

Level 1 Qualifications in Neighbourhood Improvement (7651)

Qualification handbook for centres



www.cityandguilds.com
October 2012
Version 3.0

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Qualification title	Number	QAN
Level 1 Award in Graffiti Removal	7651-01	600/0938/X
Level 1 Award in Cleaning Neighbourhood Areas	7651-01	600/0952/4
Level 1 Certificate in Neighbourhood Improvement	7651-01	600/0951/2

Version and date	Change detail	Section
2.0 January 2012	Inserted correct QANs	Pages 1 & 3
3.0 October 2012	Inserted correct City & Guilds pathway numbers from 02 and 03 to 01	Pages 3 & 8

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1 Introduction to the qualifications

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

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Registration and certification
Level 1 Award in Graffiti Removal	7651-01	600/0938/X	
Level 1 Award in Cleaning Neighbourhood Areas	7651-01	600/0952/4	Consult the Walled Garden/ Online Catalogue for last dates
Level 1 Certificate in Neighbourhood Improvement	7651-01	600/0951/2	

The purpose of the qualifications is to prepare for further learning or training and will also sit within the foundation learning tier. There is likely to be significant interest from the full-time college market, the prison sector and those targeting youngsters who are not currently in education or training. The qualification could form an integral part of plans for 16 year olds to be more socially responsible and links into the priority green sector.

The qualification is about cleaning, clearing and removing graffiti in a range of environments within local neighbourhoods. It meets the needs of young learners and those wishing to return to work by encouraging working in the community whilst fostering new skills.

Successful completion of the qualification will enable learners to carry out routine work under supervision in a range of cleaning and clearing activities from litter picking operations to clearance of larger fly tipping hotspots and environmental clearing.

The qualification was developed in collaboration with Nordic Pioneer Ltd, a leading and cutting edge professional training, graffiti removal and prevention business.

1.1 Qualification structure

To achieve the **Level 1 Award in Graffiti Removal** learners must achieve a total of **8** credits

Unit accreditation number	City & Guilds unit	Unit title	Mandatory for full qualification	Credit value
D/502/6740	101	Health & safety for neighbourhood improvement	Mandatory	3
K/502/6739	102	Graffiti removal by hand	Mandatory	5

To achieve the **Level 1 Award in Cleaning Neighbourhood Areas** learners must achieve a total of **8** credits

Unit accreditation number	City & Guilds unit	Unit title	Mandatory for full qualification	Credit value
D/502/6740	101	Health & safety for neighbourhood improvement	Mandatory	3
K/502/6742	103	Cleaning local neighbourhoods	Mandatory	5

To achieve the **Level 1 Certificate in Neighbourhood Improvement** learners must achieve a total of **13** credits

Unit accreditation number	City & Guilds unit	Unit title	Mandatory for full qualification	Credit value
D/502/6740	101	Health & safety for neighbourhood improvement	Mandatory	3
K/502/6739	102	Graffiti removal by hand	Mandatory	5
K/502/6742	103	Cleaning local neighbourhoods	Mandatory	5

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 1 Award, Certificate and Diploma in Cleaning and Support Services (7648)
- Level 2 Award, Certificate and Diploma in Cleaning and Support Services (7648)
- Level 2 Award, Certificate and Diploma in Cleaning Principles (7695)
- Level 2 Certificate in Local environmental services (7729)
- Apprenticeships in Cleaning and Environmental services

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Assessment Pack for centres	www.cityandguilds.com - 7651 webpage
Answer pack for centres	www.cityandguilds.com - 7651 webpage
Promotional materials information sheet	www.cityandguilds.com - 2399 webpage
Qualification Handbook	www.cityandguilds.com - 7651 webpage

2 Centre requirements

This section outlines the approval processes for centres to offer these qualifications and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the following qualifications may apply for approval for these three new qualifications using the **fast track approval form**, available from the City & Guilds website:

- Level 1 Award, Certificate and Diploma in Cleaning and Support Services (7648)
- Level 2 Award, Certificate and Diploma in Cleaning and Support Services (7648)
- Level 2 Award, Certificate and Diploma in Cleaning Principles (7695)
- Level 2 Certificate in Local environmental services (7729)

Centres may apply to offer the new qualifications using the fast track form:

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

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training; this knowledge must be at least to the same level as the training being delivered
- be occupationally knowledgeable in the areas for which they are delivering training
- have credible experience of providing training.

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

Assessors and internal verifiers

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

Continuing Professional Development (CPD)

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

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

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

3 Course design and delivery

3.1 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

City & Guilds provides the following assessments:

- Unit 101 Mandatory Unit – one multiple choice test
- Unit 102 Optional Unit - one practical assignment and one multiple choice test
- Unit 103 Optional Unit – one practical assignment and one multiple choice test

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- Learners must be assessed within the lifespan of the qualification.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

5 Units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds unit number
- Title
- Level
- Credit value
- Unit Accreditation Number (UAN)
- Aims
- Learning outcomes which are comprised of a number of assessment criteria
- Range
- Guided learning hours
- Information on assessment

Summary of units

City & Guilds unit	Title	QCF unit number (UAN)	Credits
101	Health & safety for neighbourhood improvement	D/502/6740	3
102	Graffiti removal by hand	K/502/6739	5
103	Cleaning local neighbourhoods	K/502/6742	5

Unit 101

Health & safety for neighbourhood improvement

Level: 1
Credit value: 3
UAN: D/502/6740

Unit aim

This unit is about ensuring the learners have an understanding of safe working practices and to ensure the health and safety of themselves and others.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to work safely
2. Know about safe working practices and the work environment

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit will be assessed by:

- Multiple choice questions

Unit 101

Health & safety for neighbourhood improvement

Outcome 1

Know how to work safely

Assessment Criteria

The learner can:

1. Identify **persons** affected by the work being undertaken
2. State **what is required** to work safely
3. Describe **where to find safety information**
4. State the Personal Protective Equipment required (PPE)

Range

Persons affected

Yourself, workmates, the public, trespassers, visitors, volunteers, people with disabilities, vulnerable groups and individuals (pregnant and nursing mothers, children and young persons)

What is required

Information, training, work instructions e.g. do's and don'ts, policies and procedures, risk assessments

Where to find safety information

Notice boards, manuals, posters, line manager, health & safety representative, health & safety officer

Personal Protective Equipment (PPE)

Gloves, goggles, overalls, adequate footwear, hi visibility jacket, dust masks, hard hat

Unit 101

Health & safety for neighbourhood improvement

Outcome 2

Know about safe working practices and the work environment

Assessment Criteria

The learner can:

1. State the **differences** between lone working and team working
2. List **factors** that could make the work environment more dangerous
3. Identify **types of waste** that can be dangerous in the working environment
4. Identify ways in which own **working practices** can damage the environment

Range

Differences

Contact policy, access to first aid, personal security, no one to look out for dangers, shared labour, size of workload

Factors

Location, weather, height, general public, lighting, level of pedestrian or vehicle traffic, signs of vermin infestation

Types of waste

Sharps, asbestos, chemicals, animal and human waste, pests; dead and alive, fly tipping, bird lime

Working practices

Identifying dangerous objects, removal and disposal of waste products, not securing containers, spillages

Unit 102

Graffiti removal by hand

Level: 1
Credit value: 5
UAN: K/502/6739

Unit aim

This unit is about removing graffiti by hand on a range of surfaces. The work may be organised by local authorities, private contractors or environmental and community groups who are involved in cleaning in the local neighbourhood. The unit focuses on identifying which surfaces should or should not be cleaned by hand, selection and use of the appropriate cleaning materials and equipment and the different methods of removing graffiti.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know the types of surfaces
2. Know the equipment and materials for removing graffiti
3. Be able to remove graffiti

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 102

Outcome 1

Graffiti removal by hand

Know the types of surfaces

Assessment Criteria

The learner can:

1. Identify different types of **porous** surfaces
2. Identify different types of **non-porous** surfaces
3. Identify **surfaces** that should be referred for specialist advice

Range

Porous

Brick, stone/rock (sandstone, limestone, marble, slate), concrete, wood, granite, painted surfaces

Non-porous

Glass, street furniture (bins, lights, columns, street/road signs, benches), linoleum, vinyl, metal

Surfaces

Trees, historic buildings/monuments, places of worship, sculptures, art works/murals, plastics

Unit 102

Outcome 2

Graffiti removal by hand

Know the equipment and materials for removing graffiti

Assessment Criteria

The learner can:

1. List the **equipment and materials** required for removing graffiti
2. Identify **hazardous materials**
3. Describe the **effects** of using incorrect cleaning equipment and materials
4. Explain how to remove graffiti from surfaces treated with **anti-graffiti coatings**

Range

Equipment and materials

Personal Protective Equipment (PPE), solvents (liquids/sprays/gels/wipes), acids, alkalis, detergents, buckets, scrub brush (hard, soft), water, cloths, scrapers, Abrasive pads (hard, soft), waste container (bags, bins)

Hazardous materials

Flammable, corrosive, irritant, harmful, toxic, oxidising

Effects

Plastics: clouding

Limestone/marble: etching, scratching (by acids and harsh techniques)

Road signs: removal of reflective coating and damage to the fabric

Porous surfaces: can cause graffiti to penetrate further into surface

Anti-graffiti coatings

Short- and long-lasting

Unit 102

Outcome 3

Graffiti removal by hand

Be able to remove graffiti

Assessment Criteria

The learner can:

1. Identify **areas** where permission may be required before removing graffiti
2. Describe different **methods** of removing graffiti
3. Name types of surface on which graffiti is located
4. describe situations in which it is **not safe to remove** the graffiti
5. Select and use equipment and materials in line with manufacturers' instructions
6. Select and use Personal Protective Equipment (PPE) in line with manufacturers' instructions
7. Hand remove graffiti from **surfaces**
8. Dispose of hazardous and/or non hazardous waste in accordance with manufacturers' instructions
9. Communicate **information** to **relevant persons and groups**.

Range

Areas

Private property; commercial, industrial, domestic dwellings, passenger transport, places of worship, advertising hoardings, bus shelters, smoking canopies

Public property; trees, historic buildings/monuments, building conservation areas, sculptures, art works/murals, public information boards

Methods

Hand removal, pressure washer removal

Not safe to remove

Personal conflict, location, height, safe access and egress, public access, traffic conditions, weather, ventilation

Surfaces

Porous, non porous

Information

Inability to complete tasks (e.g. work at height, private property, work for other teams), can work be completed within given timescales, accidental damage to surfaces, inform manager that job is completed, any relevant documentation

Relevant persons and groups

Supervisor, line manager, community groups, owners of private property

Level: 1
Credit value: 5
UAN: K/502/6742

Unit aim

This unit is about cleaning and clearing in a range of environments within local neighbourhood areas. The work may be organised by local authorities, other land managers, private contractors or environmental and community groups who are involved in a range of cleaning and clearing activities from litter picking operations to clearance of larger fly tipping hotspots.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know the types of area to be cleaned
2. Know the equipment and materials for cleaning local areas
3. Be able to clean local areas

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 103

Outcome 1

Cleaning local neighbourhoods

Know the types of area to be cleaned

Assessment Criteria

The learner can:

1. Identify the **types of area** to be cleaned
2. Identify **areas** where specialist advice should be sought

Range

Types of area

Parks and open spaces, play areas, water ways, public highways, private land, land managed by other organisations eg Crown estates, Ministry of Defence, National Trust

Areas

Water ways, ecological habitat (flora and fauna), historic buildings/monuments, places of worship

Unit 103

Outcome 2

Cleaning local neighbourhoods

Know the equipment and materials for cleaning local areas

Assessment Criteria

The learner can:

1. List the **equipment and materials** required for cleaning up local areas
2. Describe the **dangers** of using cleaning equipment and materials incorrectly
3. Identify manual handling **techniques** required for cleaning up local areas

Range

Equipment and materials

Personal Protective Equipment (PPE), water, detergent, buckets, wheel barrows, hand tools (e.g. litter pickers, brushes, scrapers) waste container (bags, bins)

Dangers

Injury to self and others, damage to property, damage to tools and equipment

Techniques

Lifting, lowering, pushing, pulling

Unit 103

Outcome 3

Cleaning local neighbourhoods

Be able to clean local areas

Assessment Criteria

The learner can:

1. Identify **areas** where permission may be required before cleaning
2. State the grades of cleanliness for litter as outlined in the code of practice on litter and refuse
3. Assess that area is **safe** to begin cleaning
4. Select and use equipment in line with manufacturer's instructions
5. Select and use personal protective equipment (PPE) in line with manufacturer's instructions
6. Carry out cleaning of local areas safely
7. Describe different methods of cleaning local areas
8. Identify **harmful waste** to self, others and the environment
9. State the **procedures** for dealing with waste
10. Describe how to **deal with sharp objects**
11. Communicate **information** to **relevant persons and groups**.

Range

Areas

Places of worship, waterways, parks and open places, historic buildings/monuments, wildlife conservation areas

Safe

Check location, height, safe access and egress, public access, traffic conditions, weather, ventilation

Harmful waste

Sharps, asbestos, broken glass, rusty metal, spikes, wood, nails, large objects

Procedures

Follow work place policies, procedures and relevant legislation, ensure all waste is made secure

Deal with sharp objects

Inform team leader, clinical waste sharps to be picked up with appropriate tool and transferred to specialist container, other sharp objects to be made secure

Information

Inability to complete tasks (e.g. work at height, private property, work for other teams), can work be completed within given timescales, accidental damage to surfaces, inform manager that job is completed, any relevant documentation

Relevant persons and groups

Supervisor, line manager, community groups, owners of private property

Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see [**www.cityandguilds.com/functionalskills**](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [**www.cityandguilds.com/essentialskillsni**](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – [**www.cityandguilds.com/esw**](http://www.cityandguilds.com/esw)

There might also be opportunities to develop skills and/or portfolio evidence if learners are completing any Key Skills alongside this qualification.

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.

Centre Manual - Supporting Customer Excellence 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.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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 such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **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.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
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Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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