



Level 2 Technical Certificate in Site Carpentry (7906-20)

Version 1.2 (June 2017)

Qualification Handbook Technicals

Qualification at a glance

Industry area	Construction
City & Guilds number	7906-20
Age group	16-18 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For information on grading, please see Section 7: Grading.
Approvals	These qualifications require full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Site Carpentry	360	600	7906-20	603/0352/9

Version and date	Change detail	Sections
V1.1 April 2017	Amendment of assessment component numbering; <ul style="list-style-type: none"> • Level 2 Site Carpentry - Theory exam component number amended from 003 to 007 • Level 2 Site Carpentry - Synoptic assignment component number amended from 004 to 008 	1 Introduction 5 Assessment 7 Grading
V1.2 June 2017	Addition of the examination paper based module number Removal of AO 6-8 from Synoptic Assignments Addition of Provisional Grade Boundaries for the Synoptic Assignment Revised Exam Specification and AO weightings Branding changes	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results 5. Assessment – Assessment Objectives 7. Grading 5. Assessment – Exam Specification Throughout

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1 Introduction

Purpose statement

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Site Carpentry**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This Level 2 Technical Certificate in Site Carpentry is aimed at you if you are looking to work in the construction industry specifically as a site carpenter. A site carpenter has the skills and knowledge to cut, fasten, carve and design objects made out of wood or other materials, and plays an important part of any construction team.</p> <p>You will gain an understanding of the skills and knowledge that are important when you are working as a site carpenter or progressing to further learning and training in this area.</p> <p>This qualification is suitable if you are 16 years old, or over. You don't need any previous experience to start this qualification.</p> <p>Following successful completion of this qualification you will be qualified to work in the construction industry as a site carpenter.</p>
What does this qualification cover?	<p>This qualification covers all the main skills and knowledge you will need to progress to further learning and training, or to enter the world of work as a site carpenter.</p> <p>You will study the following mandatory content:</p> <ul style="list-style-type: none">- Principles of construction- Structural carpentry- Non-structural carpentry prior to plastering- Non-structural carpentry following plastering- Timber technology and the use of a circular saw <p>The units are designed so that you learn the underlying principles and practical skills involved, as well as getting an overview of the principles of construction, building technology and terminology used.</p> <p>Centres and providers where you do your training, work with local employers who will contribute to the knowledge and delivery of this training. The different ways in which centres could support your learning, by working with local and national businesses include:</p> <ul style="list-style-type: none">- Structured work-experience or work placements within their business- Your attendance at classes or lectures given by industry experts

- Employers input into projects and exercises, or their involvement with setting assessments and examinations
- Employers who act as 'expert witnesses' to contribute to the assessment of your work

This practical based training is ideal preparation for gaining employment as a craftsperson in site carpentry or further specialist study.

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they are looking for when recruiting for a site carpenter. This may be working for a house-building company, a property development company, or working as part of a small business repairing and refurbishing buildings.

Why choose this qualification over similar qualifications?

There are no other qualifications within this suite at this level. However, City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work in other areas of the construction industry such as bricklaying, architectural joinery, painting and decorating and plastering.

Will the qualification lead to further learning?

This qualification will allow you to progress into employment or onto the Level 3 Advanced Technical Diploma in Site Carpentry (450). This will allow you to enhance the skills and knowledge that you have gained at level two, to progress into higher job roles such as an advanced craft site carpenter.

This qualification could also lead you to an apprenticeship in construction. There are a number of new and exciting apprenticeships currently being developed in construction, including carpentry and joinery, so you could progress to be an apprentice working as a site carpenter.

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

This qualification is supported by the Federation of Master Builders (FMB) The FMB is the UK's largest trade association in the building industry and was established to protect the interests of small and medium-sized building firms. The FMB supports the above qualification as being important for employment within the industry.

Qualification structure

To achieve the **City & Guilds Level 2 Technical Certificate in Site Carpentry** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
201	Principles of construction	60
202	Structural carpentry	90
203	Non-structural carpentry prior to plastering	90
204	Non-structural carpentry following plastering	90
205	Timber technology and the use of circular saw	30
Total GLH		360

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Technical Certificate in Site Carpentry	360	600

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Site Carpentry** candidates must successfully complete **both** mandatory assessment components.

Component number	Title
Mandatory	
007 or 507	Level 2 Site Carpentry - Theory exam
008	Level 2 Site Carpentry - Synoptic assignment

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement

Component number	Title
Mandatory	
820	Employer involvement

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver these qualifications and their assessments. **Any specific physical resources related to the qualification should be listed here.**

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that learners have suitable level 1 qualifications or relevant experience.

Age restrictions

These qualifications are approved for learners aged 16 – 18, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each candidate 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 qualifications
- 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.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See Employer involvement for more detail.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com
Guidance for delivery	
Guidance on use of marking grids	

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: **Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planer a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows¹²:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification³;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a

¹ As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations

² This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

³ **DfE work experience guidance**

guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
008	Externally moderated synoptic assignment	<p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p>
007/507	Externally marked test	<p>The exam is externally set and externally marked, and will be taken online through City & Guilds' computer-based testing platform (007) or as a paper based test (507).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---</p>

Component numbers	Assessment method	Description and conditions
		<p>instructions-for-conducting-examinations</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds Technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to build a stud wall with a return incorporating a serving hatch. This will require the candidate to draw on their knowledge and skills from across the qualification to prepare a tools and materials list, produce a hatch lining, produce wedges, construct a stud partition and fix architrave. Candidates will demonstrate they are following Health and Safety regulations at all times which will draw upon their knowledge of legislation and regulations.

Exam for stretch, challenge and integration

The exam draws from across the mandatory content of the qualification, using:

- **multiple choice questions** to confirm breadth of knowledge and understanding.
- **multiple choice stretch and challenge questions**, giving candidates the opportunity to demonstrate higher level, integrated understanding through analysis and evaluation.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
A01 Recalls knowledge from across the breadth of the qualification.	How to use tools, equipment and fixed circular saw, methods of work, practical techniques, Health and Safety, legislation, risk assessment, component terminology, positioning and fixing, carpentry techniques and processes, inspection and maintenance of tools, use of PPE/safety aids and work piece support, types and arrangements used in the various aspects of carpentry work, fitting ironmongery.	10%
A02 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Methods of work, links between Health and Safety legislation and planning activities, correct sequence of work, interpretation of drawings/specifications	15%
A03 Demonstrates technical skills from across the breadth of the qualification.	Inspect, set up, adjust and use hand tools, power tools and fixed circular saw; change tooling/blades; use safety aids; measuring and working accurately to tolerances; working safely according to risk assessment and method statement; determining lengths, spacings and angles, positioning and fixing of finishings, components, ironmongery and associated metal work.	35%
A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out. Safe working practices demonstrated.	20%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
A05 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Accuracy of measuring, cutting and fixing. Minimal gaps in joints and when fitting ironmongery, adherence to tolerances and the details during the task.	20%

Examination specification

AO weightings per exam

Assessment objective	Theory exam 007/507 weighting (approx. %)
A01 Recalls knowledge from across the breadth of the qualification.	52
A02 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	28
A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Multiple choice exam*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

007/507		Duration: 2 hours	
Unit	Unit title	Number of marks	%
201	Principles of construction	14	23
204	Non-structural carpentry following plastering	24	40
205	Timber technology and the use of circular saw	10	17
Stretch and challenge across units		12	20
Total		60	100

*These exams are sat under invigilated examination conditions, as defined by the JCQ:

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work⁴ the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Provision for reworking evidence after submission for marking by the tutor

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

⁴ For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Site Carpentry** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
008	43

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows::

Assessment method	Grade scale	% contribution
Exam (007/507)	X/P/M/D	40%
Synoptic assignment (008)	X/P/M/D	60%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Exam: 40%	6	12	18
Synoptic assignment: 60%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to Section 2: Centre requirements in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals** page of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments once only. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

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.

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 JCQ 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: <http://www.cityandguilds.com/delivering-our->

qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Unit 201 Principles of construction

Unit level:	Level 2
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GLH:	60
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What is this unit about?

The purpose of this unit is to introduce learners to the construction industry and to give a wider context to the trade area they are studying, as construction is a vital part of the economy and plays an important role in all our lives. Learners will discover that this sector can be very rewarding and that there are opportunities for career progression.

This unit provides learners with an understanding of the principles of construction, building technology and terminology used. This unit also covers various pieces of legislation, including health and safety, planning and building control.

Learners may be introduced to the unit by asking themselves questions, such as:

- How are materials and components used in construction?
 - How are work areas set up and organised through to completion?
 - What types of career progression opportunities are available in the construction industry?
 - Who needs to communicate throughout a construction project?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand how to work in the construction industry
- 2 Understand construction information
- 3 Understand how to set up and secure work areas
- 4 Know building substructure
- 5 Know building superstructure

Learning outcome

- 1 Understand how to work in the construction industry
-

Topics

- 1.1 Areas of and personnel involved in construction work
- 1.2 Roles of team members and career progression
- 1.3 Communication within construction team

Depth

Topic 1.1

Range of construction work:

- new build
- renovation
- maintenance
- restoration
- domestic
- commercial
- industrial.

Organisations that contribute to the construction process:

- building contractors
- manufacturers
- suppliers
- local authorities
- legislative bodies.

Topic 1.2

Members of the building team and their roles:

- professional
- craft
- operatives.

Career opportunities that exist in the construction industry:

- progression routes
- continuing professional development (CPD)/qualifications.

Topic 1.3

Key personnel involved in day to day communication:

- site managers
- supervisors

- fellow operatives
- clients.

Additional parties involved in wider communication:

- architects
- Health and Safety Executive
- local authorities
- local residents
- registered building control
- Construction (Design and Management) (CDM) co-ordinator
- environmental bodies
- other trade areas.

Methods of communication:

- written
- verbal.

Learning outcome

2 Understand construction information

Topics

- 2.1 Building controls and regulations
- 2.2 Types and uses of construction information
- 2.3 Technical drawings used in the construction industry
- 2.4 Health and safety legislation

Depth

Topic 2.1

The controls and regulations that support the construction process:

- planning permission
- building regulations
- health and safety law
- quality and standards.

An in-depth knowledge of building regulations is **not** a requirement at this stage.

Topic 2.2

Construction information used to manage, support and organise projects:

- specifications
- drawings
- schedules

- bill of quantities
- programme of works
- Building Information Modelling (BIM).

Topic 2.3

Methods of drawing:

- hand
- Computer Aided Design (CAD).

Drawing skills are **not** essential at this stage.

Types of drawing:

- orthographic projection
- isometric projection.

Drawing information:

- scale
- symbols and hatchings.

Topic 2.4

Health and safety guidance used during the construction process:

- Health and Safety at Work Act (HASAWA)
- 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.

An in-depth knowledge of health and safety legislation is **not** a requirement at this stage.

Learning outcome

- 3 Understand how to set up and secure work areas

Topics

- 3.1 Planning a site layout
- 3.2 Site welfare
- 3.3 Site security

Depth

Topic 3.1

Importance of the following areas on planning:

- material deliveries
- material storage
- neighbouring properties
- noise considerations
- parking
- waste management/recycling
- protection to the natural environment
- access/egress
- plant.

Topic 3.2

Areas of welfare that should be considered during site set up:

- toilets
- washing facilities
- storage of personal items
- canteen
- drying room.

Knowledge of site planning (3.1) and welfare (3.2) should be connected for the learner to understand the importance they play.

Topic 3.3

Importance of protecting various work areas in relation to:

- the public
- employees
- materials
- tools and equipment.

Learning outcome

- 4 Know building substructure
-

Topics

- 4.1 Purposes and materials of substructure
4.2 Types of building services

Depth

Topic 4.1

Types and purposes of foundations:

- pad
- pile
- raft
- strip.

Characteristics of the following materials used in substructure:

- brick
- block
- steel
- concrete
- Damp Proof Course (DPC)/Damp Proof Membrane (DPM) and membranes
- insulation.

Topic 4.2

Types of services that are used to supply buildings:

- electricity
- gas
- water
- drainage (surface and foul)
- communication networks.

Learning outcome

5 Know building superstructure

Topics

- 5.1 Wall types and their associated materials
- 5.2 Floor types and their associated materials
- 5.3 Roof types and their associated materials
- 5.4 Types of finishes
- 5.5 Types of building elements

Depth

Topic 5.1

Types of walls and their components:

- solid
- cavity

- timber frame
- partitions.

Types of materials:

- brick
- block
- stone
- timber
- metal stud.

An in depth knowledge of each type of wall and their components is **not** a requirement at this stage.

Topic 5.2

Types of floors:

- solid
- suspended.

Types of materials:

- block/beam
- concrete
- timber
- steel reinforcement
- insulation
- DPM
- screed.

An in depth knowledge of each type of floor and their components is **not** a requirement at this stage.

Topic 5.3

Types of roofs and their components:

- pitched
 - o traditional hand cut
 - o trussed
- flat.

Types of materials:

- timber
- lead
- slate
- tile
- felt
- sheet
- other synthetic systems.

An in depth knowledge of each type of roof and their components is **not** a requirement at this stage.

Topic 5.4

Types of internal finishes:

- paint systems
- paper coverings
- plaster
- dry lining
- tiling.

Types of external finishes:

- paint systems
- rendering systems
- coatings
- external wall insulation (EWI)
- cladding.

An in depth knowledge of each type of finish and their components is **not** a requirement at this stage.

Topic 5.5

Building elements:

- first fix
 - o partitions
 - o external door and window frames
 - o internal door lining
 - o stairs
 - o services
- second fix
 - o finishes
 - o doors
 - o kitchen units
 - o sanitary ware.

An in depth knowledge of each type of element and their components is **not** a requirement at this stage.

Guidance for delivery

It is advised that this unit should be one of the last units delivered in this qualification because it relates to much of the content of the other units and it will give learners a holistic understanding of the construction industry. Because this unit has a broad content, tutors should consider utilising the skills and expertise of relevant trade areas to support delivery. Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

This is a knowledge only unit and although the majority of content could be delivered in a classroom environment, it is important that learners can relate this knowledge and understanding to real life working tasks and environments. Reference to this unit should be made when teaching the other practical units that make up this qualification.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City & Guilds SmartScreen materials, research opportunities, collaborative learning activities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Teaching and learning strategies must help learners to develop a clear and simple understanding of how the construction industry functions. This can be done by examining the industry from a variety of perspectives, breaking the knowledge down into bite-sized pieces and then asking the learners to work out how they fit together to form a united whole. This should be based on real-life case studies.

Unit 202 Structural carpentry

Unit level:	Level 2
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GLH:	90
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What is this unit about?

The purpose of this unit is to provide the learner with the knowledge and skills to carry out structural carpentry in accordance with the current Health and Safety and Building Regulations in both new building projects and refurbishment works. The knowledge acquired by the learner will enable them to distinguish and identify flooring and roofing work, the associated components and materials, and their uses in carpentry and joinery.

Learners can be introduced to this unit by asking themselves questions such as:

- Do I understand the differences between types of roofs?
 - What are the main considerations when selecting a floor or roof type?
 - Can I use appropriate tools and equipment for constructing floors and roofs?
-

Learning outcomes

In this unit, learners will be able to

- 1 Construct floors and flat roofs
- 2 Construct trussed rafter roofing

Learning outcome

- 1 Construct floors and flat roofs
-

Topics

- 1.1 Flooring and flat roof components and joist arrangement
- 1.2 Joist support methods and provision for services
- 1.3 Trimming required for openings in floors/flat roofs
- 1.4 Tying floors and flat roofs to the structure and strutting
- 1.5 Preparing flat roofs for waterproof covering
- 1.6 Ventilation and insulation requirements of flat roofs
- 1.7 Tools for constructing floors and flat roofs
- 1.8 Construct floors and flat roofs

Depth

Topic 1.1

The following components refer to:

- ground floor
- single upper floor with trimmed openings
- flat roof with trimmed openings.

Types of flooring and flat roof components:

- joists
 - common/bridging
 - trimming
 - trimmer
 - trimmed
- strutting
 - solid
 - herringbone
 - proprietary
- modern solid joist alternatives
 - I beams (eco joists)
 - metal web
- firings
- angle/tilt fillet
- fascia
- soffit.

Take into account positioning of joists when planning a floor layout

Topic 1.2

Joist support methods when constructing floors and flat roofs :

- built in
- wall plates
- joist hangers
- sleeper walls

Provision for services when constructing floors and flat roofs:

- safe zones in joists for drilling
- notching for services

Topic 1.3

Methods of trimming floors (traditional and modern) for:

- service access
- staircases
- chimneys
- flues
- roof lights
- disabled access lifts.

Topic 1.4

Requirements of the current Building Regulations (Part A) in relation to tying floors and flat roofs to the structure.

Types of strutting and the reasons for using them:

- solid
- herringbone
- proprietary

Topic 1.5

Preparing flat roofs for waterproof coverings:

- decking out:
 - firrings
 - panels
 - OSB
 - WBP plywood
 - insulated panels
- finishings to abutments and eaves
 - tilt fillet
 - fascia
 - soffit
 - drips and upstands

Topic 1.6

Requirements of the current Building Regulations (Part L) in relation to:

- ventilating cold and warm deck flat roofs
- insulating cold and warm deck flat roofs.

Topic 1.7

Tools used for flat roofs and flooring construction:

- hand tools:
 - o saws
 - o hammers
 - o levels
 - o chalk lines
 - o measuring tools
 - o marking tools
 - o chisels
- power tools:
 - o drills
 - o saws
 - o nail guns

Topic 1.8

Constructing of floors and flat roofs:

- planning of floor and flat roof joisting arrangements to suit limiting factors such as
 - o span
 - o spacing of joist centres
 - o openings
 - o floor/ flat roof coverings
 - o plasterboard sizes
 - o calculating the resource requirements
- selecting and using hand and power tools
- cutting and positioning of joists to form floor and flat roofs
- trimming openings
- tying in joists
- carrying out strutting
- fixing coverings
- cutting and fixing angle fillets
- cutting and fixing soffits and fascias to verge detailing

Learning outcome

- 2 Construct trussed rafter roofing

Topics

- 2.1 Roof types and their components
- 2.2 Roof anchorage
- 2.3 Erection sequences
- 2.4 Support for tank stands and trimming for openings
- 2.5 Finishings to pitched roofs
- 2.6 Ventilation and insulation requirements
- 2.7 Tools used for constructing trussed rafter roofs

2.8 Construct trussed rafter roofing

Depth

Topic 2.1

Roof types and the components of trussed and cut roofs limited to a span of 8m, having a square gable or hipped end.

How to position trusses and rafters when planning a roof layout.

Roof types:

- lean to
- mono pitch
- duo pitched
 - o couple
 - o close couple
 - o collared
 - o double
- gable ended hipped and valley
- trusses
 - o fan
 - o fink
 - o king post
 - o attic
 - o girder
 - o mono
 - o diminishing.

Roof components:

- wall plate
- rafters
 - o obtaining lengths and bevels for a common rafter
- struts
- ceiling joists
- binders
- hangers
- noggins
- gable ladders
- wall straps
- truss clips
- bracing
- joist hangers
- ties
- chords
- purlin
- ridge.

Topic 2.2

Requirements of the current Building Regulations (Part A) in relation to roof anchorage.

Topic 2.3

Erection sequence for construction of:

- trussed roof
- cut roof.

Topic 2.4

Constructional requirements for tank stands.

Methods of trimming roofs for:

- chimneys
- flues
- roof lights.

Topic 2.5

Finishing of pitched roofs:

- eaves
 - o flush
 - o open
 - o closed
 - o sprocketed
- verges
 - o projecting
 - o flush

Topic 2.6

Requirements of the current Building Regulations (Part L) in relation to ventilating and insulating pitched roofs.

Topic 2.7

Tools used for constructing trussed rafter roofs:

- hand tools:
 - o saws
 - o hammers
 - o levels
 - o chalk lines
 - o measuring tools
 - o marking tools
- power tools:
 - o drills

- o saws
- o nail guns.

Topic 2.8

Construct trussed rafter roofing:

- planning trussed rafter arrangements to rectangular buildings
 - o space trusses according to the size of plaster board sheets
 - o calculate the resource requirements for materials
- selecting and using hand and power tools
- cutting and positioning trussed rafters to pitched roofs
- cutting and fixing gable ladder
- tying in trusses
- fixing bracing
- cutting and fix soffits, fascias and barge board

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City & Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to carry out structural carpentry will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Unit 203 Non-structural carpentry prior to plastering

Unit level:	Level 2
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GLH:	90
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What is this unit about?

The purpose of this unit is to provide the learner with the knowledge and skills to carry out non-structural carpentry (often termed first fixing) including the fixing of door and window frames, door linings, positioning and fixing partitions, stairs and floor coverings, all in accordance with the current Health and Safety and Building Regulations in new building projects and refurbishment works. The knowledge acquired by the learner will enable them to distinguish and identify non-structural carpentry work and where this occurs in the construction process.

Learners can be introduced to this unit by asking themselves questions such as:

- Can I select appropriate tools and equipment for a given task?
 - What are the types of non-structural carpentry carried out prior to plastering?
-

Learning outcomes

In this unit, learners will be able to

- 1 Fix frames and linings
- 2 Construct stud partitions
- 3 Fix straight flights of stairs
- 4 Understand floor joist coverings

Learning outcome

1 Fix frames and linings

Topics

- 1.1 Frame and lining types and their components
- 1.2 Materials used to manufacture frames and linings
- 1.3 Methods of assembling and fixing frames and linings
- 1.4 Tools and equipment used for assembly and fixing of frames and linings
- 1.5 Fix frames and linings

Depth

Topic 1.1

Door frame types and their components:

- external
 - o inward opening door
 - o outward opening door
- double door
- combination
- storey height
- vestibule
- fire resistant.

Door lining types and their components:

- single
- double
- hatch
- storey height
- fire resistant.

Window types and their components:

- traditional casement
- high performance/storm-proof
- vertically/horizontally pivoted
- vertically/horizontally sliding sash.

Topic 1.2

Materials used to manufacture frames and linings:

- softwood
- hardwood
- polyvinyl chloride unplasticised (PVCU)
- aluminium.

Topic 1.3

Methods used to assemble and fix frames and linings:

- assembly of a door frames and linings on site
- screwing
- wedging
- brackets/straps
- frame anchors
- polyurethane fixing foam
- vertical damp proof course (DPC) as required by the current Building Regulations.

Topic 1.4

Types of tools and equipment used for assembly and fixing of frames and linings:

- hand tools:
 - outward opening door saws
 - hammers
 - levels
 - measuring tools
 - marking tools
 - chisels
- power tools:
 - drills
 - drivers
- access equipment:
 - hop-up
 - podium.

Topic 1.5

Position and fix frames and linings:

- selecting and using tools (hand held and powered), access equipment and fixings to position and fix frames and linings
- fixing frame to given tolerances:
 - wind/twist
 - level
 - plumb
 - straight.

Learning outcome

- 2 Construct stud partitions
-

Topics

- 2.1 Stud partition types and their component parts
- 2.2 Component sizes and stud positioning
- 2.3 Erection sequence, positioning and fixing partitions
- 2.4 Provision for services and fixtures within stud partitions

- 2.5 Surface coverings for stud partitions
- 2.6 Tools and equipment used for positioning and fixing of timber stud partitions
- 2.7 Construct timber stud partitions

Depth

Topic 2.1

Stud partition types:

- timber
- metal
- prefabricated
- in-situ.

Stud partition components:

- head plates
- sole plates
- studs
 - o wall
 - o intermediate/common
 - o door
- noggins
- door head
- puncheon
- C studs
- U track.

Topic 2.2

Commonly available stud partitioning material sizes:

- CLS: 63, 75, 89, 95
- sawn timber: 75, 100
- metal widths: 50, 60, 70, 90.C studs and U track.

Positioning of studs for:

- door opening
- internal/external corners
- centres to suit size of plaster board sheets specified

Topic 2.3

Erection sequence for stud partitions:

- timber including internal and external corners and openings
- metal including internal and external corners and openings.

Jointing requirements for studwork:

- timber:
 - o housing joint
 - o butt joint

- o framing brackets
- metal:
 - o wafer headed self tappers
 - o pot/pop rivets
 - o crimping.

Topic 2.4

Provision for services and fixtures within stud partitions:

- safe zones in studs for drilling
- notching for services and protection plates
- provision for fixtures post plastering.

Topic 2.5

Types of plasterboard coverings for stud partitions:

- standard
 - o square-edged
 - o tapered-edged
- foil-backed
- fire board
- acoustic board
- moisture resistant board
- impact resistant board
- thermal board.

Topic 2.6

Types of tools and equipment used for positioning and fixing of timber stud partitions:

- hand tools:
 - o saws
 - o hammers
 - o levels
 - o measuring tools
 - o marking tools
 - o chisels
 - o chalk line
- power tools:
 - o drills
 - o drivers
 - o saws
 - o nail guns
- access equipment
 - o hop-up
 - o podium.

Topic 2.7

Construct timber stud partitions:

- planning timber studwork arrangements to include:
 - o internal/external corners

- o openings for doorways and hatches/borrowed lights
- o spacing of studs to suit the size of plaster board sheets specified
- o calculating the resource requirements for materials
- selecting and using tools (hand held and powered) and access equipment
- cutting and positioning timber studwork
- fixing studwork to given tolerances including:
 - o wind/twist
 - o level
 - o plumb
 - o straight.

Learning outcome

- 3 Fix straight flights of stairs
-

Topics

- 3.1 Straight flight of stairs types and their component parts
- 3.2 Checks prior to assembly and fixing of a straight flight of stairs
- 3.3 Fixing sequence for a straight flight of stairs
- 3.4 Tools and equipment for fixing of a straight flight of stairs
- 3.5 Position and fix straight flight of stairs

Depth

Topic 3.1

Straight flight of stairs types:

- between walls
- open well
- independent.

Straight flight of stairs components:

- wall and newel strings (closed and cut)
- bottom, top and storey newels
- handrail and in-fills
- balustrade
- balusters
- string capping and in-fills
- treads
- risers
- nosing
- wedge
- glue block
- newel cap/finial.

Topic 3.2

Checks to be ensured prior to assembly and fixing of a straight flight of stairs:

- correct stairs delivered and not damaged
- correct to specification
 - o width
 - o total rise
 - o total going
- fixed stair will conform to current Building Regulations
 - o headroom
 - o door clearances.

Topic 3.3

Fixing sequence for straight flight of stairs taking into account:

- weight
- size
- strings and newels cut to fit to the stair well
- assembly requirements for the delivered component parts.

Fixings required for straight flight of stairs:

- screws and plugs
- coach bolts and screws.

Topic 3.4

Types of tools and equipment used for fixing a straight flight of stairs:

- hand tools:
 - o saws
 - o hammers
 - o levels
 - o measuring tools
 - o marking tools
 - o chisels
- power tools:
 - o drills
 - o drivers
 - o saws
- access equipment
 - o hop-up
 - o podium.

Topic 3.5

Position and fix a straight flight of stairs:

- using correct sequence
- selecting and using tools (hand held and powered) and access equipment
- fixing to given tolerances
 - o level
 - o plumb
- fixing the balustrading to conform to the current Building Regulations.

Learning outcome

4 Understand floor joist coverings

Topics

4.1 Joist covering types

4.2 Fixing joist coverings

Depth

Topic 4.1

Requirements of joist coverings and their suitability according to their final position.

Types of timber joist coverings:

- softwood
- hardwood strip flooring
- square edged
- tongued and grooved
- secretly fixed.

Types of panel joist coverings:

- plywood
- chipboard
- moisture resistant grades.

Topic 4.2

Ways of fixing joist coverings using:

- floor cramps
- folding wedges
- nails
 - cut/floor brad
 - lost head
 - annular ring shank
- screws
- adhesives
- perimeter clearance.

Fixings to be set below the wear surface of the flooring.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City & Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to carry out non-structural carpentry prior to plastering will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Unit 204 Non-structural carpentry following plastering

Unit level:	Level 2
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GLH:	90
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What is this unit about?

The purpose of this unit is to provide the learner with the knowledge and skills to carry out non-structural carpentry following plastering (often termed second fixing). This includes hanging of doors and fitting ironmongery, fixing of standard mouldings (architrave, skirting etc), fitting of service encasements and the installation of kitchen units with their worktops. This will all be in accordance with the current health and safety and Building Regulations required for new building projects and refurbishment works.

Learners can be introduced to this unit by asking themselves questions such as:

- Can I select and use appropriate tools and equipment for a given task?
 - Can I select appropriate methods to carry out a given non-structural carpentry task?
-

Learning outcomes

In this unit, learners will be able to

- 1 Hang doors and fit ironmongery
- 2 Fix mouldings
- 3 Encase services
- 4 Installation of kitchen units and worktops
- 5 Fit worktops

Learning outcome

1 Hang doors and fit ironmongery

Topics

- 1.1 Types of door and their components
- 1.2 Types of ironmongery
- 1.3 The purpose and usage of door schedules
- 1.4 Types of hand power tools
- 1.5 Hang doors and fit ironmongery

Depth

Topic 1.1

Door types including standard sizes and thicknesses:

- matched boarded doors (ledged, ledged and braced, framed ledged and braced)
- panelled
- glazed (including multi-pane)
- flush
- fire.

Types of door components:

- match boarding
- ledges
- braces
- stiles
- rails
- glazing bars
- panels
- mouldings.

Topic 1.2

Ironmongery types including finishes:

- hinges
 - o tee
 - o strap
 - o hook and band
 - o butt
- locks and latches
- rim latch
 - o mortice
 - o sash mortice
 - o euro
 - o rim lock
 - o digital

- o tubular latch
- bolts
- barrel
 - o tower
 - o ratchet
 - o flush
- escutcheons
- security viewer
- protection plates
- letter plates
- knobs/lever handle furniture
- fixing screws.

Factors to consider when selecting and fitting ironmongery:

- type of door
- width of door stiles
- their position on the door
- security and privacy.

Topic 1.3

The purpose of door schedules and how to use them.

Topic 1.4

Types of hand tools used to hang doors:

- saws
- squares
- sliding bevel
- hammer
- chisels
- planes
- screwdriver
- bradawl
- door lifter.

Types of power tools used to hang doors:

- drill/driver
- planer
- router and associated jigs.

Topic 1.5

Hanging internal and external doors and fitting associated ironmongery using appropriate hand and power tools.

Learning outcome

2 Fix mouldings

Topics

- 2.1 Moulding types
- 2.2 Moulding profiles
- 2.3 Types of fixing tools
- 2.4 Jointing methods
- 2.5 Fix mouldings

Depth

Topic 2.1

Types of mouldings to include their purpose and positioning:

- architrave
- corner blocks/pateras
- skirting
- plinth block
- dado
- frieze/picture
- cornice.

Materials used to manufacture mouldings:

- softwood
- hardwood
- medium density fibreboard (MDF)
- plastic.

Topic 2.2

Commonly used moulding profiles:

- square
- pencil round
- splayed
- ovolo
- ogee
- torus
- cavetto/scotia.

Topic 2.3

Types of hand tools used to fix mouldings:

- saws

- squares
- levels
- chalk line
- sliding bevel
- hammer
- chisels
- planes
- nail punch
- screwdrivers

Types of power tools used to fix mouldings:

- chop saw
- drill/driver
- nail gun.

Topic 2.4

Jointing methods:

- mitres and scribes
 - o 90°
 - o obtuse
 - o acute
- lengthening joints
- corner/plinth block.

Topic 2.5

Fix mouldings:

- selecting and using hand and power tools
- transferring levels
- cutting joints
- using moulding fixings:
 - nails
 - screws
 - adhesives.

Learning outcome

3 Encase services

Topics

- 3.1 Service encasement construction methods
- 3.2 Materials used in service encasement construction
- 3.3 Types of tools used in service encasement construction
- 3.4 Encase services

Depth

Topic 3.1

Construction methods used for service encasements:

- design considerations
 - access requirements
 - sound proofing
 - clearance of services
 - type of cladding
 - humidity levels
 - scribing around pipes
- jointing
 - framed
 - butt.

Topic 3.2

Materials used in service encasement construction:

- framing
 - timber
 - metal
- cladding
 - manufactured board
 - matched boarding
 - PVC profiles
 - plasterboard.

Topic 3.3

Types of hand tools used to encase services:

- saws
- squares
- level
- hammer
- chisels
- planes
- nail punch
- screwdriver

Types of power tools used to fix encasements:

- chop saw
- drill/driver
- nail gun.

Topic 3.4

Encase services:

- selecting and using tools
- constructing framing
- installing cladding.

Learning outcome

4 Installation of kitchen units and worktops

Topics

- 4.1 Types of kitchen units and worktops
- 4.2 Considerations when fixing kitchen units
- 4.3 Types of tools used to install kitchen units and fix worktops

Depth

Topic 4.1

Types of kitchen units:

- wall
- base
- tower
- mid height
- corner
- appliance
- island.

Types of construction methods for kitchen units:

- rigid
- flat pack.

Types of worktops:

- post formed
- solid timber
- solid surface (composite)
- granite.

Topic 4.2

Considerations when fitting kitchen units:

- sequence of installation
- position of services
 - o hidden
 - o visible
- accommodation of service runs
- type of fixings for various backgrounds
- fixing units to line, level and plumb
- worktop fitting and fixing
- sealing of raw cut edges of openings
- alignment of doors and drawers

- fixing finishing items
 - o dummy fascias
 - o plinths
 - o pelmets
 - o cornice.

Topic 4.3

Types of hand tools used to install kitchen units and fit worktops:

- saws
- squares
- levels
- chalk line
- hammer
- mallet
- chisels
- planes
- screwdrivers.

Types of power tools used to install kitchen units and it worktops:

- chop saw
- jigsaw
- biscuit jointer
- router and jigs
- drill/driver.

Learning outcome

5 Fit worktops

Topics

5.1 Fit worktops

Depth

Topic 5.1

Fit worktops:

- selecting and using tools
- jointing an internal corner
 - o use proprietary jigs
 - o use connecting bolts
- cutting an opening for a hob or sink.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City & Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to carry out non-structural carpentry following plastering will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Unit 205 Timber technology and the use of a circular saw

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to understand properties of timber and manufactured boards and how to set up and safely use a circular saw to cut them.

Learners can be introduced to this unit by asking themselves questions such as:

- Do I understand timber based products and their properties?
 - Can I set up and safely operate a circular saw?
 - Can I select appropriate blades for a given operation?
 - Can I cut timber and manufactured boards to given dimensions?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand timber and manufactured boards
- 2 Understand legislation and hazards in relation to the use of a circular saw
- 3 Know circular saw component parts
- 4 Set up circular saw prior to use
- 5 Use circular saw to cut materials

Learning outcome

- 1 Understand timber and manufactured boards
-

Topics

- 1.1 Types of timber and manufactured boards
- 1.2 Drying timber and moisture content
- 1.3 Types of timber defects

Depth

Topic 1.1

Types of timber:

- softwoods:
 - o European redwood
 - o whitewood
 - o Douglas fir
- hardwoods:
 - o oak
 - o ash
 - o mahogany
 - o beech.

Properties of timber:

- durability
- stability
- weight
- workability
- ability to take preservatives and finishes
- moisture content.

Types of manufactured boards:

- medium density fibre board (MDF)
- plywood
- oriented strand board (OSB)
- chipboard
- hardboard.

Properties of manufactured boards:

- grades of ply
- adhesive grades
- durability.

Topic 1.2

Timber drying methods:

- natural
- kiln.

Moisture content for:

- structural carpentry
- external joinery
- internal joinery
- joinery close to a heat source.

Topic 1.3

Common defects affecting timber :

- natural
- knots
- shakes
- resin pockets
- seasoning/conversion
- twist
- bow
- springing
- waney edge
- case hardening.

Learning outcome

- 2 Understand legislation and hazards in relation to the use of a circular saw

Topics

- 2.1 Legislation relevant to the use of a circular saw
- 2.2 Hazards in relation to the use of a circular saw

Depth

Topic 2.1

Legislation and guidance relating to the use of a circular saw:

- Health and Safety at Work Act
- Provision and use of Work Equipment Regulations (PUWER)
- Management of Health and Safety at Work Regulations
- Approved Code of Practice in the safe use of woodworking machinery (ACOP)
- The Control of Noise at Work Regulations
- Control of Substances Hazardous to Health Regulations (COSHH)

- Health and Safety Executive (HSE) woodwork information sheets
- British Woodworking Federation (BWF) machine safety cards
- Manufacturer's information sheets.

Minimum saw blade sizes in relation to peripheral speed calculations.

Topic 2.2

Hazards to be taken into account prior to the use of a circular saw:

- supervision
- training
- guarding
- tooling
- housekeeping
- manual handling
- dust/waste removal.

Learning outcome

- 3 Know circular saw component parts

Topics

- 3.1 Types of circular saws
- 3.2 Circular saws components

Depth

Topic 3.1

Types of circular saw:

- crosscut
- rip
- dimension.

Topic 3.2

Circular saw components:

- crown guards
- breaking systems
- safety interlocks
- extraction points
- fences
- riving knife
- bed
- blade
- information plate,
- mouth piece
- on/off button
- isolation switch
- adjusting mechanisms.

Learning outcome

- 4 Set up table saw prior to use

Topics

- 4.1 Types and features of saw blades
4.2 Change saw blades

Depth

Topic 4.1

Types of saw blades:

- rip
- crosscut
- combination.

Features of saw blades:

- positive hook

- negative hook
- neutral hook
- tooth
 - o root
 - o top
 - o face
 - o back
 - o heel
- gullet
- kerf
- set
- tungsten carbide tip.

Topic 4.2

Change saw blades following manufacturers' guidance and carry out pre start checks.

Learning outcome

5 Use table saw to cut materials

Topics

5.1 Use table saw to cut materials

Depth

Topic 5.1

Use table saw to cut materials:

- carrying out pre start checks
- using safety aids:
 - o push sticks
 - o wedge jigs
 - o saddles

using table saws to cut:

- o softwood
- o manufacturing board
- o tapered firings and wedges
- o glues blocks.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City & Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to cut materials will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

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.

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

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

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

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Appendix 2 Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e- assessment, Navigation, User/menu option, Problems	E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	

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