www.cityandguilds.com

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