



City & Guilds Level 1 Diploma in Plastering (6708-13)

Version 1.8 (January 2025)

Qualification Handbook

Qualification at a glance

Subject area	5.2 Building and Construction
City & Guilds number	6708
Age group approved	16+/18+
Entry requirements	None
Assessment	Multiple Choice Examination, Practical Demonstration/Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessor guidance, Task manual, Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 1 Diploma in Plastering	6708-13	600/7937/X	407	420

Version and date	Change detail	Section
1.2 July 2013	Amended the third bullet point under Centre staffing Minor amendment to range in Unit 121 LO3 AC3, Unit 125 LO1 AC4	Centre requirements Units
1.2 July 2013	Glossary of terms added	Units
1.3 July 2014	Centre staffing amended	Centre requirements
1.4 December 2015	Updated range for LO 1, 3 and 4 in unit 201	Units
1.5 August 2017	Added TQT details Deleted QCF	Qualification at a Glance, Structure Appendix 1
1.6 September 2023	Removal of images	Throughout
1.7 March 2024	Update of Quality Assurance Statement	Centre Requirements
1.8 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	Throughout

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5 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 those individuals who who work or want to work as a Plasterer in the construction sector.
What does the qualification cover?	<p>The qualification allows candidates to learn, develop and practise the skills required for employment and/or career progression in Plastering.</p> <p>It covers the following skills:</p> <ul style="list-style-type: none"> • Preparing backgrounds surfaces and plastering materials • Applying scratch coats • Fixing sheet materials • Applying floating coats • Applying setting coats.
What opportunities for progression are there?	<p>It allows candidates to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> • Level 2 Diploma in Plastering
Who did we develop the qualification with?	This units in this qualification are endorsed by ConstructionSkills
Is it part of an apprenticeship framework or initiative?	N/A

Structure

To achieve the City & Guilds Level 1 Diploma in Plastering, learners must achieve: 42 credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory units:				
Learners must achieve all seven mandatory units.				
A/504/6722	101/501	Principles of building construction, information and communication	6	52
H/504/6942	121	Prepare background surfaces and mix plastering materials	3	30
J/505/2894	122	Applying scratch coats to internal backgrounds	6	60
M/504/6944	123	Fixing sheet materials	6	60
A/504/6946	124	Applying floating coats to wall	7	68
F/504/6947	125	Applying setting coats to wall	7	67
A/504/6719	201/601	Health, safety and welfare in construction	7	70

Total Qualification Time (TQT)

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 demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) 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
City & Guilds Level 1 Diploma in Plastering	407	420

6 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

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. Facilities for grinding and sharpening hand tools will be available. Centres will have special designated areas within their Plastering workshop (cubicles or project areas) allowing candidates to practise the requirements of the units and carry out the Practical Assignments.

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.

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

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 quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

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

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

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

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

Age restrictions

This qualification is approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

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

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

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

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

Please refer to the JQC access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **[City & Guilds website](#)**

7 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.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

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

Sustainability

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

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

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

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

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

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

Support materials

The following resources are available for this qualification:

Description	How to access
Task manual	www.cityandguilds.com
Assessor guidance	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

8 Assessment

Assessment of the qualification

Candidates must:

- successfully complete assessments for each mandatory unit

Assessment types

Unit	Title	Assessment method	Where to obtain assessment materials
101/50 1	Principles of building construction, information and communication	<p>City & Guilds e-volve multiple choice test or on demand externally marked paper.</p> <p>The test covers all of the knowledge in the unit.</p>	Examinations provided on e-volve, or question papers ordered via Walled Garden.
121	Prepare background surfaces and mix plastering materials	<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
122	Applying scratch coats to internal backgrounds	<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

123	Fixing sheet materials	<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
124	Applying floating coats to wall	<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
125	Applying setting coats to wall	<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

201/60 1	Health, safety and welfare in construction	City & Guilds e-volve multiple choice test or on demand externally marked paper. The test covers all of the knowledge in the unit.	Examinations provided e- volve or question papers ordered via Walled Garden.
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Assessment strategy

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

- live assignments that can be downloaded from the City & Guilds website
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Time constraints

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

Qualification registration is valid for 36 months.

Test specifications

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

Test 1: Unit 101/501 Principles of building construction, information and communication

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx.

Test: 6708- 501	Duration: 70 minutes		
Unit	Outcome	Number of questions	Percentage %
101	1 Know how to identify information used in the workplace	7	20
	2 Know about environmental consideration in relation to construction	2	5.5
	3 Know about construction of foundations	4	11.5
	4 Know about construction of internal and external walls	8	23
	5 Know about construction of floors	4	11.5
	6 Know about construction of roofs	6	17
	7 Know how to communicate in the workplace	4	11.5
Total		35	100%

Test 2: Unit 121 Prepare background surfaces and mix plastering materials

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx.

Test: 6708-121		Duration: 30 minutes	
Unit	Outcome	Number of questions	Percentage %
121	1 Know the processes to prepare background surfaces	10	50
	3 Know how to prepare for mixing plastering materials	5	25
	5 Know how to mix plastering materials	5	25
Total		20	100%

Test 3: Unit 122 Applying scratch coats to internal backgrounds,

Unit 124 Applying floating Coats

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx.

Test: 6708-122/124		Duration: 30 minutes	
Unit	Outcome	Number of questions	Percentage %
122	1 Know how to apply scratch coats to internal backgrounds	8	40
124	1 Know how to apply floating coats to wall	8	60
Total		20	100%

Test 4: Unit 123 Fixing sheet materials

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx.

Test: 6708- 123	Duration: 25 minutes		
Unit	Outcome	Number of questions	Percentage %
123	1 Know how to measure, cut and fix plasterboards	7	46
	3 Know how to measure, cut and fix pre-formed beads and EML	8	54
Total		15	100%

Test 5: Unit 125 Applying setting coats to wall

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx.

Test: 6708- 125	Duration: 25 minutes		
Unit	Outcome	Number of questions	Percentage %
125	1 Know how to apply setting coats to wall	15	100
Total		15	100%

Test 6 Unit 201/601 Health, safety and welfare in construction

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx.

Test: 6708- 601	Duration: 60 minutes		
Unit	Outcome	Number of questions	Percentage %
201	1 Know the health and safety regulations, roles and responsibilities	7	17.5
	2 Know accident and emergency reporting procedures and documentation	5	12.5
	3 Know how to identify hazards in the workplace	7	17.5
	4 Know about health and welfare in the workplace	3	7.5
	5 Know how to handle materials and equipment safely	2	5
	6 Know about access equipment and working at heights	3	7.5
	7 Know how to work with electrical equipment in the workplace	4	10
	8 Know how to use personal protective equipment (PPE)	5	12.5
	9 Know the cause of fire and fire emergency procedures	4	10
Total		40	100%

9 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- guided learning hours (GLH)
- credit value
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Glossary of terms

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

Term	Definition
Adhesion	The “sticking” of a material to the background
Aggregate	The course material that is the bulk of a mix
Arris	A sharp corner
Bearers	Timber or steel studs or joists which plasterboards can be fixed to
British Standards	The British Standards Institute (BSI) develops and publishes standards in the UK
Common Bricks	Bricks of medium quality used for ordinary walling work where no special face finish is required.

Term	Definition
Concrete	Composed of cement, sand and stone, of varying size and in varying proportions.
Damp Proof Course (DPC)	A layer or strip of impervious material placed in a joint of a wall to prevent the passage of moisture
Damp Proof Membrane (DPM)	A layer or sheet of impervious material within or below a floor or vertically within a building to prevent the passage of moisture
Datum	A datum is a fixed point for reference levels from, they may be permanent Ordnance Bench Marks (OBMs) or Temporary Bench Marks (TBMs)
Dimensions	Measurements
Dubbing out coat	Filling out of large hollows or voids prior to a scratch coat
EML (Expanded metal Lathing)	Metal reinforcement made out of sheet metal to form a mesh, fixed over concrete, timber or friable backgrounds to provide key
Engineering Bricks	Hard dense bricks of regular size used for carrying heavy loads (e.g. in bridge buildings, heavy foundations, etc.).
Floating coat	Undercoat plaster, commonly lightweight, applied 8-11mm thick to a background to make it straight and plumb prior to setting coat being applied
Foundations	Used to spread the load of a building to the sub-soil
Gauge	Mix or to mix as in gauge a mix or gauge consistency
Gauge Box	A bottomless box used for measuring material to be mixed together to form a plaster or mortar
Gypsum	A white rock, mined or produced as a by-product from power stations, it is used in plasterboard production and is the binder in lightweight plasters
Hatchings	Patterns used on a drawing to identify different materials to meet the standards BS1192
Industrial standards	Minimum standards of quality of completed work
Key (mechanical key)	The ability of a plastering material to grip to the background, provide mechanical key- provide something to grip to.
Leaf	One of two parallel walls that are tied together as a cavity wall
Lightweight plaster	A pre-mixed, (most containing gypsum and an aggregate as well as other additives for differing strengths etc.) bagged plaster available in a wide range to suit different backgrounds, properties and situations.
Lime	A fine powdered material traditionally used in mortars

Term	Definition
Method Statement	A description of the intended method of carrying out a task, often linked to a risk assessment.
Mortar	A mixture of sand, cement and/or lime and water used for pricking up coats, scratch coats and floating coats.
Perlite	An aggregate formed from volcanic rock, found in lightweight plasters with good fire resistance qualities
Plasticiser	Used to make mortar workable
Plumb	The verticality of plasterwork or beads
Risk Assessment	An assessment of the hazards and risks associated with an activity and the reduction and monitoring of them
Scale	A method used to make increase or decrease an actual object to show on a drawing
Scratch coat	The first coat of plaster materials applied, to control suction, straighten and even out walls and provide mechanical key for next coat
Services	Eg provided by the utility companies, Gas, electric and water.
Setting coat	Finish plaster applied 2-3mm thick to provide a smooth finish ready for decoration
Skutch hammer	A bricklayers hammer with interchangeable finishing heads for trimming and tidying bricks and blocks
Specification	Instruction detailing types of materials and methods of work to be used
Suction	The porosity or ability to absorb water from an applied material
Vermiculite	An aggregate, found in lightweight plasters with excellent fire resistance qualities
Adhesion	The “sticking” of a material to the background

Unit 101/501

Principles of building construction, information and communication

UAN:	A/504/6722
Level:	1
Credit value:	6
GLH:	52
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	<p>The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to:</p> <ul style="list-style-type: none">• understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings• processes for disseminating information• basic concepts of effective communication.

Learning outcome

The learner will:

1. know how to identify information used in the workplace

Assessment criteria

The learner can:

- 1.1 identify **information sources** used in construction
- 1.2 identify the scale to use with **drawings** in relation to BS1192
- 1.3 identify **symbols** and **hatchings** from drawings in relation to BS1192
- 1.4 state the purpose of datums used in construction.

Range

Information sources

Drawings, schedule, specifications, programme of work

Drawings

Block plan, site plan, detail, section

Symbols

WC, sink, bath, door, window

Hatchings

Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil/earth, insulation, damp proof course (DPC),damp proof membrane (DPM)

Learning outcome

The learner will:

2. know about environmental considerations in relation to construction

Assessment criteria

The learner can:

2.1 state **features** of a building that improve efficiency

2.2 state the importance of **waste management**.

Range

Features

Design features that reduce consumption of water and energy: insulation and water harvesting/conservation

Waste management

Reduce, reuse, recycle

Learning outcome

The learner will:

3. know about construction of foundations

Assessment criteria

The learner can:

3.1 identify **types of foundations**

3.2 identify **materials** used in concrete foundations

3.3 state the **information** required to work out the quantity of materials used in a foundation

3.4 calculate volume of concrete used in single strip foundation.

Range

Types of foundations

Strip, raft, pile, pad

Materials

Course aggregate, fine aggregate, cement, water, steel reinforcement

Information

Specification, dimensions

Learning outcome

The learner will:

4. know about construction of internal and external walls

Assessment criteria

The learner can:

- 4.1 identify **types** of internal and external walls
- 4.2 identify **external walling materials and components**
- 4.3 identify **internal walling materials and components**
- 4.4 calculate the area of a wall
- 4.5 identify **materials** and mix ratios used in mortar
- 4.6 identify **wall finishes**
- 4.7 state **paint systems** for new plaster.

Range

Types

Solid, cavity, timber frame, stud

External walling materials and components

Brick, block, timber, insulation, Damp proof course (DPC), wall ties

Internal walling materials and components

Stud (timber, metal), low density blockwork, plasterboard, plaster

Materials

Sand, lime, plasticiser, cement

Wall finishes

Plaster, render

Paint systems

Mist-coat/seal, two coats of emulsion

Learning outcome

The learner will:

- 5. know about construction of floors

Assessment criteria

The learner can:

- 5.1 identify **types of floors**
- 5.2 identify **components of solid concrete ground floors**
- 5.3 Identify **components of timber** floors.

Range

Types of floors

Solid concrete ground, timber (ground, upper)

Components of solid concrete ground floors

Hardcore, blinding sand, damp proof membrane (DPM), insulation, oversite concrete, screed

Components of timber

Oversite concrete, sleeper walls, wall plates, DPC, joists, insulation, floor covering

Learning outcome

The learner will:

6. know about construction of roofs

Assessment criteria

The learner can:

6.1 identify **types of roofs**

6.2 identify **components of roofs**

6.3 state **paint systems for timber**

6.4 calculate the linear quantity of fascia board

6.5 state the importance of thermal insulation in a roof.

Range

Types of roofs

Gable-ended, flat, hipped, lean-to

Roof components

Ridge, batten/lathe, fascia, wall plate, felt, slate/tile, truss rafters, insulation, joists, wall plate straps

Paint systems for timber

Knotting, prime, undercoat, gloss, (water based and solvent-based)

Learning outcome

The learner will:

7. know how to communicate in the workplace

Assessment criteria

The learner can:

7.1 list **job roles** within construction

7.2 state **information** needed when recording a message

7.3 list **benefits** of clear and effective communication

7.4 list **benefits** of positive communication with colleagues and others

7.5 identify **communication methods** used to relay information to colleagues.

Range

Job roles

Professional, technician, trade, general operative

Information

Date, time, content, contact name and details

Benefits (AC 7.3)

Preventing errors, safe working, improved productivity

Benefits (AC 7.4)

Improved motivation, avoid conflict, complying with equality and diversity

Communication methods

Verbal, memos, telephone, email, radio, text messages

Unit 121

Prepare background surfaces and mix plastering materials

UAN:	H/504/6942
Level:	1
Credit value:	3
GLH:	30
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	The aim of this unit is to provide the learner with the knowledge new and existing background surfaces and prepare for laying on.

Learning outcome

The learner will:

1. know the processes to prepare background surfaces.

Assessment criteria

The learner can:

- 1.1 identify different types of **background surfaces**
- 1.2 state the **methods** for removing existing plaster by hand and machine
- 1.3 state the **methods** for cleaning down **background surfaces**
- 1.4 describe the **importance and control** of suction
- 1.5 describe the **importance** of forming a **key** and using **bonding agents** to **background surfaces**
- 1.6 list **common faults** caused by ineffective surface preparation
- 1.7 describe the **importance** of cleaning and waste disposal

Range

Background surfaces

Brick, block, stone, timber studs, concrete, composite backgrounds, sheet materials (plasterboard, EML), pre-plastered surface

Methods (AC1.2)

Skutch hammer, lump hammer, claw hammer, pick hammer, bolster, chisel, mechanical stripping tools eg breaker

Methods (AC1.3)

Brush, water, industrial vacuum, mechanical extraction systems

Importance and control (AC1.4)

Drying times, adhesion, water suction test

Importance (AC1.5)

Adhesion, control of suction

Key/bonding agents

Spatterdash/slurry/stipple, mechanical (hand and power), PVA, SBR bonding slurry

Common faults

Poor adhesion, fire cracking/crazing, surface or fine cracking, material failure (shrinkage, cracking or dusting of material), stress (strength of materials), sagging

Importance (AC1.7)

Prevention of hazards, efficient working, care for the environment, avoid contamination of mix

Learning outcome

The learner will:

- 2. be able to use processes to prepare background surfaces.

Assessment criteria

The learner can:

- 2.1 use **instructions** for preparation of background surfaces
- 2.2 identify different **suction backgrounds**
- 2.3 select **hand** and **power tools** to prepare background surfaces
- 2.4 apply **suction test** and control measures on background surfaces
- 2.5 provide **key** and **bonding agents** to backgrounds surfaces
- 2.6 clean work area and dispose of waste
- 2.7 use correct access equipment
- 2.8 follow current environmental and relevant health and safety legislation

Range

Instructions

Verbal, written/drawings

Suction backgrounds

High, medium, low

Hand tools

Skutch hammer, lump hammer, claw hammer, bolster, chisel

Power tools

Mechanical stripping tools

Suction test

Brush, water

Key/bonding agents

Spatterdash/slurry/stipple, mechanical (hand and power), PVA

Learning outcome

The learner will:

3. know how to prepare for mixing plastering materials.

Assessment criteria

The learner can:

3.1 identify different types of **plastering materials**

3.2 state the **requirements** for mixing plastering materials

3.3 identify different types of **equipment and tools** used for mixing plastering materials

Range**Plastering materials**

Sand, cement, lime, pre-mixed plasters (lightweight, backing and setting coat), additives

Requirements

Manufacturer's instructions, method statement, risk assessment and control measures, manual handling, COSHH assessment, suitable mixing area to include access to services (water, electric supply, waste disposal)

Tools and equipment

Gauging trowel, bucket, shovel, mechanical whisk, mixing wheel, hand held paddle, hand brush, gauging box/bucket, dust sheets, mechanical extraction systems, Personal Protective Equipment (PPE)

Learning outcome

The learner will:

4. be able to prepare for mixing plaster materials.

Assessment criteria

The learner can:

4.1 select **plastering materials**

4.2 select the **tools and equipment** to gauge and mix plastering materials

4.3 set up the mixing area

4.4 use correct equipment

4.5 follow current environmental and relevant health and safety legislation

Range**Plastering materials**

Sand, cements, lime, pre-mixed plasters (lightweight and backing coat), additives

Tools and equipment

Gauging trowel, bucket, shovel, mechanical whisk, mixing wheel, hand held paddle, hand brush, dust sheets, mechanical extraction systems, Personal Protective Equipment (PPE)

Learning outcome

The learner will:

5. know how to mix plastering materials.

Assessment criteria

The learner can:

5.1 state the different **methods** of mixing plastering materials

5.2 identify the **potential hazards** when mixing plastering materials

5.3 identify **control measures** when mixing plastering materials

5.4 state **effects** relating to incorrect gauging and mixing of plastering materials

5.5 state the **equipment** for protecting the work and surrounding area

Range**Methods**

Hand mixing, mechanical mixing

Potential hazards

Splashes, electric shocks, slips, trips and falls, airborne contamination/dust, entanglements, fumes, chemical burns

Control measures

Clean working area, signage, emergency procedures, PUWER, Personal Protective Equipment (PPE), COSHH, risk assessment, manufacturers' instructions/data sheet

Effects

Failure of mix (strength and quality), waste of materials, poor adhesion, flash set/no set

Equipment

Dust sheets/protective polythene, floor coverings eg plywood sheets, barriers/hoardings, warning notices

Learning outcome

The learner will:

6. be able to mix plaster materials.

Assessment criteria

The learner can:

6.1 **mix proportions** of materials to given specifications

6.2 report **problems** when mixing plaster materials to the relevant personnel

6.3 use correct equipment

6.4 follow current environmental and relevant health and safety legislation

Range**Mix proportions**

Sand/lime mixes

Problems

Material shortage, old/damaged materials, health and safety issues, dirty water, storage

Unit 122

Applying scratch coats to internal backgrounds

UAN:	J/505/2894
Level:	1
Credit value:	6
GLH:	60
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for applying scratch-coats and dubbing out coats.

Learning outcome

The learner will:

1. know how to apply scratch coats to internal backgrounds.

Assessment criteria

The learner can:

- 1.1 state **why** scratch coats would be applied
- 1.2 state different types of **materials and mixes**
- 1.3 identify different types of **equipment and tools** to apply scratch coats to internal backgrounds
- 1.4 describe the importance of **correct technique and procedures** when using tools

Range

Why

To even out surfaces/dubbing out coat, for a key, control and even out suction

Materials

Sand (coarse and sharp), cement, lime, lightweight plasters, additives

Mixes

Strong/weak, lime based (ratio 5:2), cement based (ratio 4:1, 5:1, 6:1), cement and lime based (ratio 6:1:1, 6:1:½)

Equipment and tools

Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, scratch comb, scarifier

Correct technique and procedures

Preparing backgrounds, checking surface for straightness, setting up equipment, tools and work area, checking tools for accuracy and cleanliness, application of material, keying surface, transferring materials (spot board to wall)

Learning outcome

The learner will:

2. be able to apply scratch coats to internal backgrounds.

Assessment criteria

The learner can:

- 2.1 comply with **specifications** for applying scratch coats to internal backgrounds
- 2.2 select **equipment, tools and materials** to apply scratch coats to internal backgrounds
- 2.3 select **mix and materials**
- 2.4 use correct techniques and procedures when applying scratch coats to internal backgrounds
- 2.5 use correct access equipment
- 2.6 follow current environmental and relevant health and safety legislation

Range**Specifications**

Verbal, written/drawings

Equipment, tools and materials

Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, scratch comb, scarifier

Mixes

Strong/weak, lime based (ratio 5:2)

Materials

Sand (coarse and sharp), lime

Unit 123

Fixing sheet materials

UAN:	M/504/6944
Level:	1
Credit value:	6
GLH:	60
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for fixing sheet materials.

Learning outcome

The learner will:

1. know how to measure, cut and fix plasterboards.

Assessment criteria

The learner can:

- 1.1 state how to use specifications and schedules to fix plasterboards
- 1.2 state the importance of accurate measurements
- 1.3 identify different types of **fixings** used for plasterboards
- 1.4 state the reasons for staggering joints when fixing plasterboards
- 1.5 identify different types of **materials** used for jointing plasterboards

Range

Fixings

Dry wall screws, galvanised nails

Materials

Tapes, scrim

Learning outcome

The learner will:

2. be able to measure, cut and fix plasterboards.

Assessment criteria

The learner can:

- 2.1 comply with **specifications** for cutting and fixing plasterboards
- 2.2 select **equipment and tools** to cut and fix plasterboards
- 2.3 fix sheet materials in place
- 2.4 apply safe working procedures for cutting and fixing plasterboards
- 2.5 use correct access equipment
- 2.6 follow current environmental and relevant health and safety legislation

Range**Specifications and schedules**

Verbal, written/drawings

Equipment and tools

Claw hammer, cordless screwdriver, straight edge, board knife, pad saw, surform, tape measure, dry wall hammer

Learning outcome

The learner will:

3. know how to measure, cut and fix pre-formed beads and EML.

Assessment criteria

The learner can:

- 3.1 describe different types of **pre-formed beads** and **expanded metal lath (EML)**
- 3.2 state the importance of accurate measurements
- 3.3 describe different **methods** for fixing pre-formed beads and EML
- 3.4 identify different types of **equipment and tools** for fixing pre-formed beading and EML

Range**Beads:****Pre-formed**

Thin coat stop bead, thin coat angle bead

Expanded metal lath (EML)

Roll form, strip

Methods

Screwed, nailed, stapled, plaster

Equipment and tools

Claw hammer, snips, cordless screwdriver, straight edge, drill, tape measure, staple gun, hawk and trowel, spirit level, Personal Protective Equipment (PPE)

Learning outcome

The learner will:

4. be able to measure, cut and fix pre-formed beads and EML.

Assessment criteria

The learner can:

- 4.1 comply with **specifications** for measuring, cutting and fixing pre-formed beads and EML
- 4.2 select **equipment and tools** and to measure, cut and fix pre-formed beads and EML
- 4.3 measure pre-formed beads and EML
- 4.4 cut pre-formed beads and EML to given sizes
- 4.5 select **methods** for fixing pre-formed beads and EML
- 4.6 fix pre-formed beads and EML
- 4.7 apply safe working procedures for measuring, cutting and fixing re-formed beads and EML
- 4.8 use correct access equipment
- 4.9 follow current environmental and relevant health and safety legislation

Range

Specifications and schedules

Verbal, written/drawings

Equipment and tools

Snips, tape measure, claw hammer, combi drill, straight edge, hawk and trowel, spirit level, Personal Protective Equipment (PPE)

Methods

Screwed, nailed, adhesive

Unit 124

Applying floating coats to wall

UAN:	A/504/6946
Level:	1
Credit value:	7
GLH:	68
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for applying floating coats to wall

Learning outcome

The learner will:

1. know how to apply floating coats to wall.

Assessment criteria

The learner can:

- 1.1 describe different types of **materials** used for applying floating coats to wall
- 1.2 state different types of **mixes**
- 1.3 identify different types of **tools and equipment** for applying floating coats to wall
- 1.4 describe the importance of correct **technique and procedure** when using tools
- 1.5 describe different types of **floating coats**

Range

Materials

Aggregates (sand, perlite and vermiculite), cement, lime, lightweight plasters, additives, classifications of plaster

Mixes

Strong/weak, lime based (ratio 5:2), cement based (ratio 4:1, 5:1, 6:1), cement and lime based (ratio 6:1:1, 6:1:½).

Tools and equipment

Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, float/devil float, darby, spirit level

Technique and procedure

preparing backgrounds, checking surface for straightness, setting up equipment, tools and work area, checking tools for accuracy and cleanliness, application of floating coats, keying surface

transferring materials (spot board to wall)

Floating coats

Methods: dot and screed, broad screed, making good (patching a chase), free hand

Learning outcome

The learner will:

- 2. be able to apply floating coats to walls.

Assessment criteria

The learner can:

- 2.1 comply with **specifications** for applying floating coats to wall
- 2.2 select **equipment, tools** and materials to applying floating coats
- 2.3 select **mixes** for **floating coats**
- 2.4 use methods to apply **floating coats**
- 2.5 use correct techniques when applying **floating coats**
- 2.6 use correct access equipment
- 2.7 follow current environmental and relevant health and safety legislation

Range

Specifications and schedules

Verbal, written/drawings

Equipment and tools

Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, darby, devil float

Mixes

Strong/weak, lime based (ratio 5:2)

Materials: sand (coarse and sharp), lime

Floating coats

Methods: dot and screed, broad screed, free hand

Unit 125

Applying setting coats to wall

UAN:	F/504/6947
Level:	1
Credit value:	7
GLH:	67
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for applying setting coats to wall

Learning outcome

The learner will:

1. know how to apply setting coats to walls

Assessment criteria

The learner can:

- 1.1 describe different types of **materials** used for applying setting coats
- 1.2 describe the **importance** of clean water
- 1.3 state the **effects** of out of date plasters
- 1.4 identify **equipment and tools** for applying setting coats
- 1.5 describe the importance of **correct technique and procedure** when using tools

Range

Materials

Finishing/setting plaster, multi-purpose setting coat, plasterboard finish, one/two coat application, spray finish, hard grade plaster finish, gypsum, aggregates (sand, perlite, vermiculite), classifications of plaster

Importance

Flash set/no set, poor quality finish

Effects

Flash set, poor quality finish, waste of materials, damage to tools and equipment, cost implications

Equipment and tools

Spot board and stand, plasterer's hawk (hand board), bucket, hand brush, floor scraper, straight edge, mixing whisk, gauging trowel, bucket trowel, finishing trowel, flat brush, internal angle trowel, spatula, finishing blades.

Correct technique and procedure

preparing backgrounds, checking surface for straightness, key and suction, setting up equipment, tools and work area, checking tools for accuracy and cleanliness, application of setting plaster, transferring materials (spot board to wall)

Learning outcome

The learner will:

- 2. be able to apply setting coats to walls.

Assessment criteria

The learner can:

- 2.1 comply with **specifications** for apply setting coats to walls
- 2.2 select **equipment, tools** and **materials** to apply setting coats to wall
- 2.3 mix plasters
- 2.4 use correct techniques when applying setting coats
- 2.5 apply setting coat finish
- 2.6 use correct access equipment
- 2.7 follow current environmental and relevant health and safety legislation

Range

Specifications and schedules

Verbal, written/drawings

Equipment and tools

Spot board and stand, plasterer's hawk (hand board), bucket, brush, floor scraper, mixing whisk, gauging trowel, bucket trowel, finishing trowel, flat brush, finishing blade

Materials

Lightweight setting plaster

UAN:	A/504/6719
Level:	2
Credit value:	7
GLH:	70
Endorsement by a sector or regulatory body::	This unit is endorsed by ConstructionSkills
Aim:	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work

Learning outcome
The learner will:
1. know the health and safety regulations, roles and responsibilities
Assessment criteria
The learner can:
1.1 identify health and safety legislation relevant to and used in the construction environment
1.2 state employer and employee responsibilities under the Health and Safety at Work Act (HASWA)
1.3 state roles and responsibilities of the Health and Safety Executive (HSE)
1.4 identify organisations providing relevant health and safety information
1.5 state the importance of holding on-site safety inductions and toolbox talks

Range
Health and safety legislation
Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)

Employer responsibilities

Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses, sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans, welfare, display public liability Insurance and health and safety law poster

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation eg site investigations

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA

Learning outcome

The learner will:

2. know accident and emergency reporting procedures and documentation.

Assessment criteria

The learner can:

- 2.1 state legislation used for reporting accidents
- 2.2 state major **types of emergencies** that could occur in the workplace
- 2.3 identify reportable injuries, diseases and dangerous occurrences as per RIDDOR
- 2.4 state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them
- 2.5 identify **authorised personnel** involved in dealing with accident and emergency situations
- 2.6 state **actions** to take when discovering an accident

Range**Types of emergencies**

Fires, security incidents, gas leaks

Records:

Accident book, first aid records, organisational records and documentation

Authorised personnel

First aiders, supervisors/managers, health and safety executive, emergency services, safety officer

Actions

Area made safe, call for help, emergency services

Learning outcome

The learner will:

3. know how to identify hazards in the workplace.

Assessment criteria

The learner can:

- 3.1 state the importance of **good housekeeping**
- 3.2 state reasons for risk assessments and method statements
- 3.3 identify **types of hazards** in the workplace
- 3.4 state the importance of the correct storage of combustibles and chemicals on site
- 3.5 identify different **signs and safety notices** used in the workplace

Range**Good housekeeping:**

Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers.

Types of hazards:

Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather.

Signs and safety notices:

Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome

The learner will:

4. know about health and welfare in the workplace.

Assessment criteria

The learner can:

- 4.1 identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM)
- 4.2 state health effects of noise and **precautions** that can be taken
- 4.3 state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace

Range**Precautions**

Reducing noise at source, PPE, isolation, exposure time

Risks

Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity

Learning outcome

The learner will:

5. know how to handle materials and equipment safely.

Assessment criteria

The learner can:

- 5.1 identify legislation relating to safe handling of materials and equipment
 5.2 state procedures for safe lifting and manual handling activities in accordance with guidance and legislation
 5.3 state the importance of using **lifting aids** when handling materials and equipment

Range**Lifting aids**

Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck

Learning outcome

The learner will:

6. know about access equipment and working at heights

Assessment criteria

The learner can:

- 6.1 identify legislation relating to working at heights
 6.2 identify types of **access equipment**
 6.3 state **safe methods** of use for **access equipment**
 6.4 identify **dangers** of working at height

Range**Access equipment:**

Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts

Safe methods

Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping

Dangers

Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others)

Learning outcome

The learner will:

7. know how to work with electrical equipment in the workplace

Assessment criteria

The learner can:

- 7.1 state **precautions** to take to avoid risks to self and others when working with electrical equipment

- 7.2 state **dangers** of using electrical equipment
- 7.3 identify **voltages** and voltage colour coding that are used in the workplace
- 7.4 state **methods** of storing electrical equipment

Range

Precautions

Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate

Dangers:

Burns, electrocution, fire

Voltages

Battery powered, 110/115 volts, 230/240 volts and 415 volts

Methods

Components present, equipment cleaned, checked for damage, stored in a clean and secure location

Learning outcome

The learner will:

- 8. know how to use Personal Protective Equipment (PPE).

Assessment criteria

The learner can:

- 8.1 state the legislation governing use of Personal Protective Equipment (PPE)
- 8.2 state **types of PPE** used in the workplace
- 8.3 state the importance of PPE
- 8.4 state why it is important to store, maintain and use PPE correctly
- 8.5 state the importance of checking and reporting damaged PPE

Range

PPE:

Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, waterproofs, knee pads, overalls/disposable clothing

Learning outcome

The learner will:

- 9. know the cause of fire and fire emergency procedures.

Assessment criteria

The learner can:

- 9.1 state **elements** essential to creating a fire
- 9.2 identify methods of fire prevention
- 9.3 state actions to be taken on discovering a fire

9.4 state **types of fire extinguishers** and their uses

Range

Elements

Oxygen, fuel, heat

Types of fire extinguishers:

Water, foam, CO2, dry powder

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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

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

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

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

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

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

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

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

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

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

City & Guilds

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

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