

Entry 2 Skills for Working Life (4807-02)

July 2014 Version 1.0



www.cityandguilds.com
July 2014
Version 1.0

**Assessment recording documents for
Preparing for Work (Units 201-213)**

City & Guilds
Believe you can



www.cityandguilds.com


PREPARING FOR WORK E2

Unit no:	201	Unit title:	Workplace safety and emergency procedures		Credit Value 1
<p>Guidance: For this unit, any three hazard warning signs or symbols may be used that are appropriate to the common setting in which the learner is operating or living in. Signs/symbols could be, for example, 'caution wet floor' or 'caution hot water'. The learner will also be able to respond appropriately to a fire or smoke alarm.</p>					
Learning Outcomes:		The learner will be able to <ul style="list-style-type: none"> recognise hazard warning signs and symbols respond to a fire or smoke alarm 			
Assessor Initials/Date					E
Practical Evidence					
		<ul style="list-style-type: none"> Recognise common hazard warning signs and symbols (<i>indicate which signs or symbols were correctly recognised</i>) 			
					Sign/symbol 1:
					Sign/symbol 2:
					Sign/symbol 3:
					<ul style="list-style-type: none"> Recognise the appropriate warning
					<ul style="list-style-type: none"> Recognise the designated evacuation route
					<ul style="list-style-type: none"> Respond by leaving the building by the designated route immediately
					<ul style="list-style-type: none"> Proceed to the fire assembly point, if appropriate
					<ul style="list-style-type: none"> Recognise fire exit signs
Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>)					
		<ul style="list-style-type: none"> A reason for recognising hazard warning signs and symbols 			
		<ul style="list-style-type: none"> A reason for responding to hazard warning signs and symbols and the appropriate action that must be taken 			
		<ul style="list-style-type: none"> A reason for responding to the alarm immediately 			
		<ul style="list-style-type: none"> A reason for leaving via the designated route 			
		<ul style="list-style-type: none"> A reason for proceeding to the fire assembly point, if appropriate, as quickly as possible 			
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>					
Date all assessments completed for this unit:					
Name of Assessor		Signature of Assessor		Name of Learner	

PREPARING FOR WORK E2

Unit no:	202	Unit title:	Make a familiar journey safely		Credit Value 2
<p>Guidance: For this unit, the learner should undertake a real journey, either on foot or in a wheelchair. Under 'recognise safe places to cross the road', the type of safe places recognised along the 'real' journey should be indicated. Evidence that the other safe places have been recognised could be done on a different familiar journey or by using simulation.</p>					
Learning Outcome:		<ul style="list-style-type: none"> • The learner will be able to make a familiar journey safely on foot or in a wheelchair. 			
Assessor Initials/Date					
					E
Practical Evidence					
					<ul style="list-style-type: none"> • Choose to take a familiar journey
					<ul style="list-style-type: none"> • Choose and wear clothing appropriate for the weather and journey
					<ul style="list-style-type: none"> • Recognise road safety and hazard warning signs and symbols along the route
					<ul style="list-style-type: none"> • Recognise safe places to cross the road (<i>indicate which were recognised along a 'real' route or simulated- delete as applicable</i>)
					- Zebra crossing (<i>real/simulated</i>)
					- Pelican (green man) crossing (<i>real/simulated</i>)
					- Lollipop person crossing (<i>real/simulated</i>)
					- Open space (<i>real/ simulated</i>)
					<ul style="list-style-type: none"> • Recognise both ways of how to cross the road:
					- Look both ways
					- No moving traffic
					<ul style="list-style-type: none"> • Make the journey
Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>)					
					<ul style="list-style-type: none"> • A reason for keeping safe while making journeys independently
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above					
Date all assessments completed for this unit:					
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner		

PREPARING FOR WORK E2

Unit no:	203	Unit title:	Identify hazards in familiar settings	Credit Value 2						
<p>Guidance: In the interest of health and safety, hazards may be simulated. The 'other' familiar setting could be a college, day centre or other suitable site.</p>										
<p>Learning Outcome:</p> <ul style="list-style-type: none"> The learner will be able to identify hazards in familiar settings 										
<p>Assessor Initials/Date</p> <table border="1" style="width: 100%; height: 50px;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table>										
 E										
Practical Evidence										
<ul style="list-style-type: none"> Identify six hazards in the home (<i>identify which hazards were identified</i>) 										
					- Hazard 1:					
					- Hazard 2:					
					- Hazard 3:					
					- Hazard 4:					
					- Hazard 5:					
					- Hazard 6:					
<ul style="list-style-type: none"> Identify six hazards in one other familiar setting, e.g. day centre or college (<i>identify which hazards were identified</i>) 										
					- Hazard 1:					
					- Hazard 2:					
					- Hazard 3:					
					- Hazard 4:					
					- Hazard 5:					
					- Hazard 6:					
Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>)										
<ul style="list-style-type: none"> A reason for reporting hazards to appropriate person 										
<ul style="list-style-type: none"> A reason for recognising risks associated with hazards 										
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>										
Date all assessments completed for this unit:										
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner							

PREPARING FOR WORK E2

Unit no: 204	Unit title: Improve personal manner and conduct	Credit Value 2	
<p>Guidance: For this unit, the learner will need to demonstrate appropriate personal conduct in a range of settings. These could be at home, in college, at a day centre or any other suitable setting in which the evidence could be generated.</p>			
<p>Learning Outcome: <ul style="list-style-type: none">• The learner will be able to demonstrate appropriate personal conduct in a range of settings</p>			
Assessor Initials/Date			
Practical Evidence			
<ul style="list-style-type: none"> • Wash and attend to personal hygiene 			
<ul style="list-style-type: none"> • Dress appropriately for all occasions 			
<ul style="list-style-type: none"> • Be punctual in all of the following situations: 			
- Arrive on time (e.g. for appointments/work)			
- Return on time after tea/lunch breaks as appropriate			
- Contact the appropriate person if unable to attend appointment/ work			
<ul style="list-style-type: none"> • Greet people appropriately by being polite 			
<ul style="list-style-type: none"> • Be respectful to other people 			
<ul style="list-style-type: none"> • Comply with all of the following: 			
- Health & safety rules and regulations			
- other rules and regulations			
- instructions			
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>			
<ul style="list-style-type: none"> • A reason for maintaining good personal hygiene 			
<ul style="list-style-type: none"> • A reason for good timekeeping 			
<ul style="list-style-type: none"> • A reason for greeting people appropriately 			
<ul style="list-style-type: none"> • A reason for being polite 			
<ul style="list-style-type: none"> • A reason for showing respect for others 			
<ul style="list-style-type: none"> • A reason for the importance of complying with rules and regulations 			
<ul style="list-style-type: none"> • A reason for the importance of following instructions 			
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E2

Unit no:	205	Unit title:	Applying for a job	Credit Value 1
Guidance: For this unit, the learner will need to demonstrate different ways that they could apply for a job.				
Learning Outcome:				
<ul style="list-style-type: none"> • The learner will know different ways of applying for jobs. • The learner will be able to apply for a job 				
Assessor Initials/Date				
Practical Evidence				
<ul style="list-style-type: none"> • Identify a job to apply for 				
<ul style="list-style-type: none"> • Gather equipment needed to complete the application (delete as applicable) 				
<ul style="list-style-type: none"> - paper application and pen OR - application form on computer 				
<ul style="list-style-type: none"> • Gather the information needed to complete the application 				
<ul style="list-style-type: none"> • Complete the application form 				
<ul style="list-style-type: none"> • Check the application is fully filled out 				
<ul style="list-style-type: none"> • Finalise the application 				
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>				
<ul style="list-style-type: none"> • List different ways of applying for a job 				
<ul style="list-style-type: none"> • Give examples of information needed to apply for a job 				
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>				
Date all assessments completed for this unit:				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner	

PREPARING FOR WORK E2

Unit no: 206	Unit title: Behaviour at work	Credit Value 1							
<p>Guidance: The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand and demonstrate some appropriate behaviours in the workplace.</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • The learner will know about appropriate behaviour for the workplace • The learner will be able to demonstrate appropriate behaviours for work 									
Assessor Initials/Date									
Practical Evidence									
									<ul style="list-style-type: none"> • Wash and attend to personal hygiene
									<ul style="list-style-type: none"> • Dress appropriately for all occasions
									<ul style="list-style-type: none"> • Interact appropriately with colleagues
									<ul style="list-style-type: none"> • Behave appropriately for the job role
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>									
									<ul style="list-style-type: none"> • Show good time keeping:
									<ul style="list-style-type: none"> - Arriving at work on time
									<ul style="list-style-type: none"> - Coming back from breaks on time
									<ul style="list-style-type: none"> • Show a good attendance record
									<ul style="list-style-type: none"> • List appropriate behaviours in the workplace
									<ul style="list-style-type: none"> • List inappropriate behaviours in the workplace
									<ul style="list-style-type: none"> • Give examples of how to dress appropriately for the workplace
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>									
Date all assessments completed for this unit:									
Name of Assessor			Signature of Assessor			Name of Learner		Signature of Learner	

PREPARING FOR WORK E2

Unit no:	207	Unit title:	Effective communication	Credit Value 2
Guidance: The aim of this unit is to help the learner understand effective communication.				
Learning Outcome:		<ul style="list-style-type: none"> The learner will be able to recognise different forms of communication The learner will be able to recognise effective communication The learner will be able to communicate with others. 		
Assessor Initials/Date				
Practical Evidence				
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>				
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above				
Date all assessments completed for this unit:				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner	

PREPARING FOR WORK E2

Unit no: 208	Unit title: Healthy Living	Credit Value 1																		
<p>Guidance: The aim of this unit is to give the learner an introduction to healthy living.</p>																				
<p>Learning Outcome:</p> <ul style="list-style-type: none"> • The learner will be able to recognise what is needed for healthy living 																				
<p>Assessor Initials/Date</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table>																				
Practical Evidence																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"> <ul style="list-style-type: none"> • Show some healthy living choices over time </td> </tr> </table>								<ul style="list-style-type: none"> • Show some healthy living choices over time 												
					<ul style="list-style-type: none"> • Show some healthy living choices over time 															
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"> <ul style="list-style-type: none"> • State what is meant by healthy living </td> </tr> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"> <ul style="list-style-type: none"> • Give examples of healthy living </td> </tr> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"> <ul style="list-style-type: none"> • Give examples of unhealthy living </td> </tr> </table>								<ul style="list-style-type: none"> • State what is meant by healthy living 						<ul style="list-style-type: none"> • Give examples of healthy living 						<ul style="list-style-type: none"> • Give examples of unhealthy living
					<ul style="list-style-type: none"> • State what is meant by healthy living 															
					<ul style="list-style-type: none"> • Give examples of healthy living 															
					<ul style="list-style-type: none"> • Give examples of unhealthy living 															
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>																				
<p>Date all assessments completed for this unit:</p>																				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner																	

PREPARING FOR WORK E2

Unit no: 209	Unit title: Introduction to ICT	Credit Value 3	
Guidance: The aim of this unit is a basic introduction for the learner to ICT			
Learning Outcome:		<ul style="list-style-type: none"> • The learner will be able to use hardware • The learner will be able to use a software application • The learner will be able to follow recommended safe operating practices 	
Assessor Initials/Date			
Practical Evidence			
			<ul style="list-style-type: none"> • Recognise the main parts of an ICT system
			<ul style="list-style-type: none"> • Use hardware e.g. moue, screen, keyboard (as appropriate)
			<ul style="list-style-type: none"> • Use a software application for an agreed purpose (e.g. word process a letter or similar)
			<ul style="list-style-type: none"> • Input information correctly (e.g. keyboard, mouse, or point and click device)
			<ul style="list-style-type: none"> • Present information for the agreed purpose (e.g. email or printing)
			<ul style="list-style-type: none"> • Follow safe working procedures
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>			
			<ul style="list-style-type: none"> • Name two software applications and their uses
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E2

Unit no:	210	Unit title:	Personal finance	Credit Value 1
Guidance: The aim of this unit is to give the learner an introduction to personal finance.				
Learning Outcome:		<ul style="list-style-type: none"> • The learner will know the advantages and disadvantages of borrowing money • The learner will know the advantages of saving money • The learner will know how to keep personal financial information secure. 		
Assessor Initials/Date				
Practical Evidence				
		<ul style="list-style-type: none"> • Identify personal finance information/documents: <ul style="list-style-type: none"> - Bank statement - PIN number - Payslip • Keep personal financial information in a safe place e.g. file 		
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>				
		<ul style="list-style-type: none"> • List the advantages of borrowing money • List the disadvantages of borrowing money • List the advantages of saving money • List ways of keeping personal financial information secure 		
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above				
Date all assessments completed for this unit:				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner	

PREPARING FOR WORK E2

Unit no: 211	Unit title: Planning for Progression	Credit Value 2	
<p>Guidance: The aim of this unit is to help the learner understand, recognise and build on personal strengths.</p>			
Learning Outcome:	<ul style="list-style-type: none"> • The learner will understand the aims of own study or training programme. • The learner will be able to recognise personal strengths needed for learning and work • The learner will be able to agree an action plan for self-improvement 		
Assessor Initials/Date			
Practical Evidence			
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>			
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E2

Unit no: 212	Unit title: Searching for a job	Credit Value 2									
<p>Guidance: The aim of this unit is to help the learner know how to search for potential jobs.</p>											
Learning Outcome:	<ul style="list-style-type: none"> The learner will know where to find work opportunities The learner will be able to search for job vacancies The learner will be able recognise own skills in relation to a job vacancy 										
Assessor Initials/Date											
Practical Evidence											
					<ul style="list-style-type: none"> Show that you can look for job adverts/vacancies 						
					- In a newspaper or magazine						
					- On a website						
					- On a noticeboard or agency or job centre						
					<ul style="list-style-type: none"> Identify two suitable job vacancies: 						
					Vacancy 1:						
					Vacancy 2:						
					<ul style="list-style-type: none"> List the key points of the job vacancies, e.g. job vacancy, eg job title, hours of work, duties, salary/wages, qualifications needed, experience needed, how/where to apply, closing date 						
					<ul style="list-style-type: none"> List your own skills/strengths 						
					<ul style="list-style-type: none"> Match your skills/strengths to the job vacancies 						
Knowledge Evidence (<i>evidence of answers to be recorded in portfolio</i>)											
					<ul style="list-style-type: none"> List different types of employment e.g. Full time, part time, holiday work, voluntary, casual etc. 						
					<ul style="list-style-type: none"> List skills needed for learning and work 						
					<ul style="list-style-type: none"> List areas for improvement 						
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>											
Date all assessments completed for this unit:											
Name of Assessor			Signature of Assessor			Name of Learner			Signature of Learner		

PREPARING FOR WORK E2

Unit no: 213	Unit title: Working as part of a group	Credit Value 2				
<p>Guidance: The aim of this unit is to help the learner to work with others and review their role</p>						
<p>Learning Outcome:</p> <ul style="list-style-type: none"> • The learner will be able to recognise different groups • The learner will be know how to work with others in a group • The learner will be able to work as part of a group 						
<p>Assessor Initials/Date</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>						
Practical Evidence						
		<ul style="list-style-type: none"> • Identify a group that you are able to work with e.g. friends, social, sports, community 				
		<ul style="list-style-type: none"> • Identify the roles of individuals within the group e.g. boss/leader etc 				
		<ul style="list-style-type: none"> • Identify a group activity 				
		<ul style="list-style-type: none"> • Carry out tasks when working with others 				
		<ul style="list-style-type: none"> • Identify what went well with the group activity 				
		<ul style="list-style-type: none"> • Identify what didn't go well with the group activity 				
Knowledge Evidence <i>(evidence of answers to be recorded in portfolio)</i>						
		<ul style="list-style-type: none"> • List types of groups found in daily life 				
		<ul style="list-style-type: none"> • List the ground rules for working with others 				
		<ul style="list-style-type: none"> • State the importance of giving support within a group 				
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>						
<p>Date all assessments completed for this unit:</p>						
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner			

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:

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

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email:

feedbackandcomplaints@cityandguilds.com

About City & Guilds

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 Licence to Practice (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).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com