

Awards and Certificates in Construction Trade Occupations at SCQF Level 4 (6804- 11/12/13/14/15)

September 2014 Version 1.3



Qualifications at a glance

Subject area	Construction
City & Guilds number	6804
Age group approved	All
Entry requirements	None
Assessment	Multiple Choice, Assignment
Support materials	Centre handbook Assessor guidance Task manual
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Award in Construction Trade Occupations at SCQF Level 4	6804-11
Extended Award in Construction Trade Occupations at SCQF Level 4	6804-12
Certificate in Construction Trade Occupations at SCQF Level 4	6804-13
Extended Certificate in Construction Trade Occupations at SCQF Level 4	6804-14
Award in Handling and Storing Construction Materials and Components at SCQF Level 4	6804-15

Version and date	Change detail	Section
1.3 August 2015	Added logo; phone numbers removed	Coversheet; final page



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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?	It is for candidates who want an introduction to the various trade occupations within the construction sector.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the construction sector.

It covers the following areas:

- Painting and decorating
- Plastering
- Plumbing
- Bricklaying
- Tiling
- Carpentry
- Handling and storing construction materials and components

Structure

To achieve the **Award in Construction Trade Occupations at SCQF Level 4 (6804-11)**, learners must achieve a minimum of **5** credits, **2** credits from the mandatory unit and a minimum of **3** credits from the optional units available.

City & Guilds unit number	Unit title	Credit value
Mandatory		
Unit 108	Handle and store construction materials and components	2
Optional		
Unit 102	Construction trade occupations – painting and decorating	3
Unit 103	Construction trade occupations - plastering	5
Unit 104	Construction trade occupations - plumbing	4
Unit 105	Construction trade occupations - bricklaying	5
Unit 106	Construction trade occupations - tiling	4
Unit 107	Construction trade occupations - carpentry	5

To achieve the **Extended Award in Construction Trade Occupations at SCQF Level 4 (6804-12)**, learners must achieve a minimum of **9** credits, **2** credits from the mandatory unit and a minimum of **7** credits from the optional units available.

City & Guilds unit number	Unit title	Credit value
Mandatory		
Unit 108	Handle and store construction materials and components	2
Optional		
Unit 102	Construction trade occupations – painting and decorating	3
Unit 103	Construction trade occupations - plastering	5
Unit 104	Construction trade occupations - plumbing	4
Unit 105	Construction trade occupations - bricklaying	5
Unit 106	Construction trade occupations - tiling	4
Unit 107	Construction trade occupations - carpentry	5

To achieve the **Certificate in Construction Trade Occupations at SCQF Level 4 (6804-13)**, learners must achieve a minimum of **13** credits, **2** credits from the mandatory unit and a minimum of **11** credits from the optional units available.

City & Guilds unit number	Unit title	Credit value
Mandatory		
Unit 108	Handle and store construction materials and components	2
Optional		
Unit 102	Construction trade occupations – painting and decorating	3
Unit 103	Construction trade occupations - plastering	5
Unit 104	Construction trade occupations - plumbing	4
Unit 105	Construction trade occupations - bricklaying	5
Unit 106	Construction trade occupations - tiling	4
Unit 107	Construction trade occupations - carpentry	5

To achieve the **Extended Certificate in Construction Trade Occupations at SCQF Level 4 (6804-14)**, learners must achieve **28** credits from the mandatory units below.

City & Guilds unit number	Unit title	Credit value
Unit 102	Construction trade occupations – painting and decorating	3
Unit 103	Construction trade occupations - plastering	5
Unit 104	Construction trade occupations - plumbing	4
Unit 105	Construction trade occupations - bricklaying	5
Unit 106	Construction trade occupations - tiling	4
Unit 107	Construction trade occupations - carpentry	5
Unit 108	Handle and store construction materials and components	2

To achieve the **Award in Handling and Storing Construction Materials and Components at SCQF Level 4 (6804-15)**, learners must achieve **2** credits from the mandatory unit below.

City & Guilds unit number	Unit title	Credit value
Unit 108	Handle and store construction materials and components	2



2 Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information.

Resource requirements

Physical resources and site agreements

Centres will have well equipped workshops with a comprehensive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. Centres will have special designated areas within their workshops (cubicles or project areas) allowing candidates to practice the requirements of the units and carry out the Practical Assignments.

Centre Staffing

All staff who assess (tutor/deliver) these qualifications must:

- have recent relevant experience in the specific area they will be teaching;
- be technically competent in the area for which they are delivering training and/or have experience of providing training;
- have a CV available demonstrating relevant experience and any qualifications held.

All staff who quality assure these qualifications must:

- have a good working knowledge and experience within the construction industry;
- have an established strategy and documentary audit trail of internal quality assurance;
- have a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for these SCQF qualifications. However, we encourage trainers and assessors to qualify to the current TAQA standard.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate 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.



3 Delivering the qualification

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

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.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	www.cityandguilds.com
Task manual	www.cityandguilds.com
Qualification approval form	www.cityandguilds.com/construction
SmartScreen	www.smartscreen.co.uk



4 Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
102	Construction trade occupations – painting and decorating	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
103	Construction trade occupations - plastering	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
104	Construction trade occupations - plumbing	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
105	Construction trade occupations - bricklaying	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
106	Construction trade occupations - tiling	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
107	Construction trade occupations - carpentry	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
108	Handle and store construction materials and components	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test 1: Unit 102 Construction trade occupations – painting and decorating

Duration: 30 minutes

Unit	Outcome	Number of questions	%
102	1. Know health and safety legislation relevant to painting and decorating	4	20
	2. Know tools and equipment relevant to painting and decorating	5	25
	3. Know how to prepare surfaces to receive paint finishes	4	20
	5. Know how to apply paint systems	2	10
	7. Know how to restore the work area on completion of painting and decorating activities	5	25
	Total	20	100

Test 2: Unit 103 Construction trade occupations – plastering

Duration: 25 minutes

Unit	Outcome	Number of questions	%
103	1. Know health and safety legislation relevant to plastering	1	7
	2. Know tools and equipment relevant to plastering	2	13
	3. Know how to prepare, gauge and mix plastering materials	2	13
	4. Know how to prepare and fix plasterboards using hand tools	5	34
	6. Know how to apply finishing materials	2	13
	8. Know how to restore the work area on completion of plastering activities	3	20
	Total	15	100

Test 3: Unit 104 Construction trade occupations – plumbing
Duration: 25 minutes

Unit	Outcome	Number of questions	%
104	1. Know health and safety legislation relevant to plumbing	2	13
	2. Know tools, equipment and materials relevant to plumbing	4	27
	3. Know how to prepare, set out and fix plumbing components	5	33
	5. Know how to restore the work area on completion of plumbing activity	4	27
Total		15	100

Test 4: Unit 105 Construction trade occupations – bricklaying
Duration: 30 minutes

Unit	Outcome	Number of questions	%
105	1. Know health and safety legislation relevant to bricklaying	2	10
	2. Know tools and equipment relevant to bricklaying	4	20
	3. Know how to prepare and set out bricklaying	5	25
	5. Know how to prepare, gauge and mix construction materials	2	10
	7. Know how to prepare to cut and lay bricks and blocks to level and line	2	10
	9. Know how to restore the work area on completion of bricklaying activities	5	25
Total		20	100

Test 5: Unit 106 Construction trade occupations – tiling
Duration: 30 minutes

Unit	Outcome	Number of questions	%
106	1. Know health and safety legislation relevant to tiling	3	15
	2. Know tools and equipment relevant to tiling	4	20
	3. Know how to prepare, fix and finish tiles	8	40
	5. Know how to restore the work area on completion of tiling	5	25
Total		20	100

Test 6: Unit 107 Construction trade occupations – carpentry
Duration: 25 minutes

Unit	Outcome	Number of questions	%
107	1. Know health and safety legislation relevant to carpentry	2	14
	2. Know tools and equipment relevant to carpentry	3	20
	3. Know door and window ironmongery	5	33
	5. Know timber finishings	5	33
Total		15	100

Test 7: Unit 108 Handle and store construction materials and components
Duration: 30 minutes

Unit	Outcome	Number of questions	%
108	1. Know how to prepare for handling and storage of construction materials and components	7	35
	3. Know how to handle and store construction materials and components	13	65
Total		20	100



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Range explained:

Range gives further scope on what areas within an assessment criteria must be covered. The range in a unit **must** be taught to learners and parts of the range will be assessed.

Glossary of terms

The following key words and terms are used in the units.

Term	Definition	Unit	Trade area/s
COSHH	Control of Substances Hazardous to Health	All	All
HASAWA	Health and Safety at Work etc. Act 1974	All	All
Legislation	A law or set of laws suggested by a government and made official by a parliament	All	All
PPE	Personal Protective Equipment	All	All
PUWER	Provision and Use of Work Equipment Regulations	All	All
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	All	All
Caulk (Painters)	A filler used for open joints, such as gap between a wall and skirting board.	102	P&D

Gloss	Usually paint for the final/top coat.	102	P&D
Kettle (Paint)	An open container with a wire handle used while painting.	102	P&D
Knotting	Used as a sealer over knots in new softwood. It stops the resin from the knot coming through the primer.	102	P&D
Linear Work	A run/length of an item to be painted (such as skirting board)	102	P&D
Mist/miss Coat	A very thin coat of paint. Usually diluted so it soaks in and seals new plasterwork.	102	P&D
Natural (Bristles)	Natural bristle brushes are produced with animal hair such as natural hog hair and ox hair.	102	P&D
Paint finishes	Relates to the required paint finish (Also see paint systems)	102	P&D
Paint Systems	A succession of paint coats that build up a total film thickness adequate to protect the surface and give a decorative finish.	102	P&D
Pre-painted	Relates to surfaces that have been previously painted.	102	P&D
Primer	A first coat put on to the surface.	102	P&D
Scuttle (Paint)	A container for holding paint when using a roller an alternative to a tray.	102	P&D
Solvent-borne (Paint)	Solvent-borne, paints can have various combinations of organic solvents as the diluent. Sometimes called oil-based.	102	P&D
Synthetic (Bristles)	Synthetic bristle brushes are typically made from nylon, polyester, or blends of these materials.	102	P&D
Undercoat	Paint applied to the surface after priming and before the finishing coat.	102	P&D
VOC's	Volatile organic compounds. Chemicals that evaporate or can easily get into the air at room temperature.	102	P&D
Water-borne (Paint)	This term relates to any product which uses water as the primary	102	P&D

	"solvent". Sometimes called water-based.		
Bucket trowel	A trowel with a square end to help the removal of plaster from the mixing bucket.	103	Plastering
Comb scratcher/scarifier	A tool used by a plasterer to score/mark the first coat of plaster to form a key for the second coat.	103	Plastering
Cross grained float	A wooden float similar to a hand float but thicker, with the grain parallel to the short side, used for floating coats of plasterwork.	103	Plastering
Darby float	A two-handed aluminium plaster's float used for levelling plasterwork, e.g. on walls or ceilings.	103	Plastering
Devil Float	A plaster's hand float with a nail in each corner for scratching the surface of fresh plaster to make a key for the next coat.	103	Plastering
Dry wall	Plasterboards are either fixed to stud work or bonded to dabs on brickwork (also known as dry lining)	103	Plastering
Float	A plastering tool with a flat face and handle, used for floating the surface of plaster or screed (also see, cross-grained float and darby float).	103	Plastering
Foot lifter	A plastering tool to assist in the positioning of wallboards to the ceiling.	103	Plastering
Gauging box/bucket	An item used by a plasterer to gauge/measure quantities of materials that are to be mixed together.	103	Plastering
Gauging Trowel	A triangular trowel used for measuring plaster for mixing.	103	Plastering
Hawk	A small board about 300 mm square with a handle below, for carrying plaster to be applied with a trowel.	103	Plastering
One coat plastering	One coat plaster is actually two coats with the first coat being still wet when the second coat is applied.	103	Plastering
Pad saw	A thin saw blade in a handle used for cutting holes	103	Plastering
Podger/plasterer's wheel	Tool for mixing plaster by hand.	103	Plastering

Scrim	A fine mesh tape used to bridge/reinforce joints of plasterboards.	103	Plastering
Straight /feather edge	A plaster's metal rule with a thin front edge and thick back edge. It is used for screeding/levelling plaster or render.	103	Plastering
Two coat plaster	Two coat work is usually a first coat of lightweight plaster with a second finishing coat that is applied in two coats.	103	Plastering
Capillary fittings	Copper pipework jointed together by soldering.	104	Plumbing
Compression fittings	A joint that can be made in copper or plastic by inserting pipe in to the compression joint. The joint is then tightened to force glands or loose rings into close contact with pipe to make a watertight joint.	104	Plumbing
Deburring tool	Tool used by a plumber to clean up and remove the rough edges from cut pipework	104	Plumbing
Push fit fitting	A pipe joint that is quickly made by simply pushing the pipe in to a socket, with a sliding or rolling joint ring to make a watertight seal.	104	Plumbing
Solvent weld fittings	A permanent joint for plastic pipes. Adhesive is used to 'weld' the spigot and socket together.	104	Plumbing
3:4:5 Method	A method of obtaining a 90 angle, for example when setting out brickwork.	105	Bricklaying
Bolster Chisel	A broad bladed chisel used for cutting bricks	105	Bricklaying
Face plane deviation	A term used when brickwork is checked to ensure it is flat across the face of the wall, the deviation is measured and checked against the agreed tolerance.	105	Bricklaying
Flying Fragments	Ejected items of material, such as when cutting bricks.	105	Bricklaying
Gauge Box	A bottomless box used for measuring material to be mixed together to form concrete or mortar	105	Bricklaying
Gauge Rod/Lathe	A stick used for setting out distances (Also see storey rod)	105	Bricklaying

Jointing Iron	A steel bar with turned up ends and a central handle, used to make a bucket handle joint when pointing brickwork joints.	105	Bricklaying
LOLER	Lifting Operations and Lifting Equipment Regulations	105	Bricklaying
Pointing Trowel	A small triangular trowel that is used for filling joints with mortar and producing a finished joint.	105	Bricklaying
Ranging Lines	A string line between profiles, used for setting out a straight line, such as the face of the wall.	105	Bricklaying
Sack Barrow	A two-wheeled truck for moving heavy objects by hand, consisting of a vertical framework with handles at the top and a metal blade at the bottom that is inserted beneath a load, the entire assembly being tilted backward until balanced for easy pushing or pulling.	105	Bricklaying
Scutch Hammer	A bricklayers hammer with interchangeable finishing heads for trimming and tidying bricks and blocks	105	Bricklaying
Storey Rod	A batten cut to the exact height of the storey with each course of brickwork marked on it.	105	Bricklaying
Stretcher Bond	A bond for brickwork, generally made up entirely of stretchers. It is the simplest and the most common bond for building brick walls.	105	Bricklaying
Tingle Plate	A small tool for preventing a builders line from sagging	105	Bricklaying
Walling Trowel	A large triangular trowel used for spreading mortar and laying bricks.	105	Bricklaying
Weatherstruck Jointing	A joint used in bricklaying where joint has an outward slope to throw rainwater off the wall.	105	Bricklaying
Carborundum Stone (Tiling)	An abrasive stone used to smooth and remove any sharp edges from cut tiles.	106	Tiling
Grouting Floats	A trowel-like tool similar to a plasterer's float, used for smoothing the surface of a grout line. Typically made of rubber or soft plastic.	106	Tiling
Hand Scribe	A tool used for scoring through the glaze of a tile.	106	Tiling

Serrating Trowel	A trowel with a notched/serrated edge used for applying adhesive, different depths are for wall or floor tiling applications	106	Tiling
Squeegees	A tool for cleaning up the tiled area following grouting.	106	Tiling
Nippers, nibblers and mosaic cutters	A tool used for cutting/removing small pieces of tile to produce a shape or curve.	106	Tiling
Auger Bit	Rotating cutting tool used to drill holes	107	Carpentry
Block plane	A small plane that can easily be used with one hand and for cleaning up end grain.	107	Carpentry
Bradawl	A bradawl is used to make an indentation in wood or other materials in order to ease the insertion of a nail or screw.	107	Carpentry
Butt joint	Simple joint in which two pieces of wood are placed against each other but held with nails, screws, dowels, glue or other fasteners.	107	Carpentry
Combination Square	A square that measures both 90 degree and 45 degree angles.	107	Carpentry
Coping Saw	A saw with a thin, narrow blade used for cutting round sharp curves	107	Carpentry
Heading Joint	A joint between two pieces of timber which are joined in a straight line, end to end.	107	Carpentry
Marking Gauge	Similar to the mortise gauge but only having one steel point rather than two (also see mortise gauge).	107	Carpentry
Mitre Block	A guide for a hand saw while cutting a mitre	107	Carpentry
Mitre Joint	Similar to a butt joint, but both pieces have been bevelled (usually at a 45 degree angle) commonly used for architraves.	107	Carpentry
Mortise Dead Lock	A mortise lock which has just a key hole and a bolt, where a sash lock has a bolt and a latch and a pair of handles.	107	Carpentry
Mortise Gauge	A marking out tool used for scribing two parallel lines to identify the width of the mortise (also see marking gauge).	107	Carpentry

Nail punch	A tapered piece of steel the diameter of the nail that is used to drive nails below the surface of the timber	107	Carpentry
Rim Lock	A lock that is attached to the surface of a door rather than mortised in.	107	Carpentry
Sash Mortise Lock	A mortise lock that has a bolt and a latch and a pair of handles.	107	Carpentry
Scribed Joint	A joint between two mouldings; one moulding is cut to the profile of the second.	107	Carpentry
Suffolk Latch	A type of door latch which fastens a door by means of a pivoted bar that engages a hook on the doorjamb.	107	Carpentry
Tenon Saw	Small saw used for the cutting of the shoulders of a tenon	107	Carpentry
Tubular Latch	It is a cylindrical door latch that is installed into the edge of the door and is operated by a knob or door handle	107	Carpentry
Window Fastener	A type of latch that holds the window closed.	107	Carpentry
Window Stay	A bar that holds the window open and keeps it open to a number of pre-defined gaps.	107	Carpentry
Aggregates	The course material (usually gravel) used in mixing concrete	108	Materials
Kinetic Lifting	A method of lifting that normally takes into account the body characteristics and how it works most effectively. It ensures that lifting is carried out without placing unnecessary strain and pressure on vulnerable body parts.	108	Materials
Man-made Defects	Produced through human error such as improper manufacturing, damaged in delivery or inappropriate storage.	108	Materials
Method Statement	Gives specific instructions on how to safely perform a work related task.	108	Materials
Natural defects	Natural defects occur through the natural development or growth of the item. For example those that occur within the growing tree and which can influence the strength and visual appearance of the surface of the timber.	108	Materials

Risk Assessment	A careful examination of what in your work could cause harm to people, so you can weigh up whether you have taken enough precautions or should do more to prevent harm.	108	Materials
Rotation of use	Stock rotation ensure the oldest item is used first.	108	Materials
Toolbox Talk	Tool box talks are short talks, lasting about 5 or 10 minute, on a precise health and safety topic.	108	Materials

Unit 102

Construction trade occupations – painting and decorating

Level:	4
Credit value:	3
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to carry out general painting and decorating tasks.

Learning outcome
The learner will: 1. know health and safety legislation relevant to painting and decorating.
Assessment criteria
The learner can: 1.1 state health and safety legislation relevant to painting and decorating.

Range
Health and safety legislation RIDDOR, COSHH, Manual handling, PPE regulations, VOC's, Working at Height.

Learning outcome
The learner will: 2. know tools and equipment relevant to painting and decorating.
Assessment criteria
The learner can: 2.1 identify uses of different tools and equipment in painting and decorating.

Range
Tools and equipment Paint brushes (natural bristle/synthetic filament), paint kettle/pot, paint Stirrer, rollers (short, medium and long pile), roller tray/bucket/scuttle, roller pole, scraper, filling knife, rubbing block, dusting brush, caulk gun.

Learning outcome
The learner will: 3. know how to prepare surfaces to receive paint finishes.
Assessment criteria
The learner can: 3.1 describe how to prepare the surfaces to receive paint finishes.

Range
Surfaces Plasterboard (wall area), plaster, timber (linear work, door), pre-painted walls plaster, pre-painted woodwork

Learning outcome
The learner will: 4. be able to prepare surfaces to receive paint systems.
Assessment criteria
The learner can: 4.1 prepare the surface to receive paint systems 4.2 select the tools and equipment used to carry out preparation of surfaces 4.3 follow current environmental and relevant health and safety regulations relating to preparing surfaces to receive paint systems.

Range
Surface Timber (linear work, door), pre-painted walls.

Learning outcome
The learner will: 5. know how to apply paint systems.
Assessment criteria
The learner can: 5.1 state methods of how to apply paint systems .

Range
Methods Brush and roller.
Paint systems 1. knot, prime, undercoat, gloss, 2. Mist coat, first coat of emulsion, second coat of emulsion, 3. prime, first coat of eggshell, second coat of eggshell, Water borne materials, solvent borne materials

Learning outcome
The learner will: 6. be able to apply paint systems.
Assessment criteria
The learner can: 6.1 apply paint systems to surfaces 6.2 follow current environmental and relevant health and safety regulations relating to applying paint systems.

Range
Surfaces Timber (linear work, door), pre-painted walls.

Learning outcome
The learner will: 7. know how to restore the work area on completion of painting and decorating activities.
Assessment criteria
The learner can: 7.1 state how to clean and store tools and equipment 7.2 state how to clean and maintain work area.

Range
Clean Water borne materials, solvent borne materials
Tools and equipment Paint brushes (natural bristle/synthetic filament), paint kettle/pot, paint stirrer, rollers (short, medium and long pile), roller tray/bucket/scuttle, roller pole

Learning outcome
The learner will: 8. be able to restore the work area on completion of the painting and decorating activities.
Assessment criteria
The learner can: 8.1 ensure the work area, tools and equipment are left clean and tidy on completion of painting and decorating activities 8.2 dispose of waste safely and in accordance with legislation and official guidance.

Unit 103

Construction trade occupations - plastering

Level:	4
Credit value:	5
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to carry out general plastering tasks.

Learning outcome
The learner will: 1. know health and safety legislation relevant to plastering.
Assessment criteria
The learner can: 1.1 state health and safety legislation relevant to plastering.

Range
Health and safety legislation RIDDOR, COSHH, manual handling, PPE regulations, PUWER, Health and Safety at Work Act.

Learning outcome
The learner will: 2. know tools and equipment relevant to plastering.
Assessment criteria
The learner can: 2.1 identify uses of different tools and equipment in plastering.

Range
Tools and equipment Plasterer's hawk (hand board), plasterer's trowel, flat brush, cross grained float, float/devil float, plumb rule, straight/feather edge, darby, scratch comb, claw hammer, snips, spirit levels, plumb bob, mixing wheel, pad saw, knife, cordless screwdriver, spot board and stand, gauging trowel, bucket trowel, finishing trowel, bucket, mechanical whisk, floor scraper, shovel, mechanical extraction systems

Learning outcome
The learner will: 3. know how to prepare, gauge and mix plastering materials.
Assessment criteria

The learner can:
3.1 describe how to gauge and mix plastering **materials** in accordance with given specification and work instructions.

Range
Materials
Sand (coarse and sharp), cement, lime, lightweight plasters, finishing/setting plasters, one/two coat application, additives, bonding agents.

Learning outcome
The learner will:
4. know how to prepare and fix plasterboard using hand tools.
Assessment criteria
The learner can:
4.1 state the **tools** and **equipment** used to carry out fixing plasterboards
4.2 describe **methods** of fixing plasterboard using hand tools in accordance with given instructions.

Range
Tools
Claw hammer, foot lifter, pad saw, knife, surform, snips, drill.
Equipment
Straight edge, tape measure, hop up, combi drill.
Methods
Nailed (galvanised), screwed (dry wall), staggered joints, centres of fixing.

Learning outcome
The learner will:
5. be able to fix plasterboards.
Assessment criteria
The learner can:
5.1 select the materials and equipment to be used to carry out fixing plasterboards
5.2 apply the procedures for fixing plasterboards safely
5.3 use correct methods to minimise waste and damage to the surrounding area when carrying out work activities
5.4 follow current environmental and relevant health and safety regulations relating to fixing plasterboards.

Learning outcome
The learner will:
6. know how to apply finishing materials.

Assessment criteria
The learner can: 6.1 describe how to apply plaster finish to plasterboards.

Learning outcome
The learner will: 7. be able to apply plaster to vertical surfaces.

Assessment criteria
The learner can: 7.1 mix finishing plasters 7.2 apply scrim to joints 7.3 apply finishing coat to vertical surfaces 7.4 follow current environmental and relevant health and safety regulations relating to applying plaster to vertical surfaces.

Learning outcome
The learner will: 8. know how to restore the work area on completion of plastering activities.

Assessment criteria
The learner can: 8.1 state methods of cleaning and storing tools and equipment 8.2 state methods of cleaning and maintaining work areas 8.3 state methods of disposing of waste material safely.

Range
Methods Dust sheets/protective polythene, barriers/hoardings.
Waste material Recycling waste materials, segregation of materials.

Learning outcome
The learner will: 9. be able to restore the work area on completion of the plastering activities.

Assessment criteria
The learner can: 9.1 ensure the work area, tools and equipment are left clean and tidy on completion of plastering activities 9.2 dispose of waste safely and in accordance with legislation and official guidance.

Unit 104

Construction trade occupations - plumbing

Level:	4
Credit value:	4
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to carry out general plumbing tasks.

Learning outcome
The learner will: 1. know health and safety legislation relevant to plumbing.
Assessment criteria
The learner can: 1.1 state health and safety legislation relevant to plumbing.

Range
Health and safety legislation RIDDOR, COSHH, manual handling, PPE regulations, PUWER, Health and Safety at Work Act.

Learning outcome
The learner will: 2. know tools, equipment and materials relevant to plumbing.
Assessment criteria
The learner can: 2.1 identify uses of different tools, equipment and materials in plumbing.

Range
<p>Tools and equipment Plastic pipe cutter, adjustable grips, pipe slice, basin wrench, hacksaw, drill/driver, deburring tool, tape measure, spirit level.</p> <p>Materials Plastic waste pipes and fittings, elbows, traps, outlets, reducers and tap connectors (push fit, compression and solvent weld), pipe clips and fixings, copper compression fittings, capillary fittings.</p>

Learning outcome
The learner will: 3. know how to prepare, set out and fix plumbing components.
Assessment criteria
The learner can: 3.1 state the different types of information sources required to carry out plumbing activities 3.2 state methods and processes for setting out for plumbing.

Range
<p>Types of information Drawings, plans, job specifications, manufacturer’s information.</p> <p>Methods and processes Measuring, working to string line, level, plumb line and fall, positioning of sanitary ware to specifications and relative to other appliances.</p>

Learning outcome
The learner will: 4. be able to prepare, set out and fix plumbing components.
Assessment criteria
The learner can: 4.1 complete tools and materials list from given specification 4.2 set out in accordance with given specification and work instructions 4.3 position and fix plumbing components to a given specification.

Range
<p>Components Taps, hot and cold supplies, plastic waste pipes and fittings, elbows, traps, outlets (push fit, compression), pipe clips and fixings.</p>

Learning outcome
The learner will: 5. know how to restore the work area on completion of plumbing activity.
Assessment criteria
The learner can: 5.1 state how to maintain a clean and tidy work area 5.2 state methods of disposing of waste material safely.

Range
Waste material Hazardous waste, plastics, metals.

Learning outcome
The learner will: 6. be able to restore the work area on completion of plumbing activities.
Assessment criteria
The learner can: 6.1 ensure the work area, tools and equipment are left clean and tidy on completion of plumbing activities 6.2 dispose of waste safely and in accordance with legislation and official guidance.

Unit 105

Construction trade occupations - bricklaying

Level:	4
Credit value:	5
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to carry out general bricklaying tasks.

Learning outcome
The learner will: 1. know health and safety legislation relevant to bricklaying.
Assessment criteria
The learner can: 1.1 state health and safety legislation relevant to bricklaying.

Range
Health and safety legislation HASAWA, RIDDOR, COSHH, Manual Handling Regulations, PPE Regulations, PUWER, LOLER, Control of Vibration at Work Regulations

Learning outcome
The learner will: 2. know tools and equipment relevant to bricklaying.
Assessment criteria
The learner can: 2.1 identify uses of different tools and equipment in bricklaying.

Range
<p>Tools and equipment</p> <p>Walling trowel, pointing trowel, lump hammer and bolster chisel, scutch hammer, line and pins, corner blocks, spirit level, boat/pocket level, tape measure, builders square, tingle plate, brick hammer, jointing iron, gauge lathe/rod, storey rod, bucket, brick tongs/grabs, sack barrow, wheelbarrow, sweeping brush, hand brush, shovel, straight edge, vertical profiles</p>

Learning outcome
The learner will:
3. know how to prepare and set out bricklaying.
Assessment criteria
The learner can:
3.1 state the different types of information sources required to carry out bricklaying
3.2 state methods and processes for setting out for bricklaying.

Range
<p>Types of information</p> <p>Working drawings (including specification, scales, symbols, hatchings and abbreviations), building Regulations, method statement, risk assessment</p>
<p>Methods</p> <p>Identification of datum points, transferring levels (laser/spirit level and straight edge), profile boards and ranging lines, transfer of ranging lines and levels, builder's square, 3:4:5 method, tape measures, checking diagonals, checking dimensions on drawings</p>

Learning outcome
The learner will:
4. be able to prepare and set out for bricklaying activities.
Assessment criteria
The learner can:
4.1 complete tools and materials list from given specification
4.2 set out in accordance with given specification and work instructions.

Learning outcome
The learner will: 5. know how to prepare, gauge and mix construction materials.
Assessment criteria
The learner can: 5.1 describe how to gauge and mix construction materials in accordance with given specification and work instructions.

Range
Materials Concrete, mortar
Specification Ratios, batching, additives

Learning outcome
The learner will: 6. be able to prepare, gauge and mix construction materials for bricklaying.
Assessment criteria
The learner can: 6.1 select the correct materials, components and equipment to gauge and mix materials for construction and bricklaying operations.

Range
Gauge and mix Manufacturers guidance/ information, consistency and workability, hand mixing.

Learning outcome
The learner will: 7. know how to prepare to cut and lay bricks and blocks to level and line.
Assessment criteria
The learner can: 7.1 state how to lay bricks and blocks to level and line in accordance to a given specification and given instructions .

Range
Specification and given instructions Stretcher bond (brick/block) including returns, half round jointing, weather struck jointing

Learning outcome
The learner will: 8. be able to prepare, cut and lay bricks and blocks to level and line.
Assessment criteria
The learner can: 8.1 select materials, tools and equipment to be used to carry out the work 8.2 cut bricks and blocks using hand tools to given specification, safely avoiding hazards 8.3 lay bricks and blocks in accordance to the given specifications 8.4 carry out activities safely and in accordance with Health and Safety legislation .

Range
Tools and equipment Level, line and pins, hammers, bolster, trowels, mixing tools, corner blocks, gauge rod/ lath, tape measure, jointing tools, profile boards.
Hand tools Hammer and bolster.
Hazards: Dust, flying fragments/ objects.
Specifications To given tolerances, overall wall height, Face plane deviation tolerance, clean facework with minimal smudging and no visual defects.
Health and Safety legislation RIDDOR, COSHH, manual handling, PPE regulations, LOLER, risk assessment

Learning outcome
The learner will: 9. know how to restore the work area on completion of bricklaying activities.
Assessment criteria
The learner can: 9.1 state how to clean and maintain tools and equipment 9.2 state how to clean and maintain work area 9.3 state methods of disposing of waste material safely 9.4 identify storage of bricklaying materials to prevent damage.

Range**Tools and equipment**

Walling trowel, pointing trowel, lump hammer and bolster chisel, scutch hammer, spirit level, boat/pocket level, tape measure, builders square, brick hammer, jointing iron, bucket, wheelbarrow, shovel, straight edge

Methods

Waste management (segregation), PPE

Learning outcome

The learner will:

10. be able to restore the work area on completion of the bricklaying activities.

Assessment criteria

The learner can:

- 10.1 ensure the work area, tools and equipment are left clean and tidy on completion of bricklaying activities
- 10.2 dispose of waste safely and in accordance with legislation and official guidance.

Unit 106

Construction trade occupations - tiling

Level:	4
Credit value:	4
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to carry out general tiling tasks.

Learning outcome
The learner will: 1. know health and safety legislation relevant to tiling.
Assessment criteria
The learner can: 1.1 state health and safety legislation relevant to tiling.

Range
Health and safety legislation RIDDOR, COSHH, manual handling, PPE regulations, PUWER.

Learning outcome
The learner will: 2. know tools and equipment relevant to tiling.
Assessment criteria
The learner can: 2.1 identify uses of different tools and equipment in tiling.

Range
Tools Squeegees, grouting floats, hand operated tile cutter, light & heavy duty tile cutters, electric cutting equipment, hammers, tiling trowels (serrating trowel, gauging/bucket trowel), tile nippers/nibblers/mosaic cutters, scribes, mitre block, spirit level, straight edge, chisels, files, trimming tools, hacksaws, dividers, carborundum stone, rubber mallet. NB use of retractable knives for unpacking tiles
Equipment Tapes, rules, straight edges, squares, compasses, tile cutters, sponges, polishing cloths, buckets.

Learning outcome

The learner will:

3. know how to prepare, fix and finish tiles.

Assessment criteria

The learner can:

- 3.1 describe how to gauge and mix **tiling materials** in accordance with given specification and work instructions
- 3.2 state the **tools and equipment** used to carry out fixing tiles to a given specification
- 3.3 describe how to cut tiles using hand and power tools safely to relevant **health and safety legislation**
- 3.4 describe how to **prepare** and fix tiles to given specifications
- 3.5 describe methods of applying finishing materials.

Range**Tiling materials**

Adhesives, grouts.

Tools

Squeegees, grouting floats, mitre blocks, spirit level, straight edge, hand scribe, filing equipment, tile saws, tiling trowels (serrating trowel, gauging/bucket trowel), tile nippers/nibblers/mosaic cutters, hacksaw, sealant gun, lock boy and hammer, retractable utility knife, carborundum stone, builder's/set square, tape measure/ruler, scrapers

Equipment

Electric and manual cutting equipment, tile cutters, sponges, polishing cloths, buckets, hand brush

Health and safety legislation

COSHH, manual handling, PPE regulations, PUWER

Prepare

Basic setting out

Methods

Use of squeegees, grouting floats, finishing the tile joints (washing or pairing).

Learning outcome
The learner will: 4. be able to prepare, apply and finish tiling to vertical surfaces.
Assessment criteria
The learner can: 4.1 complete materials lists to identify the type, size, quantity of materials and accessories in accordance with the given instructions 4.2 cut tiles safely avoiding hazards in accordance with the given specification and work instructions 4.3 select the materials, accessories and equipment to be used to carry out the work 4.4 check spirit levels and straight edge for accuracy 4.5 apply the procedures for fixing tiles in accordance with given specifications and manufacturers' guidance 4.6 follow current environmental and relevant health and safety regulations relating to preparing and fixing tiles.

Range
Materials, accessories and equipment Squeegees, grouting floats, mitre blocks, spirit level, straight edge, hand scribe, filing equipment, tile saws, tiling trowels (notch size, serrating trowel, gauging/bucket trowel), tile nippers/nibblers/mosaic cutters, hacksaw, sealant gun, lock boy and hammer, retractable utility knife, carborundum stone, builder's/set square, tape measure/ruler, scrapers Electric and manual cutting equipment, tile cutters, sponges, polishing cloths, buckets, hand brush Tiles, tile trims, spacer pegs, adhesives and grouts (ready mixed or powered) , sealant, protective sheet materials, timber (for gauge rods)
Health and safety regulations COSHH, manual handling, PPE regulations, PUWER
Specifications tiles to be plumb, level, flat and lip free to British Standards code of practice tolerances 3mm over 2m, coverage of adhesive on the back of the tile (solid bed fixing) reference BS5385-1.

Learning outcome
The learner will: 5. know how restore the work area on completion of tiling.
Assessment criteria
The learner can: 5.1 state methods of cleaning and storing tools and equipment 5.2 state methods of cleaning and maintaining work area 5.3 state methods of disposing of waste material safely.

Range
Waste material Recycling waste materials, segregation of materials.

Learning outcome
The learner will: 6. be able to restore the work area on completion of tiling activities.
Assessment criteria
The learner can: 6.1 ensure the work area, tools and equipment are left clean and tidy on completion of tiling activities 6.2 dispose of waste safely and in accordance with legislation and official guidance.

Unit 107

Construction trade occupations - carpentry

Level:	4
Credit value:	5
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to carry out general carpentry tasks.

Learning outcome
The learner will: 1. know health and safety legislation relevant to carpentry.
Assessment criteria
The learner can: 1.1 state health and safety legislation relevant to carpentry.

Range
Health and safety legislation RIDDOR, COSHH, manual handling, PPE regulations, PUWER.

Learning outcome
The learner will: 2. know tools and equipment relevant to carpentry.
Assessment criteria
The learner can: 2.1 identify uses of tools and equipment in carpentry.

Range
Tools Hammers, chisels, hand saws, screwdrivers, battery drill/driver, tape measure, combination square, coping saw, tenon saw, nail punch, mitre block, mortice gauge, auger bits, bradawl, block plane.

Learning outcome

The learner will:

3. know door and window ironmongery.

Assessment criteria

The learner can:

- 3.1 identify **ironmongery** used on doors
- 3.2 identify **ironmongery** used on windows
- 3.3 list the **tools** required for fitting ironmongery.

Range**Ironmongery - doors**

Latches (tubular, Suffolk), mortice dead lock, sash mortice lock, rim lock, butt hinges, letter plate, handles.

Ironmongery - windows

Stay, fastener, butt hinges.

Tools

Chisels, screwdrivers, battery drill/driver, tape measure, combination square, mortice gauge, auger bits, bradawl, mallet.

Learning outcome

The learner will:

4. be able to prepare and fix door ironmongery.

Assessment criteria

The learner can:

- 4.1 select the **tools** required for fixing door ironmongery
- 4.2 fit sash mortice lock and handles
- 4.3 follow current environmental and relevant health and safety regulations relating to preparing and fixing door ironmongery.

Range**Tools**

Chisels, screwdrivers, battery drill/driver, tape measure, combination square, mortice gauge, auger bits, bradawl, mallet ironmongery.

Learning outcome

The learner will:

5. know timber finishings.

Assessment criteria

The learner can:

- 5.1 identify timber **finishings**
- 5.2 identify finishing **moulding** profiles
- 5.3 state **joints** used for fixing timber finishings
- 5.4 list the **tools** required for fitting timber finishings.

Range
<p>Finishings Skirting, dado, architrave.</p> <p>Moulding Ovolo, ogee, torus, splayed, pencil round.</p> <p>Joints Mitred, scribed, heading</p> <p>Tools Hammers, hand saws, tape measure, combination square, coping saw, tenon saw, nail punch, mitre block, block plane.</p>

Learning outcome
The learner will: 6. be able to prepare and fix skirting.
Assessment criteria
The learner can: 6.1 select the tools required for fixing skirting 6.2 fix skirting using joints 6.3 follow current environmental and relevant health and safety regulations relating to preparing and fixing skirting.

Range
<p>Tools Hammers, hand saws, tape measure, combination square, coping saw, tenon saw, nail punch, mitre block, block plane.</p> <p>Joints Mitred, scribed, heading.</p>

Unit 108

Handle and store construction materials and components

Level:	4
Credit value:	2
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to handle a variety of construction materials and components.

Learning outcome
The learner will: 1. know how to prepare for handling and storage of construction materials and components.
Assessment criteria
The learner can: 1.1 identify types of information sources required to handle and store materials and components 1.2 state the requirements for checking and recording incoming materials and components 1.3 identify types of defects that can be found in construction related materials and components 1.4 state how the route and the movement of construction materials is planned for.

Range
Information sources Manufacturers' technical information, written and oral instructions, health and safety legislation and HSE guidance, risk assessment, method statement, delivery notes, toolbox talks.
Requirements Use of delivery notes, visual inspection.
Defects Knots, shakes, splits (timber), cracks, chips, irregular shapes, out of date materials, warping, UV damage, water damage.

Learning outcome
The learner will: 2. be able to prepare for handling and storage of construction materials and components.

Assessment criteria
The learner can: 2.1 check the materials comply with delivery notes 2.2 report shortages to authorised personnel 2.3 follow current environmental and relevant health and safety regulations relating to preparing for the handling and storage of construction materials and components.

Range
Regulations Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), chemicals or substances hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, current environmental, manual handling.

Learning outcome
The learner will: 3. know how to handle and store construction materials and components.

Assessment criteria
The learner can: 3.1 state the effects that the elements could have on construction materials and components 3.2 describe the different methods of protection for construction materials and components 3.3 state the safety and security requirements for different types of materials and components 3.4 state the importance of stock rotation 3.5 describe the manual handling techniques and procedures to be used when handling construction materials and components 3.6 state methods of waste disposal .

Range
Elements Sun, moisture, frost, wind.
Materials and components (AC3.1, 3.2, 3.3) Bricks, blocks, tiles/slates, aggregates, bagged materials, timber and board materials, fixings, paint and solvents, insulations, plumbing and drainage components, glass.
Protection (AC3.2) Temperature controlled, ventilated areas, on/off the ground (on leveled bearers, on pallets), covered, secure compound, indoors.
Manual handling techniques In accordance with current manual handling regulations, correct use of personal protective equipment (PPE), kinetic lifting, mechanical lifting, team lifting, planning a lift.

Materials and components (AC3.5)

Sheet, bagged, heavy, irregular/long, fragile, hazardous.

Methods of waste disposal

Chutes, skips, bins

Learning outcome

The learner will:

4. be able to handle and store construction materials and components.

Assessment criteria

The learner can:

- 4.1 store specified construction **materials and components** in accordance with given instructions
- 4.2 store construction **materials and components** in a way that prevents hazards and enables rotation of use
- 4.3 protect construction **materials and components** from the elements and damage during storage
- 4.4 apply manual handling techniques when lifting and moving construction **materials and components**
- 4.5 ensure the work area is left clean and tidy on completion of the work
- 4.6 follow current environmental and relevant health and safety **regulations** relating to handling and storage of construction materials and components.

Range**Materials and components**

Aggregates, bagged materials, timber and board materials, fixings, bricks, blocks and tiles, paint and solvents, plumbing and drainage components.

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), chemicals or substances hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations current environmental, manual handling.



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 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.

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.

Useful contacts

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

Employer

Employer solutions, Mapping,
Accreditation, Development Skills,
Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents,
Forms, Free literature, Textbooks,
Smartscreen

T: +44 (0)844 543 0000

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