

Level 1 Diploma in Building Services Studies (7201-01)

April 2021 Version 1.0

Qualification Handbook

Qualification at a glance

Subject area	Building Services Industry
City & Guilds number	7201-01
Age group approved	14-16, 16+
Entry requirements	None
Assessment	Assignment
Support materials	Centre handbook Practical Task Manual Assessor Guidance
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates
Qualifications Wales accreditation number	C00/4412/2

Title and level	City & Guilds number	Qualification number
Level 1 Diploma in Building Services Studies	7201-01	603/7485/8

Version and date	Change detail	Section
1.0 April 2021	Document created	N/A

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for learners wanting to learn the basic skills and knowledge involved in plumbing and electrical work.
What does the qualification cover?	These qualifications allow candidates to learn, develop and practise the skills required for employment and/or career progression in plumbing, electrical work, or building services.
What opportunities for progression are there?	It allows learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none"><li data-bbox="646 864 1374 898">• Level 2 NVQ Diploma in Plumbing and Heating (6189-11)<li data-bbox="646 913 1321 947">• Level 3 NVQ Diploma in Domestic Heating (6189-41)<li data-bbox="646 963 1417 1028">• Level 2 NVQ Diploma in Installing and Maintaining Domestic Heating Systems (6189-21)<li data-bbox="646 1043 1254 1077">• Level 2 Diploma in Plumbing Studies (6035-02)<li data-bbox="646 1093 1254 1126">• Level 3 Diploma in Plumbing Studies (6035-03)<li data-bbox="646 1142 1302 1176">• Level 2 Technical Certificate in Plumbing (8202-25)<li data-bbox="646 1191 1401 1247">• Level 2 Technical Certificate in Electrical Installation (8202-20)

Structure

To achieve the **Level 1 Diploma in Building Services Studies (7201-01)**, learners must achieve 42 credits from the mandatory units.

Level 1 Diploma in Building Services Studies (7202-01)				
URN	City & Guilds unit number	Unit title	Credit Value	GLH
T/505/1711	Unit 101	Structure of the construction industry	4	37
A/505/1712	Unit 102	Fundamental safe working practices	5	48
F/505/1713	Unit 103	Environmental and sustainability measures in domestic dwellings	4	33
J/505/1714	Unit 104	Site preparation for working in the construction industry	7	61
L/505/1715	Unit 105	Electrical installation wiring and terminations	9	88
A/505/1726	Unit 108	Above ground drainage	3	28
F/505/1727	Unit 109	Copper pipework	5	47
J/505/1728	Unit 110	Plastic pressure pipework	2	20
Y/505/1734	Unit 112	Installation, repair and maintenance of plumbing systems	3	26

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training

Title and level	GLH	TQT
Level 1 Diploma in Building Services Studies	388	420

2 Centre requirements

Approval

If your centre is approved to offer the qualification 7202 you can apply for the new 7201 approval 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, and
- 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 qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* 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 these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

3 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

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

Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track approval form	www.cityandguilds.com
Practical task manual	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 Assessment

Summary of assessment methods

Candidates must:

- successfully complete one assignment for each mandatory unit.

City & Guilds has written the following assessments to use with this qualification:

- 7202-101
- 7202-102
- 7202-103
- 7202-104
- 7202-105
- 7202-108
- 7202-109
- 7202-110
- 7202-112

Grading

This qualification and each of its component units are graded as pass or fail.

N.B. Some of the assignments contained within the assessment pack are graded as pass, merit or distinction. This grading is for centre use only. Grades achieved against the assignments for the units have no bearing on the outcome for the learner's final grade, which will be either pass or fail.

Assessment strategy

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
101	Structure of the construction industry	<p>Assignment 7202-101</p> <p>The assignment covers the knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds.</p>	www.cityandguilds.com
102	Fundamental safe working practices	<p>Assignment 7202-102</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com
103	Environmental and sustainability measures in domestic dwellings	<p>Assignment 7202-103</p> <p>The assignment covers the knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com
104	Site preparation for working in the construction industry	<p>Assignment 7202-104</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
105	Electrical installation wiring and terminations	<p>Assignment 7202-105</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com
108	Above ground drainage	<p>Assignment 7202-108</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com
109	Copper pipework	<p>Assignment 7202-109</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com
110	Plastic pressure pipework	<p>Assignment 7202-110</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com
112	Installation, repair and maintenance of plumbing systems	<p>Assignment 7202-112</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.</p>	www.cityandguilds.com

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within six months
- Assignments should take no longer than 8 hours. If they do, centres should consider why this is, and make sure that they are not trying to gather too much evidence.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is not sector specific.

5 Units

Availability of units

All nine mandatory units are available in this section of the handbook.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit reference number (URN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Structure of the construction industry

UAN:	T/505/1711
Level:	1
Credit value:	4
GLH:	37
Aim:	This unit is designed to provide learners with a broad understanding of the structure of the construction industry. They will know about different organisations, industry bodies and employment rights and responsibilities in the industry.

Assessment type Assignment

Learning outcome:

The learner will:

1. know the roles of the different trades in the construction industry.

Assessment criteria

The learner can:

- 1.1 identify the **key trades** in the construction industry
- 1.2 identify the different **jobs** common to each trade
- 1.3 state common **hazards** associated with each trade.

Range

Key trades

Electrician, plumber, carpenter, bricklayer, plasterer.

Jobs

Electrician

Lighting wiring, power supply wiring, maintenance.

Plumber

Hot and cold water supply, central heating, bathroom installation, sanitation, and drainage.

Carpenter

Hanging doors, installing windows, timber roof installation.

Bricklayer

Brick laying, stonework, concrete block installation.

Plasterer

Plastering, dry lining.

Hazards

Electric shock, burns, cuts and abrasions, dust inhalation, working at height, lifting and carrying, solvents, vapours, asbestos, vibration, noise, extremes of temperature, slips trips and falls.

Learning outcome:

The learner will:

2. know different types of organisation and job roles in the construction industry.

Assessment criteria

The learner can:

- 2.1 identify different **types of organisation** within the construction industry
 - 2.2 identify specialist **plumbing** organisations
 - 2.3 identify specialist **electrical** organisations
 - 2.4 identify job **roles** within the construction industry.
-

Range

Types of organisation

Small, medium, large, specialist firms and services, sole traders, sub-contractors.

Plumbing

Domestic plumber, heating engineers, industrial plumbers, drainage specialist, maintenance engineer.

Electrical

Domestic electricians, industrial commercial electricians, maintenance electricians, alarm engineer.

Roles

Architect, structural engineer, clerk of works, estimator, buyer, site manager.

Learning outcome

The learner will:

3. know the industry bodies within the plumbing and electrical industries.

Assessment criteria

The learner can:

- 3.1 identify the relevant **industry bodies** within the plumbing and electrical industries
 - 3.2 state the key responsibilities of industry bodies
 - a. Joint Industry Board (JIB)
 - b. Water Authority (WA)
 - c. Institute of Engineering Technology (IET)
 - d. Electrical Contractors Association (ECA)
 - e. Association of Plumbing and Heating Contractors (APHC)
 - f. Local Authority.
-

Range

Industry bodies

Joint Industry Board (JIB), Water Authority (WA), Institute of Engineering Technology (IET), Electrical Contractors Association (ECA), Association of Plumbing and Heating Contractors (APHC)

Responsibilities

JIB

Grades, wages, allowances, benefits, employment advice, industrial agreements.

Water Authority

Water resources and uses, quality of service, infrastructure, water supply and sanitation.

IET

International standardisation of regulations, wiring regulations.

ECA

Support services to contractors, build a sustainable industry, to enhance the profile of the industry.

APHC

Support to contractors, encourage training, knowledge and professional advice.

Local Authority

Building regulations.

Learning outcome

The learner will:

4. know basic employment rights and responsibilities in the construction industry.

Assessment criteria

The learner can:

- 4.1 identify the **employment rights** that exist within the construction industry
 - 4.2 identify forms of **discrimination**
 - 4.3 identify employment law **information sources**.
-

Range

Employment rights

Contracts, paid leave entitlement, termination of employment, minimum wage, sick pay, maternity/paternity leave, working hours.

Discrimination

Gender, sexual orientation, age, race, disability, religion.

Information sources

Direct gov. Advisory, Conciliation and Arbitration Service (ACAS).

Learning outcome

The learner will:

5. know career opportunities within the construction industry.

Assessment criteria

The learner can:

- 5.1 identify the **key requirements** to become a qualified tradesperson
-

5.2 identify career **progression routes**.

Range

Key requirements

Construction Safety Certificate Scheme (CSCS), relevant trade qualification, relevant trade on site experience.

Progression routes

Apprentice, qualified trades person, supervisor, manager, director.

Unit 101

Structure of the construction industry

Supporting information

Learners undertaking this unit are unlikely to have any prior experience of the Construction industry and may also have limited work experience, therefore, the delivery of this unit should be approached from a very basic level.

It is also important that there should be a focus on workplace skills in the construction industry.

Wherever possible centres should adopt a practical hands-on approach to learning and the unit could be delivered in an interactive format engaging the candidates in a full range of diverse learning opportunities

Whilst delivering and assessing the outcomes, it should be made clear to candidates that good workplace skills are essential to the financial success of a business and that being able to demonstrate such skills are imperative to the candidate's future employment prospects in the construction industry.

Unit 102

Fundamental safe working practices

UAN:	A/505/1712
Level:	1
Credit value:	5
GLH:	48
Aim:	This unit provides learning in the essential health and safety job knowledge required to prepare a learner to work safely in the Plumbing and Electrical installation industries. The knowledge covered relates to work carried out in a construction environment. The unit also provides learning in the practical application of a range of key health and safety requirements under simulated conditions.

Assessment type Assignment

Learning outcome:

The learner will:

1. know health and safety legislation that applies to the plumbing and electrical installation industries.

Assessment criteria

The learner can:

- 1.1 state the key **aims** of general health and safety legislation
- 1.2 list the responsibilities of **employers** and **employer representatives** under health and safety legislation
- 1.3 list the responsibilities of **employees** under health and safety legislation.

Range

Aims

Health, safety, and welfare of people at work, protect other people from harm.

Employers/employer representatives

Create safe working environment, provide PPE, training, safety and welfare of employees.

Employees

Take reasonable care, cooperate with employers, report hazards.

Learning outcome:

The learner will:

2. know ways of controlling hazardous work areas.

Assessment criteria

The learner can:

- 2.1 identify **common signs** used in the construction industry
 - 2.2 identify possible **dangerous situations** occurring during work activities
 - 2.3 identify **ways to prevent accidents** occurring during work activities.
-

Range

Common signs

Signs, safety notices, mandatory signs, prohibition signs, hazard warning signs, information signs, hazardous substances.

Dangerous situations

Open holes and trenches, wet surfaces, trip hazards, overhead working, confined space working at height.

Ways to prevent accidents

Follow procedure, report hazards, stay alert, use correct PPE, read and follow safety signs, training, inductions.

Learning outcome

The learner will:

3. know how to recognise and respond to the dangers presented by asbestos in the workplace.

Assessment criteria

The learner can:

- 3.1 state the **dangers to health** posed by asbestos
 - 3.2 identify **situations** where asbestos may be commonly found in the workplace
 - 3.3 state what **action** to take if materials containing asbestos are identified in the workplace.
-

Range

Dangers to health

Lung cancer, asbestosis, mesothelioma, can be fatal, can take 20 years for illnesses to develop after exposure.

Situations

Insulating material within the building fabric, sheeting materials for roofs floors and walls, coating materials eg Artex, asbestos cement materials for gutters, flues, heat proofing materials, gaskets.

Action

Stop work, inform supervisor.

Learning outcome

The learner will:

4. know safe personal protection measures.
-

Assessment criteria

The learner can:

- 4.1 identify key items of **Personal Protective Equipment (PPE)**
 - 4.2 state the **purpose** of key items of PPE.
-

Range

Personal Protective Equipment (PPE)

Protective clothing, high visibility wear, eye protection, gloves, safety helmet, safety footwear, hearing protection, dust mask/respirator.

Purpose

Protective clothing

Protection from oils and grease.

High visibility wear

Can be clearly seen around site.

Eye protection

Protection from dust and dirt.

Gloves

Protection from hot materials, sharp implements/tools.

Safety helmet

Protection from falling objects and bumps.

Safety footwear

Protection from dropping heavy objects, tools and nails on feet.

Hearing protection

Protection from noise.

Dust mask/respirator

Protection from inhaling dust and fumes.

Learning outcome

The learner will:

5. be able to apply manual handling techniques.

Assessment criteria

The learner can:

- 5.1 manually handle heavy and bulky items
 - a. individually
 - b. as a team
 - c. using mechanical lifting equipment
 - 5.2 state the **procedures** for manually handling heavy and bulky items.
-

Range

Procedures

Assessment of a safe load that a person can lift, application of safe kinetic lifting technique, use of simple mechanical lifting aids – sack trolley.

Learning outcome

The learner will:

6. know how to respond to accidents and emergencies.

Assessment criteria

The learner can:

- 6.1 indicate the **actions** that should be taken when an accident or **emergency** is discovered
 - 6.2 outline the **requirements** for first aid in the workplace
 - 6.3 outline the **procedures** for dealing with common injuries such as cuts, minor burns, objects in the eye
 - 6.4 state the **procedures** for reporting an accident at work.
-

Range

Actions

Raise the alarm, follow concise instructions for contacting emergency services, emergency evacuation procedures.

Emergency

Gas leak, fire, collapse of buildings, electrocution.

Requirements

First aid box, first aider (appointed person).

Procedures

Cuts

Clean and protect.

Minor burns

Run under cold water.

Objects in the eye

Eyewash station.

Procedures

Report to supervisor/site agent, complete details in accident book, witness statement.

Learning outcome

The learner will:

7. be able to use access equipment safely.

Assessment criteria

The learner can:

- 7.1 list situations where it may be necessary to work at height
 - 7.2 identify the following types of access equipment:
 - a. step ladders
 - b. ladders
 - c. mobile elevated work platforms
-

- 7.3 list **safety checks** required on the following access equipment before it is used:
- a. step ladders
 - b. ladders
 - c. mobile elevated work platforms
- 7.4 carry out safety checks and use the following access equipment:
- a. step ladders
 - b. ladders.
-

Range

Safety checks

Step ladders

Hinges, ropes, fitted on level ground, adequate size and height, check stiles.

Ladders

Stiles, rungs, cracks, clean, safety tags.

Mobile elevated work platforms

Handrails, locking wheels, working platform boarded, components assembled, safety tags/permit, access steps, kick boards. Clean and protect.

Learning outcome

The learner will:

8. know how to deal with fires in the workplace.

Assessment criteria

The learner can:

- 8.1 identify the elements of the fire triangle
 - 8.2 identify different **categories** of fire
 - 8.3 state how to **prevent fires occurring**
 - 8.4 state the **method** for fighting small, localised fires that can occur in the workplace.
-

Range

Categories

A solids, B flammable liquid, C flammable gases, D metals, E electrical apparatus.

Prevent fires occurring

Good housekeeping, storage of flammables, removal of waste materials.

Method

Know when to avoid tackling fires, types of extinguisher, selection of extinguisher by fire type, method of use.

Unit 103

Environmental and sustainability measures in domestic dwellings

UAN:	F/505/1713
Level:	1
Credit value:	4
GLH:	33
Aim:	This unit covers a range of basic measures associated with protection of the environment. It covers types of energy, use of energy sources and good working practices within the domestic environment.

Assessment type Assignment

Learning outcome:

The learner will:

1. know the methods of conserving and reducing wastage of water and electricity within domestic dwellings.

Assessment criteria

The learner can:

- 1.1 state the importance of water and electricity conservation in domestic dwellings
- 1.2 list the **methods** for reducing wastage of water
- 1.3 list the **methods** for reducing wastage of electricity.

Range

Methods

Flow reducing valves, spray taps, low volume wc flush, regular maintenance of terminal fittings and float valves, promoting user awareness.

Methods

Energy efficient lighting, switching equipment from standby to off, energy efficient equipment, 'A' rated cookers/washing machines.

Learning outcome:

The learner will:

2. know the applications of energy sources used in domestic dwellings.

Assessment criteria

The learner can:

- 2.1 outline the **types of energy** used in domestic dwellings
 - 2.2 state the importance of reducing carbon emissions from buildings
 - 2.3 state **methods of reducing carbon emissions** from buildings
 - 2.4 outline the basic operating principles of **installations** using environmental sources
 - 2.5 list key **organisations** providing advice and guidance on energy saving and conservation techniques
-

Range

Types of energy

High carbon

Natural gas/LPG, fuel oils, solid fuels (coal/peat), electricity (from non-renewable sources).

Low carbon

Solar thermal, solid fuel (biomass), heat pumps, combined heat and power (CHP).

Zero carbon

Electricity-wind, electricity-tidal, hydroelectricity, solar photovoltaic.

Methods of reducing carbon emissions

System controls (thermostatic), improved insulation, low energy lighting, double glazing, draught proofing, A rated appliances.

Installations

Solar thermal, photovoltaic, biomass, heat pumps, wind turbines.

Organisations

Energy Saving Trust, Carbon Trust.

Learning outcome

The learner will:

3. know working practices that can conserve energy and reduce waste.

Assessment criteria

The learner can:

- 3.1 outline **working practices** that can be employed to conserve energy and protect the environment
 - 3.2 state **methods** for reducing material wastage.
-

Range

Working practices

Source materials locally, reduce transportation costs, use low energy appliances where possible, use of rainwater harvesting/grey water recycling, use renewable sources.

Methods

Follow good housekeeping e.g., keep site tidy to reduce loss of materials and waste, measure, cut and set out pipe and cable/trunking runs accurately, reuse off cuts of pipe/cable.

Learning outcome

The learner will:

4. know how to dispose of waste and materials safely and efficiently.

Assessment criteria

The learner can:

- 4.1 identify how to **dispose of waste materials** safely
 - 4.2 list **types of metals** that can be recycled
 - 4.3 identify current regulations relating to waste disposal
 - 4.4 identify **hazardous, non-hazardous** and **inert waste**
 - 4.5 state the **appliances** that must be disposed of under the Waste Electrical and Electronic Equipment (WEEE) regulations.
-

Range

Disposal of waste materials

Licensed waste disposal, waste carriers licence, recycling.

Types of metals

Copper tube, brass, lead, low carbon steel, copper cable, conduit, galvanised steel trunking.

Types of waste

Hazardous

Asbestos, lead, waste electrical equipment, solvents.

Non-hazardous

Timber, paper/cardboard, water based glues/paints, scrap metal (excluding lead).

Inert

Bricks, glass, ceramics/tiles, sand and gravel.

Appliances

Motors, control equipment, lamps, printed circuit boards, drills.

Unit 104

Site preparation for working in the construction industry

UAN:	J/505/1714
Level:	1
Credit value:	7
GLH:	61
Aim:	This unit is designed to provide learners with a fundamental understanding of the site preparation for new and existing dwellings. Learners will look at tools and fixings used in the installation process and understand the operational health and safety risks involved in working on new build and existing properties.

Assessment type Assignment

Learning outcome:

The learner will:

1. know common hand tools used in site preparation.

Assessment criteria

The learner can:

- 1.1 identify key **hand tools** and their uses
- 1.2 identify common **faults** found with hand tools
- 1.3 state **maintenance requirements** for hand tools
- 1.4 identify appropriate **safety procedures** when using hand tools.

Range

Hand tools

Lump hammer, claw hammer, spirit level, tape measure, chalk line, adjustable spanner, wood chisel, steel chisel, bolster chisel, flat head screwdrivers, cross head screwdrivers, pad saw, wood saw, junior hacksaw, hacksaw.

Faults

Mushroom head, loose heads, blunt ,damaged.

Maintenance requirements

Sharped points, make tools safe/remove from use, replace blades.

Safety procedures

Follow risk assessment, select appropriate PPE.

Learning outcome:

The learner will:

2. know power tools used in site preparation.

Assessment criteria

The learner can:

- 2.1 identify **power tools** and their uses
- 2.2 identify **faults** found with power tools
- 2.3 identify power tools for drilling and cutting
- 2.4 describe relevant **safe working practices** when using power tools
- 2.5 list basic maintenance **safety checks** required for power tools
- 2.6 list **common electrical dangers** when working with electrical tools.

Range

Power tools

Jig saw, mains power drill, 110-volt, battery powered tools, circular saw, SDS chuck.

Faults

Damaged plugs, damaged lead, missing safety parts, out of date P.A.T label.

Safe working practices

Select appropriate tool for task, follow risk assessment, follow manufactures instructions, use appropriate PPE, carry out visual inspection.

Safety checks

Current Portable Appliance Test (PAT), cable, plug, fuse, Residual Current Device (RCD), damaged casing.

Common electrical dangers

Faulty electrical equipment, signs of damaged or worn electrical cables, power tools and property hard wiring system, trailing cables, damp/wet work area.

Learning outcome

The learner will:

3. know fixings and components used in the installation process.

Assessment criteria

The learner can:

- 3.1 identify types of **drill bits**
- 3.2 identify types of **screw heads**
- 3.3 identify types of **fixings**
- 3.4 state the **reasons** for using screws in different situations
- 3.5 describe which **fixings** to use on different **surfaces**.

Range

Drill bits

Masonry, diamond tipped core drills, hole saws, wood boring bit, steel.

Screw heads

Slotted, phillips, pozidrive, roundhead, countersunk.

Fixings (AC3.3 & 3.5)

Brass wood screws, round head screws, self tapping screws, countersunk wood screws, mirror screws, plasterboard fixings, nails, plastic wall plugs.

Reasons

Corrosive properties, cost, different applications.

Surfaces

Solid/brick wall, wood, tiles, plasterboard.

Learning outcome

The learner will:

4. know site preparation techniques for installing systems.

Assessment criteria

The learner can:

- 4.1 identify the purpose of **information** that is used for preparatory work
 - 4.2 identify the **installation process** for a new build
 - 4.3 identify the installation process when carrying out work in an existing dwelling/property
 - 4.4 identify different **flooring materials**
 - 4.5 describe processes for **lifting wood flooring** surfaces
 - 4.6 identify **risks** faced when working in a dwelling
 - 4.7 state **regulations** covering cutting holes and notching timber joists.
-

Range

Information

Manufacturer's instructions, job specification, plans/drawings, work schedule.

Installation process

1st fix requirements, 2nd fix tasks.

Flooring materials

Wooden floorboards, chipboard, carpets, vinyl floor coverings, laminate flooring.

Lifting wood flooring

Techniques used to lift floorboard/chipboard, fitting boards down, tools used.

Risks

Drilling into existing pipes and cables, open floor, working in a loft space.

Regulations

Building regulation A, maximum depth of notch, maximum size of holes.

Learning outcome

The learner will:

5. know how to communicate effectively with customers and other trades.

Assessment criteria

The learner can:

- 5.1 describe how to maintain good **customer relationships**.
 - 5.2 describe how to maintain good working **relationships with other trades**.
-

Range

Customer relationships

Protecting customer's property, checking for pre-installation damage, using appropriate language and behaviour, dress code, passing on information, timekeeping.

Relationships with other trades

Methods of communication, using work programmes, site meetings, resolving disputes.

Learning outcome

The learner will:

6. be able to carry out techniques in cutting, drilling and fixing.

Assessment criteria

The learner can:

- 6.1 operate **power tools** safely
 - 6.2 **mark** fixings
 - 6.3 **select** appropriate fixings
 - 6.4 **secure fixings** to different surfaces.
-

Range

Power tools

Drill, jig saw.

Mark

Level, measure.

Select

Screws, wall plugs, plaster board fixing.

Secure fixings

Brick/blocks, wooden surface, plaster board.

Unit 105

Electrical installation wiring and terminations

UAN:	L/505/1715
Level:	1
Credit value:	9
GLH:	88
Aim:	This unit provides learning in basic electrical tasks. The learner will have the skills and knowledge to terminate electrical wiring.

Assessment type Assignment

Learning outcome:

The learner will:

1. be able to follow health and safety practices.

Assessment criteria

The learner can:

- 1.1 use **Personal Protective Equipment (PPE)** for electrical practical applications
- 1.2 follow relevant health and safety practices
- 1.3 identify and report any potential workshop hazards.

Range

Personal Protective Equipment

Hard hats, boots, overalls, goggles, gloves, ear defenders.

Learning outcome:

The learner will:

2. be able to use tools and equipment for wiring and terminations.

Assessment criteria

The learner can:

- 2.1 identify **tools and equipment** used for wiring and terminations
- 2.2 state **methods** of maintaining tools and equipment
- 2.3 safely use the following tools and equipment:
 - a. pliers
 - b. screwdrivers (crosshead, slot head and terminal)
 - c. wire stripper

- d. low resistance Ohm meter
- e. insulation resistance meter
- f. tape measure
- g. spirit level
- h. hammer
- i. electrician's knife
- j. side cutters
- k. crimping tool.

Range

Tools and equipment

Pliers, screwdrivers (crosshead, slot head, terminal, torque), wire stripper, low resistance Ohm meter, Insulation resistance meter, tape measure, spirit level, hammer, side cutters, electrician's knife, crimping tool.

Methods

Calibration, sharpening of drills and tools, oiling, cleaning.

Learning outcome

The learner will:

- 3. know types of electrical materials, components, fixings and termination methods.

Assessment criteria

The learner can:

- 3.1 identify the following **materials and components**:
 - a. cable and flex
 - b. conductor identification (sleeving)
 - c. socket outlets
 - d. light switch plates
 - e. consumer unit
 - f. main switch
 - g. main earthing terminal
 - h. ceiling rose and lamp holders
 - i. 13 amp 3 pin plug top
 - j. earth clamps (BS951)
- 3.2 state the main difference between circuit breakers and fuses
- 3.3 identify **fixing methods**
- 3.4 identify different **termination methods**.

Range

Materials and components

Cable and flex

PVC/PVC/CPC (flat twin and earth), single PVC insulated cables, 2 and 3 core flexes.

Socket outlets

Single, twin, switched/unswitched, surface, flush and dry lining boxes.

Light switch plates

One-way, two-way.

Lamp holder

Bayonet, Edison screw.

Fixing methods

Clips, wood screws, roofing screws, roundhead screws, plasterboard fixings, wall plugs, wall bolts.

Termination methods

Screw terminal, soldered terminal, crimp terminal, insulation displacement terminal, push-fit terminal.

Learning outcome

The learner will:

4. be able to carry out wiring and terminations.

Assessment criteria

The learner can:

- 4.1 produce **circuit diagrams**
 - 4.2 produce **wiring diagrams**
 - 4.3 correctly install the following electrical wiring and accessories to a specification:
 - a. 13 amp plug top
 - b. one way lighting circuit
 - c. 20A radial circuit
 - 4.4 safely inspect and test completed wiring circuit for continuity and insulation resistance
 - 4.5 leave work area in a **safe condition** after completion of work.
-

Range

Circuit diagrams

One way, two way lighting circuits.

Wiring diagrams

One-way, two-way lighting circuits, radial socket circuit (1363).

Safe condition

Area is left clean and tidy, return tools and equipment, return excess materials, dispose of any waste materials.

Unit 105

Electrical installation wiring and terminations

Supporting information

Guidance

Learning outcome 4 AC4.3

Prior to assessment centres could provide a range of training activities/ practice tasks for learners which could include the following:

- induction tasks
- pendant lamp holder
- ceiling rose
- small consumer unit
- bonding.

Unit 108

Above ground drainage

UAN:	A/505/1726
Level:	1
Credit value:	3
GLH:	28
Aim:	This unit will provide learners with the knowledge and skills required to carry out basic plumbing applications on plastic waste pipe and rainwater guttering.

Assessment type Assignment

Learning outcome:

The learner will:

1. know hand tools used when working with waste pipe and rainwater guttering.

Assessment criteria

The learner can:

- 1.1 identify common plumbing **hand tools** and their uses
- 1.2 state **safety requirements** when using common plumbing hand tools
- 1.3 state the basic maintenance requirements for common plumbing hand tools.

Range

Hand tools

Multi-purpose saw, plumb line, string line, deburring tool, file, screwdriver.

Safety requirements

Correct use of tools, tools maintained in good condition, appropriate PPE.

Learning outcome:

The learner will:

2. know how to join and fix rainwater guttering.

Assessment criteria

The learner can:

- 2.1 identify common plumbing **fittings** used on plastic rainwater guttering and downpipe in the domestic plumbing industry
- 2.2 identify different **clips** used for rainwater guttering installations

- 2.3 state clip spacing associated with rainwater guttering
 - 2.4 state why it is important to leave an expansion gap on plastic rainwater guttering
 - 2.5 state the gradient fall required when installing plastic rainwater guttering.
-

Range

Fittings

Union bracket, running outlet, external stop end, internal stop end, downpipe connector, offset bend, shoe.

Clips

Downpipe clips, guttering fascia support brackets.

Learning outcome

The learner will:

- 3. know how to join and fix waste pipes.

Assessment criteria

The learner can:

- 3.1 identify common plumbing **fittings** used on waste pipes in the domestic plumbing industry
 - 3.2 list different **methods** of joining waste pipes
 - 3.3 state typical **sizes** of waste pipes used in the domestic plumbing industry
 - 3.4 identify different **clips** used for waste pipe installations
 - 3.5 state clip spacing associated with waste pipes.
-

Range

Fittings

Push fit waste, compression, solvent weld (elbows, tees, couplings, reducers), strap on boss, plug fittings.

Methods

Solvent weld, compression, push fit.

Sizes

40mm, 32mm, 110mm.

Clips

40mm waste pipe clip, 32mm waste pipe clip, 110 waste pipe clip.

Learning outcome

The learner will:

- 4. be able to carry out basic plumbing application on rainwater guttering.

Assessment criteria

The learner can:

- 4.1 use the correct personal protective equipment when working with rainwater guttering
 - 4.2 list components, fittings and pipework required for plumbing application on rainwater guttering
 - 4.3 use hand tools safely
 - 4.4 measure accurately and record the requirements
 - 4.5 **prepare** guttering and downpipe fittings for jointing
 - 4.6 join plastic rainwater guttering and downpipe using correct procedures
 - 4.7 safely test the completed guttering installation
 - 4.8 leave work area in a **safe condition**.
-

Range

Prepare

Measure, cut, deburr pipe, fabricate.

Safe condition

Area is left clean and tidy, return tools and equipment, return excess materials, dispose/recycle of any waste materials.

Learning outcome

The learner will:

5. be able to carry out basic plumbing application on plastic waste pipes.

Assessment criteria

The learner can:

- 5.1 use the correct personal protective equipment when working with plastic waste pipes
 - 5.2 list components, fittings and pipework required for plumbing application on plastic waste pipes
 - 5.3 use hand tools safely
 - 5.4 measure accurately and record the requirements
 - 5.5 **prepare** the waste pipe and fittings for jointing
 - 5.6 join plastic waste pipes using the correct procedure
 - 5.7 safely test the waste pipes using an air test
 - 5.8 leave work area in a **safe condition**.
-

Range

Prepare

Measure, cut, deburr pipe, fabricate.

Safe condition

Area is left clean and tidy, return tools and equipment, return excess materials, dispose/recycle of any waste materials.

Unit 108

Above ground drainage

Supporting information

Guidance

Learning Outcome 4 AC4.5 and Learning Outcome 5 AC5.4

Learners will be working from a plan of either a frame or installation and will be expected to measure the pipe or guttering (or whatever they are going to cut) and then record the required length of material for the whole installation or framework. Some measurements will be shown and the candidate will need to do small calculations to work out the size of the pipe required for some parts of the frame/installation.

Unit 109

Copper pipework

UAN:	F/505/1727
Level:	1
Credit value:	5
GLH:	47
Aim:	This unit will provide learners with the knowledge and skills required to carry out basic plumbing applications on copper pipe.

Assessment type Assignment

Learning outcome:

The learner will:

1. know health and safety requirements for working with heat producing equipment.

Assessment criteria

The learner can:

- 1.1 identify suitable personal protective equipment for basic copper pipe work fabrication
- 1.2 identify gases used for heat producing equipment
- 1.3 state how bottled gases and equipment should be safely **transported and stored**
- 1.4 list the procedure for safe assembly of heat producing equipment
- 1.5 identify the process for conducting visual inspections of heat producing equipment before use.

Range

Transported and stored

Upright, outside, well ventilated, secure.

Learning outcome:

The learner will:

2. know hand tools used when working with copper pipes.

Assessment criteria

The learner can:

- 2.1 identify common plumbing **hand tools** and their uses
- 2.2 state the basic maintenance requirements for common plumbing hand tools
- 2.3 state the **safety requirements** when using common plumbing hand tools

Range

Hand tools

Pipe cutter, scissor bender, junior hacksaw, blowtorch, adjustable spanner.

Safety requirements

Correct use of tools, tools maintained in good condition, appropriate PPE.

Learning outcome

The learner will:

3. know how to join copper pipes.

Assessment criteria

The learner can:

- 3.1 identify common plumbing **fittings** used on copper pipes in the domestic plumbing industry
 - 3.2 identify different **clips** used for copper pipework installations
 - 3.3 state clip spacing associated with copper pipes
 - 3.4 list different **methods** of joining copper pipes
 - 3.5 state typical **sizes** of copper pipes used in the domestic plumbing industry.
-

Range

Fittings

Elbows, tees, couplings, reducers, tap connectors, solder ring, end feed.

Clips

Plastic push on clips for copper, brass school board clips, plastic clips, nail clips.

Methods

Soldered, compression, push fit.

Sizes

15mm, 22mm.

Learning outcome

The learner will:

4. be able to measure and bend plumbing copper pipes.

Assessment criteria

The learner can:

- 4.1 select equipment for measuring and bending copper pipes
 - 4.2 measure copper pipes
 - 4.3 bend copper pipes to different **angles**.
-

Range

Angles

90-degree bend, 45-degree bend, off-set.

Learning outcome

The learner will:

5. be able to carry out basic plumbing applications on copper pipes.

Assessment criteria

The learner can:

- 5.1 use correct personal protective equipment
 - 5.2 list components, fittings and pipework required for plumbing applications on copper pipes
 - 5.3 use hand tools safely
 - 5.4 measure accurately and record the requirements
 - 5.5 **prepare** copper pipes and fittings for jointing
 - 5.6 join copper pipes using capillary and compression jointing techniques
 - 5.7 safely carry out pressure tests on copper pipe work
 - 5.8 leave work area in a **safe condition**.
-

Range

Prepare

Deburr pipe.

Safe condition

Area is left clean and tidy, return tools and equipment, return excess materials, dispose/recycle of any waste materials.

Unit 109 **Copper pipework**

Supporting information

Guidance

Learning outcome 4 AC4.2 and learning outcome 5 AC5.4

Learners will be working from a plan of either a frame or installation and will be expected to measure the pipe or guttering (or whatever they are going to cut) and then record the required length of material for the whole installation or framework. Some measurements will be shown and the candidate will need to do small calculations to work out the size of the pipe required for some parts of the frame/installation.

Unit 110

Plastic pressure pipework

UAN:	J/505/1728
Level:	1
Credit value:	2
GLH:	20
Aim:	This unit will provide learners with the knowledge and skills required to carry out basic plumbing applications on plastic pressure pipe.

Assessment type Assignment

Learning outcome:

The learner will:

1. know hand tools used when working with plastic pressure pipe.

Assessment criteria

The learner can:

- 1.1 identify common plumbing **hand tools** and their uses
- 1.2 state the **safety requirements** when using common plumbing **hand tools**
- 1.3 state the basic maintenance requirements for common plumbing **hand tools**.

Range

Hand tools (AC1.1, 1.2, 1.3)

Plastic pressure pipe cutter/pipe slice, adjustable spanner.

Safety requirements

Correct use of tools, tools maintained in good condition, appropriate PPE.

Learning outcome:

The learner will:

2. know how to join and fix plastic pressure pipes.

Assessment criteria

The learner can:

- 2.1 identify common plumbing **fittings** used on plastic pressure pipes in the domestic plumbing industry
- 2.2 list different **methods** of joining plastic pressure pipes

- 2.3 state typical **sizes** of plastic pressure pipes used in domestic plumbing industry
 - 2.4 identify different **clips** used for plastic pressure pipework installations
 - 2.5 state clip spacing associated with plastic pressure pipes.
-

Range

Fittings

Elbows, tees, couplings, reducers, tap connectors compression type A.

Methods

Compression, push fit.

Sizes

15mm, 22mm.

Clips

Plastic push on clips, plastic clips, nail clips

Learning outcome

The learner will:

3. be able to carry out basic plumbing applications on plastic pressure pipes.

Assessment criteria

The learner can:

- 3.1 use correct personal protective equipment
 - 3.2 list components, fittings and pipework required for the task
 - 3.3 use hand tools safely
 - 3.4 measure accurately and record the requirements
 - 3.5 prepare plastic pressure pipes and fittings for jointing
 - 3.6 join plastic pressure pipes using push fit and compression jointing techniques
 - 3.7 safely carry out pressure tests on plastic pressure pipes
 - 3.8 leave work area in a **safe condition**.
-

Range

Safe condition

Area is left clean and tidy, return tools and equipment, return excess materials, dispose/recycle of any waste materials.

Unit 110

Plastic pressure pipework

Supporting information

Guidance

Learning outcome 3 AC3.4

Learners will be working from a plan of either a frame or installation and will be expected to measure the pipe or guttering (or whatever they are going to cut) and then record the required length of material for the whole installation or framework. Some measurements will be shown and the candidate will need to do small calculations to work out the size of the pipe required for some parts of the frame/installation.

Unit 112

Installation, repair and maintenance of plumbing systems

UAN:	Y/505/1734
Level:	1
Credit value:	3
GLH:	26
Aim:	This unit provides learning for a range of basic repair and maintenance measures in the plumbing industry. The unit covers: <ul style="list-style-type: none">• maintenance to taps, valves, and float valves in domestic dwellings• maintenance to float valves• basic knowledge of hot and cold services.
Assessment type	Assignment

Learning outcome:

The learner will:

1. know the origin, sources and distribution of water.

Assessment criteria

The learner can:

- 1.1 state what is meant by the origin of water
- 1.2 identify different **sources of water**
- 1.3 outline the **process** for supplying water to domestic dwellings.

Range

Sources of water

River, spring, upland surface, deep well, shallow well.

Process

Reservoir storage, treatment, sedimentation, filtration, sterilisation, distribution.

Learning outcome:

The learner will:

2. understand the basic operation of hot and cold-water systems in domestic dwellings.

Assessment criteria

The learner can:

2.1 describe the basic operation of a **cold water system**

2.2 describe the basic operation of a **hot water system**.

Range

Cold water system

From the stop valve inside the dwelling to feed all downstairs appliances rising to first floor and feeding all first floor appliances rising to roof space to feed storage cistern optionally a feed to a combination boiler.

Hot water system

From the hot water cylinder to feed all first-floor appliances drop to ground floor to feed all ground floor appliances from a combination boiler to all appliances.

Learning outcome

The learner will:

3. be able to shut off appliances and equipment for maintenance and repair.

Assessment criteria

The learner can:

3.1 state the **working principle** of valves

3.2 locate and turn off mains **cold water valves** to shut off appliances and equipment for maintenance and repair

3.3 locate and turn off **hot water valves** to shut off appliances and equipment for maintenance and repair.

Range

Working principle

Low pressure, height pressure, appliance isolation.

Cold water valves

External stop valve, internal stop valve, service valves, drain valve.

Hot water valves

Gate valve, appliance service valve, drain valve.

Learning outcome

The learner will:

4. be able to carry out basic maintenance and repairs on taps and valves.

Assessment criteria

The learner can:

4.1 identify a range of **taps and appliances** in common use

4.2 **repair and maintain** taps and valves.

Range

Taps and appliances

Pillar taps for basins/bidets (15mm dia. Tails) and baths (22mm dia. Tails),
high necked pillar taps for kitchen sinks
bi – flow mixer taps for baths, basins, kitchen sinks
bib taps for cleaners sinks and Belfast sinks.

Repair and maintain

Re-washer a pillar tap/stop valve, re-pack packing gland to tap/stop valve, re-grease spindle with silicone grease, check rubber “O” ring on tap head, replace ceramic disc, replace gate in gate valve, replace washer in drain valve.

Learning outcome

The learner will:

5. be able to carry out basic maintenance and repairs to float valves

Assessment criteria

The learner can:

- 5.1 identify different float operated **valves** and their **location**
- 5.2 **repair** and maintain float operated valves.

Range

Valves

Portsmouth pattern FOV, Diaphragm pattern FOV (brass), Diaphragm pattern FOV (plastic), Diaphragm pattern equilibrium FOV.

Locations

WC cisterns, storage cistern.

Repair

Renew all above FOV, re-washer all above FOV, re-new float to all above FOV.

Learning outcome

The learner will:

6. know how to identify and correct noise faults in cold water systems.

Assessment criteria

The learner can:

- 6.1 identify different **noise faults** and their **causes**
- 6.2 describe **methods** of correcting noise faults.

Range

Noise faults and causes

Humming/squealing noise when tap opened - caused by worn or split tap washer

loud hum in pipework - Caused by worn or split washer in FOV

loud/violent banging within the system - Caused by loose or incorrectly supported pipework.

Methods

Humming/squealing noise when tap opened: - renew tap washer

loud hum in pipework: - renew FOV washer

loud/violent banging within the system - identify loose pipework and refix it.

Learning outcome

The learner will:

7. understand different categories of maintenance.

Assessment criteria

The learner can:

7.1 describe **planned** preventive maintenance

7.2 describe **unplanned** maintenance

7.3 state the **importance of carrying out maintenance speedily and efficiently.**

Range

Planned

Usually on larger installations, ensures systems equipment and appliances are checked at regular intervals for optimum performance. Includes checking: Float operated valves, appliance taps, stop valves, gate valves, isolation valves.

Unplanned

Usually classed as breakdowns, repairs and emergencies. Includes: Burst pipes, running overflows, dripping taps, blockages.

Importance for speedy efficient maintenance

Cost to the environment in wastage of water, damage to environment in contamination of water, cost to owners due to possible damage to property, cost to owners due possible damage to other property eg flats/apartments, inconvenience of having no services, eg water, electricity, heating.

Appendix 1 Relationships to other qualifications

Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 1 Diploma in Plumbing Studies
- Level 1 Diploma in Electrical Installation

Appendix 2 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 the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: business@cityandguilds.com

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