

Level 1 Certificate in Accommodation Services

8068-01

September 2017 Version 2.5



Qualification at a glance

Subject area	Accommodation Services
City & Guilds number	8068
Age group approved	16+
Assessment	Practical assignments and synoptic test
Fast track	Available
Support materials	Centre Handbook, Candidate Logbook and Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level and title	GLH	TQT	City & Guilds number	Qualification accreditation number
Level 1 Certificate in Accommodation Services	190	209	8068-01	600/4871/2

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (June 2012)	Amended assessment criteria number in unit 103	Units
2.3 (July 2013)	Centre guidance	Units
2.4 (September 2014)	Corrected footer (incorrectly stated that this was a L2 cert)	Whole document
	Corrected numbering of assessment criteria in unit 201	Units
2.5 (September 2017)	Added GLH and TQT details	Qualification at a glance and Introduction



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1 Introduction

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

Area	Description
Who is the qualification for?	The Level 1 Certificate in Accommodation Services is for candidates who want to begin a career within the hospitality industry, specialising in accommodation services. They will wish to progress as a qualified housekeeper. Candidates are required to demonstrate the ability to perform the necessary practical skills and the knowledge required to complete the assessments.
What does the qualification cover?	The qualifications cover an introduction to the hospitality and catering industry, safety at work, customer service, accommodation services and cleaning accommodation areas.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a trainee, or to the following City and Guilds qualifications: <ul style="list-style-type: none">• City & Guilds Level 2 Diploma in Accommodation Services 8068-02• City & Guilds Certificate in Hospitality and Catering Principles 7091-02

2 Structure

To achieve the Level 1 Certificate in Accommodation Services, learners must achieve all of the units listed in the table below.

Level 1 Certificate in Accommodation Services

City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
102	K/503/7563	Safety at work	50	30
103	J/503/7568	Customer service in hospitality and catering industry	30	25
106	J/503/7831	Accommodation services	50	35
107	L/503/7832	Cleaning accommodation areas	100	80
201	R/503/7833	Introduction to the hospitality and catering industry	30	20
108	Assessment	Accommodation services principles	N/A	

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 1 Certificate in Accommodation Services	190	209



3 Centre requirements

Approval

If your Centre is approved to offer the qualification:

- (7068-31) Level 1 IVQ Certificate in Accommodation Operations and Services (500/5710/8)

you can apply for approval for the new:

- (8068-01) Level 1 Certificate in Accommodation Services (600/4871/2)
- using the fast track approval form, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the Fast Track Form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in a professional setting. They should use appropriate equipment.

When being assessed candidates will need to have sufficient space to work efficiently and in a safe manner.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped accommodation and ancillary area including:

- communication tools for example, phone, pager, 2 way radio

- office stationery
- exemplar hotel stationery, for example, lost property book, linen and product control systems
- suitable and secure storage facilities
- small and large accommodation services equipment to include, vacuum cleaners, mops, buckets, cloths, linen and accommodation trolley. It is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification
- a range of cleaning agents
- sample consumables and complimentary products
- Health, Safety and Security equipment to include specialist PPE if required, hazard signage and fire safety
- a range of customers with a variety of specific requirements

Centres should be able to maintain cleaning material stock levels to allow all candidates to complete realistic activities.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

Centre staffing

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

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

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

Continuing professional development (CPD)

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

Candidate entry requirements

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

Age restrictions

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



4 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk



5 Assessment

Assessment of the qualification

Level 1 8068 Cert in Accommodation Services	
<p>Practical assignments</p> <p>Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at cityandguilds.com</p>	<p>Externally set question papers</p> <p>Learners are required to successfully complete the following external examination:</p> <ul style="list-style-type: none">• Accommodation Service Principles 1 <p>Please refer to the International Directory on the Walled Garden for dates and times of each examination.</p> <p>Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.</p>



6 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- notional learning hours
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

UAN:	K/503/7563
Level:	Level 1
Notional learning hours	50
Guided learning hours	30
Aim:	The aim of this unit is to enable the learner to develop basic knowledge and understanding of the principles of health and safety in a hospitality and catering environment. The unit also introduces the learners to common hazards in the workplace and immediate action to be taken to ensure a healthy and safe workplace. The unit also covers the fire and emergency procedures

Note: learners will be expected to apply the knowledge from this unit to all other units of the qualification.

Learning outcome
The learner will:
1 Know how to work safely
Assessment criteria
The learner can:
1.1 state the importance of keeping the work area neat and tidy whilst working
1.2 state the use and importance of safety signs
1.3 list potential hazards in the workplace
1.4 list potential consequences of hazards in the workplace
1.5 state who to report accidents to
1.6 state what documentation should be completed in case of an accident
1.7 state the importance of training staff in health and safety
1.8 state when to check equipment and to whom damage should be reported
1.9 describe safe handling techniques for hazardous substances
1.10 describe how to store hazardous substances safely
1.11 state the importance of storing tools and equipment correctly after use.

Range

Use of safety signs

Warning, prohibition (what you must not do), instruction, information.

Importance of safety signs

To maintain health and safety.

Hazards

Floors (different surfaces, spillages), machinery (maintenance, safety check, manufacturers' instructions), electricity (power points, appliances, cables, fuses), manual handling (movement and transportation of large or heavy items), tools/utensils (sharp objects), damaged equipment (frayed leads) personal hazards (incorrect uniform), handling gas.

Consequences of hazards

Trips, slips, sprains, falls, burns, cuts, broken bones, electrocution, other injuries, abrasions.

Who to report accidents to

Supervisor or manager, health and safety officer.

Documentation

Accident report forms.

Importance of training staff in health and safety

To ensure safe use of equipment and machinery, prevention of accidents to self and to others, legal requirements.

Check equipment

Prior to use, during use, after use, before storage.

To whom damage should be reported

Supervisor or manager.

Handling techniques (hazardous substances)

Use Personal Protective Equipment, read instructions, store correctly, correct dilution rates.

Store

On shelving, off floor, locked cupboard, in correct containers, correct labelling.

Importance of storing tools and equipment correctly

To avoid accidents, to maintain the good state of repair, for security reasons.

Learning outcome
The learner will: 2 Know fire and emergency procedures
Assessment criteria
The learner can: 2.1 state what action to take in case of an emergency 2.2 identify the elements of the fire triangle and how they can be used to extinguish a fire 2.3 list different types of fires 2.4 list basic types of fire fighting equipment and when they should be used.

Range
Action Raise the alarm, follow evacuation procedures.
Emergency Fire, bomb threat, natural disaster, security, theft, public disturbance.
Elements Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).
Types of fires Paper, wood, fat, electrical, gas, combustible chemicals.
Basic types of fire fighting equipment Fire blanket (fat fires), water (wood, paper), sand, foam, powder, carbon dioxide.

UAN:	J/503/7568
Level:	Level 1
Notional learning hours	30
Guided learning hours	25
Aim:	The aim of this unit is to introduce the learner to the importance of good customer service in the Hospitality and Catering industry. The unit is to enable the learner to develop a general knowledge and understanding about customer service and the practical application to achieve a good standard of customer service.

Learning outcome
The learner will:
1 Know how to deal with customers
Assessment criteria
The learner can:
1.1 state the importance to businesses of maintaining good customer service
1.2 list the factors that contribute to a good first impression
1.3 state the principles of excellent customer service
1.4 identify the different types of customer and their needs
1.5 identify the types of problems that may cause customer complaints
1.6 state the process for dealing with customer complaints .

Range
Importance Satisfy customer needs, return business, reputation, perceived value for money, encourage good teamwork.
Factors Clean environment, clean smart staff (clean uniform), positive body language of staff – smile, eye contact, acknowledgement, use of names where applicable, appropriate communication style.

Excellent customer service

Exceed customer expectations, staff are well trained (knowledge of product, legislation, codes of practice, customer service skills local area knowledge) good communication skills, keeping customers informed, good product/service knowledge.

Customers

Customers with routine needs (standard services and products available)

Customers with non routine needs (special request, special dietary needs, people with disabilities, lone customers, families with children, groups of people).

Needs

Products and services, special needs (for example food - religious, restrictive, allergies) accessibility (physical disability, partially sighted), language.

Problems

With products (room, food, drinks) with service –delays or mistakes in service, with staff – rude staff, inefficient staff.

Dealing with customer complaints

Listen (attentively) stay calm, identify the problem - in detail, show empathy (in what you say and do) apologise, deal with the situation quickly, inform others as appropriate.

Learning outcome

The learner will:

- 2 Be able to deal with customers

Assessment criteria

The learner can:

- 2.1 greet **customers** in a professional, polite and friendly way
- 2.2 deal with **customer requests** promptly and accurately
- 2.3 provide **customers** with accurate **information** keeping them informed at all times
- 2.4 **communicate** politely when dealing with customers.

Range**Customers**

Internal customers – colleagues, peers, managers, people from other departments.

External customers – paying customers, visitors, suppliers.

Customer requests

Customers with routine needs – (standard services and products available)

Customers with non routine needs (special request, special dietary needs, people with disabilities, lone customers, families with children, groups of people).

Customers

Internal customers – colleagues, peers, managers, people from other departments.

External customers – paying customers, visitors, suppliers.

Information

Standard products and services, additional products and services (special offers and promotions) reasons for delays in service, unavailable products and services, information requests.

Communicate

Face to face, over the telephone, in writing to internal customers – emails, memorandums.

UAN:	J/503/7831
Level:	Level 1
Notional learning hours	50
Guided learning hours	35
Aim:	The aim of this unit is to introduce the learner to working within accommodation services. Learners will develop knowledge and skills required in handling guest and hotel property, correct manual handling techniques and how to respond to suspicious items and unattended valuables

Learning outcome
The learner will:
1 Know the duties carried out by accommodation services
Assessment criteria
The learner can:
1.1 identify duties carried out by accommodation services
1.2 state why it is important to maintain guest areas to a high standard
1.3 identify different types of hotel property used in accommodation services
1.4 state the importance of handling hotel and guest property correctly
1.5 identify organisational procedures to access areas
1.6 state manual handling techniques
1.7 state the types of injuries that could happen when lifting and moving different types of property
1.8 state how to recognise a suspicious item or package
1.9 describe the procedure to follow after discovering unattended valuables.

Range
Duties Cleaning guest and common areas, linen (clean and used), laundry, dry-cleaning, safe disposal of waste, recycling.
Important to maintain

To avoid theft, pest infestation, accidents, damage to items, general appearance of hotel.

Property

Furniture (tables, chairs, beds, trolleys, baby cots), small furnishings (lamps, bedding, soft furnishings) cleaning equipment (vacuum cleaners, suction dryers, polishing machines), small equipment (ironing boards, irons, hairdryers, hospitality trays).

Importance

Safety, avoid breakages, care of valuables, security, reputation of hotel.

Organisational procedures

Security of areas, key security, guest privacy policy.

Manual handling techniques

Straight back, bent knees, manageable load, use of trolleys, assistance from colleagues.

Injuries

Back strains, pulled muscles, injuries to feet, arms fingers and legs.

Suspicious

Items or packages left unattended, in a concealed place, not marked or labelled, unusual shape/size/location.

Procedure

Leave in location, secure area, report to supervisor.

Learning outcome

The learner will:

- 2 Be able to carry out duties in accommodation services

Assessment criteria

The learner can:

- 2.1 maintain **areas** to a high standard
- 2.2 handle hotel and guest property correctly
- 2.3 demonstrate **manual handling techniques**
- 2.4 follow **procedures** on discovering unattended valuables.

Range

Areas

Guest rooms and common areas.

Manual handling techniques

Straight back, bent knees, manageable load, use of trolleys, assistance from colleagues.

Procedures

Leave in location, secure area, report to supervisor.

UAN	L/503/7832
Level:	Level 1
Notional learning hours	100
Guided learning hours	80
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to clean various accommodation areas within an establishment. The unit covers the preparation of equipment and cleaning agents and carrying out cleaning tasks.

Learning outcome
The learner will:
1 Know how to clean accommodation areas safely
Assessment criteria
The learner can:
1.1 state the meaning of warning signs used in accommodation services
1.2 list the large and small cleaning equipment used in accommodation services
1.3 state the method for preparing cleaning solutions
1.4 state the meaning of warning signs on cleaning agent containers
1.5 state why it is dangerous to mix certain types of cleaning agents
1.6 state the consequence of not following warning signs on cleaning agent containers
1.7 state the importance of securing the storage area.

Range
Warning signs Caution (hazards or potential hazardous situations), danger, prohibition, fire, emergency.
Large and small cleaning equipment Large equipment: mechanical equipment (vacuum cleaners/systems, suction dryers, scrubbing/polishing machines, water extraction machines). Small equipment: trolleys, brushes, mops, cloths, buckets, bins, containers.

Method

Follow manufacturers' instruction, dilute to correct amount, use the correct container, mix the solution prior to starting work, identify correct PPE.

Meaning

Poisons, environmental hazard, explosive, flammable, irritant or harmful, oxidising chemicals, corrosive.

Dangerous

Chemical reaction, fumes, likely to cause a danger to health.

Consequence

Injury to self and others, local legislation, damage to reputation.

Learning outcome

The learner will:

- 2 Know how to use correct cleaning methods

Assessment criteria

The learner can:

- 2.1 state different uses for **equipment** used in cleaning accommodation areas
- 2.2 identify daily **supplies** required on the cleaning trolley
- 2.3 list the **cleaning agents** used for cleaning different accommodation areas
- 2.4 state the importance of following **work routines and sequences**
- 2.5 state own **quality checking methods** following completion of cleaning routines.

Range**Equipment**

Daily use: vacuum cleaners/systems, suction dryers, trolleys, brushes, mops, cloths, buckets, bins, containers.

Periodic use: Scrubbing/polishing machines, water extraction machines.

Supplies

Cleaning agents, equipment, linen, toiletries, complementary products.

Cleaning agents

Shower: colour-coded cloths, de-scaler, detergent.

Bath: colour-coded cloths, de-scaler, non-abrasive cleaner.

Toilet: colour-coded cloths, brush, toilet cleaner.

Wash basin: colour-coded cloths, de-scaler, non-abrasive cleaner.

Floor: colour-coded cloths, detergent, vacuum cleaner, mop, broom.

<p>Wall tiles: colour-coded cloths, detergent, grout cleaner. Furniture: vacuum cleaner, polish, cloths. Carpet: vacuum cleaner.</p> <p>Work routines and sequences To make sure all rooms and areas are cleaned and serviced correctly, to maintain standards, to comply with standard operating procedures, to avoid customer complaints, to maintain health and safety.</p> <p>Quality checking methods Area is clean, dry and smear free, all equipment is removed, guest property remains in original location, room is adequately ventilated.</p>

Learning outcome
The learner will:
3 Be able to use correct cleaning methods
Assessment criteria
The learner can:
3.1 stock cleaning trolley with daily supplies
3.2 use warning signs
3.3 use daily cleaning equipment in accommodation areas
3.4 use cleaning agents in different accommodation areas
3.5 follow work routines and sequences
3.6 quality check own cleaning work.

Range
Supplies Cleaning agents, equipment, linen, toiletries, complementary products.
Warning signs Caution (hazards or potential hazardous situations), danger, prohibition, fire, emergency.
Equipment Daily use: vacuum cleaners/systems, suction dryers, trolleys, brushes, mops, cloths, buckets, bins, containers.
Cleaning agents Shower: colour-coded cloths, de-scaler, detergent. Bath: colour-coded cloths, de-scaler, non-abrasive cleaner. Toilet: colour-coded cloths, brush, toilet cleaner. Wash basin: colour-coded cloths, de-scaler, non-abrasive cleaner. Floor: colour-coded cloths, detergent, vacuum cleaner, mop, broom. Wall tiles: colour-coded cloths, detergent, grout cleaner. Furniture: vacuum cleaner, polish, cloths. Carpet: vacuum cleaner.

Work routines and sequences

To make sure all rooms and areas are cleaned and serviced correctly, to maintain standards, to comply with standard operating procedures, to avoid customer complaints, to maintain health and safety.

Quality check

Area is clean, dry and smear free, all equipment is removed, guest property remains in original location, room is adequately ventilated.

UAN:	R/503/7833
Level:	Level 2
Notional learning hours	30
Guided learning hours	20

Aim: The aim of this unit is to enable the learner to develop a broad understanding of the hospitality and catering industry. Learners will explore the broad structure of the industry, types of operations and establishments within the sectors.

Learners will also develop an awareness of the employment opportunities and an understanding of the importance of professional behaviour in the industry.

Learning outcome
The learner will:
1 Know the hospitality and catering industry
Assessment criteria
The learner can:
1.1 describe the types of establishments that operate in the hospitality and catering industry
1.2 describe the different services offered by different establishments
1.3 describe the job roles within the hospitality and catering industry
1.4 identify working patterns in the hospitality and catering industry
1.5 explain the processes involved in applying for a job within the hospitality and catering industry
1.6 identify ways to progress within the hospitality and catering industry.

Range
Establishments
Hotels, restaurants, planes, airports, hostels, hospitals, cruise liners, lodges and chalets, campsites, caravan-sites.

Services

Accommodation, food and beverage, conference facilities, leisure facilities (eg gym, spa), events catering.

Job roles

Managers, supervisors, kitchen staff, food and beverage service staff, front office staff, accommodation staff.

Working patterns

Flexible working hours, shift work, split shifts, weekend work.

Processes

Checking advertisements, preparing CV, completing application forms, interview preparation.

Ways to progress

Qualifications, Continuing Professional Development, experience (eg work placements).

Learning outcome

The learner will:

- 2 Know the importance of professional behaviour in the hospitality and catering industry

Assessment criteria

The learner can:

- 2.1 describe **professional behaviour** in the workplace
- 2.2 describe professional **personal appearance** in the hospitality and catering industry
- 2.3 describe the **importance** of professional behaviour
- 2.4 explain the **role** of teamwork in the hospitality and catering industry.

Range**Professional behaviour**

Punctuality, appropriate uniform, prepared for work, plan tasks, work methodically, keep work area tidy, make efficient use of resources, conduct, and positive communication.

Personal appearance

Hygiene, clean uniform, grooming.

Importance

Maintaining a positive image of the establishment, ensuring customer satisfaction, maintaining good working relationships with colleagues.

Role

Effective communication, completion of tasks, customer satisfaction, job satisfaction.

Unit 108

Accommodation services principles

The synoptic test covers the assessment of the underpinning knowledge in the following units:

102	Safety at work
103	Customer service in hospitality and catering industry
106	Accommodation services
107	Cleaning accommodation services
201	Introduction to the hospitality and catering industry

Full details can be found in the Assessment Pack on the website.



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 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.

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 such 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 on-line assessments.

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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