

Essential Skills for Work and Life Entry 3 Units (Wales) (3846-01)

February 2013 Version 1.1

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1 About your learner logbook

1.1 Contact details

Learner name	
Learner enrolment no	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Qualification Assurer	
Quality Assurance Contact	

1.2 Introduction to the logbook

This logbook will help you work towards the unit(s) or qualification you are aiming to achieve.

This Logbook contains 22 x Entry 3 units. You should discuss and agree which of these units you need to work towards with your Assessor/Tutor.

Version and date	Change detail	Section
1.1 February 2013	Unit 304 – inserted correct LO3	Unit

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 Units

The following Entry 3 units are included in this Logbook for learners working towards an Essential Skills for Work and Life Qualification (Wales)(3846)

Unit No.	UAN	Unit level	Unit title	Credit	GLH
301	K/504/3444	Entry 3	Preparing to write	3	30
304	K/504/3461	Entry 3	Writing to communicate information	3	30
305	M/504/3493	Entry 3	Writing to communicate opinions	3	30
309	K/504/3511	Entry 3	Completing forms	2	20
310	M/504/3512	Entry 3	Using money	2	20
311	L/504/3467	Entry 3	Using shape	2	20
312	Y/504/3536	Entry 3	Using time	1	10
313	R/504/3454	Entry 3	Using measurements	3	30
318	K/504/3525	Entry 3	Calculations with whole numbers	3	30
323	Y/504/3519	Entry 3	Using fractions and decimals	3	30
327	R/504/3468	Entry 3	Using ICT systems	2	20
328	T/504/3530	Entry 3	Developing and presenting information using ICT	2	20
329	Y/504/3455	Entry 3	Collecting and presenting information graphically	2	20
333	J/504/3483	Entry 3	Following safe and healthy working practices when using ICT	1	10
334	L/504/3503	Entry 3	Finding, selecting and exchanging information using ICT	2	20
336	H/504/3524	Entry 3	Providing information orally	2	20
337	H/504/3510	Entry 3	Obtaining information orally	3	30
339	T/504/3494	Entry 3	Discussion skills	2	20
342	R/504/3518	Entry 3	Reading for information	3	30
344	J/504/3502	Entry 3	Reading for a purpose	3	30
345	F/504/3482	Entry 3	Reading graphical material	1	10
346	A/504/3481	Entry 3	Strategies for reading	2	20

3 Qualification structures

The Essential Skills for Work and Life suite comprises the following qualifications:

Accreditation number	Qualification title	Credits	Min credit at/above Level	GLH
600/7647/1	Entry Level Award In Essential Skills for Work and Life (Entry 1)	6	6	60
600/7648/3	Entry Level Award in Essential Skills for Work and Life (Entry 2)	6	6	60
600/7649/5	Entry Level Award In Essential Skills for Work and Life (Entry 3)	6	6	60
600/7192/8	Level 1 Award In Essential Skills for Work and Life	6	6	60
600/7185/0	Entry Level Certificate In Essential Skills for Work and Life (Entry 1)	16	16	160
600/7186/2	Entry Level Certificate In Essential Skills for Work and Life (Entry 2)	16	9	160
600/7187/4	Entry Level Certificate In Essential Skills for Work and Life (Entry 3)	16	12	160
600/7193/X	Level 1 Certificate In Essential Skills for Work and Life	16	9	160
600/7191/6	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 1)	24	24	240
600/7747/5	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 2)	24	18	240
600/7748/7	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 3)	24	18	240
600/7188/6	Entry Level Diploma In Essential Skills for Work and Life (Entry 1)	37	37	370
600/7189/8	Entry Level Diploma In Essential Skills for Work and Life (Entry 2)	37	28	370
600/7190/4	Entry Level Diploma In Essential Skills for Work and Life (Entry 3)	37	28	370

All units are portfolio-assessed, and there are no mandatory units. Each qualification operates on a 'pick and mix' basis and can include a mixture of communication, application of number and ICT units – depending on the nature of the programme and learners' particular skills gaps. Within the Award-sized qualifications (6 credits), it is possible to focus on just one subject area.

The rules of combination for each Certificate, Extended Certificate and Diploma-sized qualification include (where applicable) units one level above and one level below the level of the qualification. For example, it is possible to complete Entry 2 and Level 1 units as part of an Entry 3 qualification; although in each case a minimum number of credits (indicated above) must be at or above the level of the qualification. Within the Award-sized qualification, all units must be achieved at the level of the qualification.

It is not possible to count units achieved at more than one level towards the same qualification if they have the same title or cover the same area of the standards (eg the Entry 1 unit 'Using Whole Numbers to 10' and Entry 2 unit 'Using Whole Numbers up to 100' cannot both be counted). A complete list of all barred unit combinations is provided in the 3846 Qualification handbook.

This logbook only contains the Entry 3 units. Units for Entry 2, Entry 3 and Level 1 can be found in the corresponding logbooks.

Entry Level Certificate in Essential Skills for Work and Life (Entry 1) 600/7185/0 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group A and the remaining **7** credits may come from Group A and/or Group B.

Entry Level Certificate in Essential Skills for Work and Life (Entry 2) 600/7186/2 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group B and the remaining **7** credits from Group A and/or Group B and/or Group C.

Entry Level Certificate in Essential Skills for Work and Life (Entry 3) 600/7187/4 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group C and the remaining **7** credits from Group B and/or Group C and/or Group D.

Entry Level Diploma in Essential Skills for Work and Life (Entry 1) 600/7188/6 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group A and the remaining **18** credits from Group A and/or Group B.

Entry Level Diploma in Essential Skills for Work and Life (Entry 2) 600/7189/8 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group B and the remaining **18** credits from Group A and/or Group B and/or Group C.

Entry Level Diploma in Essential Skills for Work and Life (Entry 3) 600/7190/4 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group C and the remaining **18** credits from Group B and/or Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1) 600/7191/6 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group A and the remaining **9** credits from Group A and/or Group B.

Level 1 Award in Essential Skills for Work and Life 600/7192/8 (3846-01)

Learners must achieve a minimum of **6** credits from Group D to achieve this qualification.

Level 1 Certificate in Essential Skills for Work and Life 600/7193/X (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits from Group D and the remaining **7** credits from Group C and/or Group D.

Entry Level Award in Essential Skills for Work and Life (Entry 1) 600/7647/1 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group A and the remaining **3** credits from Group A and/or Group B.

Entry Level Award in Essential Skills for Work and Life (Entry 2) 600/7648/3 (3846-01)

To achieve this qualification, learners must achieve a minimum of **6** credits. A minimum of **3** credits must come from Group B and the remaining **3** credits from Group B and/or Group C.

Entry Level Award in Essential Skills for Work and Life (Entry 3) 600/7649/5 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group C and the remaining **3** credits from Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2) 600/7747/5 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group B and the remaining **9** credits from Group A and/or Group B and/or Group C.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3) 600/7748/7 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group C and the remaining **9** credits from Group B and/or Group C and/or Group D.

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group A				
A/504/3464	102	Entry 1	Writing texts	3
T/504/3477	109	Entry 1	Completing forms	2
A/504/3478	110	Entry 1	Using money	3
R/504/3471	111	Entry 1	Using shape	3
R/504/3499	112	Entry 1	Using time	2
A/504/3691	117	Entry 1	Calculations using whole numbers to 10	3
F/504/3692	119	Entry 1	Using whole numbers to 10	3
F/504/3451	127	Entry 1	Using ICT systems	2
J/504/3452	128	Entry 1	Developing and presenting information using ICT	2
Y/504/3486	132	Entry 1	Organising information	1
H/504/3507	133	Entry 1	Following safe and healthy working practices when using ICT	1
Y/504/3522	134	Entry 1	Finding, selecting and exchanging information using ICT	2
F/504/3434	135	Entry 1	Positional vocabulary	1
R/504/3485	136	Entry 1	Providing information orally	3
L/504/3470	137	Entry 1	Obtaining information orally	3
R/504/3521	141	Entry 1	Identifying the purpose of written material	3
J/504/3449	142	Entry 1	Reading for information	2
D/504/3506	146	Entry 1	Strategies for reading	3
J/504/3516	149	Entry 1	Comparing sizes	3

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group B				
L/504/3517	201	Entry 2	Preparing to write	3
Y/504/3441	203	Entry 2	Writing with meaning	3
M/504/3459	209	Entry 2	Completing forms	2
L/504/3453	210	Entry 2	Using money	2
H/504/3460	211	Entry 2	Using shape	2
J/504/3466	212	Entry 2	Using time	1
D/504/3473	214	Entry 2	Measuring and using weight	1
H/504/3443	215	Entry 2	Measuring and using length	2
K/504/3508	218	Entry 2	Calculations with whole numbers	3
J/504/3676	220	Entry 2	Using whole numbers up to 100	2
D/504/3523	222	Entry 2	Using fractions	2
H/504/3474	227	Entry 2	Using ICT systems	2
F/504/3501	228	Entry 2	Developing and presenting information using ICT	2
H/504/3491	233	Entry 2	Following safe and healthy working practices when using ICT	1
M/504/3509	234	Entry 2	Finding, selecting and exchanging information using ICT	2
M/504/3476	235	Entry 2	Positional vocabulary	1
Y/504/3472	236	Entry 2	Providing information orally	2
H/504/3457	237	Entry 2	Obtaining information orally	3
D/504/3442	239	Entry 2	Discussion skills	2
A/504/3500	242	Entry 2	Reading for information	3
F/504/3479	244	Entry 2	Reading for a purpose	3
T/504/3480	245	Entry 2	Reading graphical material	2
F/504/3465	246	Entry 2	Strategies for reading	2

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group C				
K/504/3444	301	Entry 3	Preparing to write	3
K/504/3461	304	Entry 3	Writing to communicate information	3
M/504/3493	305	Entry 3	Writing to communicate opinions	3
K/504/3511	309	Entry 3	Completing forms	2
M/504/3512	310	Entry 3	Using money	2
L/504/3467	311	Entry 3	Using shape	2
Y/504/3536	312	Entry 3	Using time	1
R/504/3454	313	Entry 3	Using measurements	3
K/504/3525	318	Entry 3	Calculations with whole numbers	3
Y/504/3519	323	Entry 3	Using fractions and decimals	3
R/504/3468	327	Entry 3	Using ICT systems	2
T/504/3530	328	Entry 3	Developing and presenting information using ICT	2
Y/504/3455	329	Entry 3	Collecting and presenting information graphically	2
J/504/3483	333	Entry 3	Following safe and healthy working practices when using ICT	1
L/504/3503	334	Entry 3	Finding, selecting and exchanging information using ICT	2
H/504/3524	336	Entry 3	Providing information orally	2
H/504/3510	337	Entry 3	Obtaining information orally	3
T/504/3494	339	Entry 3	Discussion skills	2
R/504/3518	342	Entry 3	Reading for information	3
J/504/3502	344	Entry 3	Reading for a purpose	3
F/504/3482	345	Entry 3	Reading graphical material	1
A/504/3481	346	Entry 3	Strategies for reading	2

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group D				
F/504/3515	404	Level 1	Writing to communicate information	1
A/504/3514	406	Level 1	Writing to persuade	1
A/504/3528	407	Level 1	Writing to describe	1
Y/504/3004	408	Level 1	Developing writing skills - report	1
T/504/3463	412	Level 1	Using time	1
K/504/3475	413	Level 1	Using measurements	1
T/504/3527	416	Level 1	Calculations with measurements	1
J/504/3497	421	Level 1	Whole numbers, problem solving and calculations	2
F/504/3529	424	Level 1	Fractions, decimals and percentages	2
Y/504/3505	425	Level 1	Probability	1
L/504/3520	426	Level 1	Ratios and proportions	1
M/504/3445	427	Level 1	Using ICT systems	1
T/504/3513	428	Level 1	Developing and presenting information using ICT	2
D/504/3456	430	Level 1	Collection and presentation of data	1
L/504/3484	431	Level 1	Extracting data	1
M/504/3462	433	Level 1	Following safe and healthy working practices when using ICT	1
A/504/3495	434	Level 1	Finding, selecting and exchanging information using ICT	2
F/504/3496	438	Level 1	Speaking and listening, providing and receiving information	1
Y/504/3469	440	Level 1	Contributing to discussions	1
A/504/3447	444	Level 1	Reading for purpose	1
R/504/3504	447	Level 1	Following instructional and explanatory texts	1
T/504/3446	448	Level 1	Obtaining information and opinions from texts	1

4 The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s)/qualification.

The Assessor/Tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s)/qualification. You may have more than one Assessor/Tutor depending on which unit(s) you take. You may also be assessed by a person who is not your Tutor.

The Internal Quality Assurer

The Internal Quality Assurer maintains the quality of assessment within the centre.

The Qualification Consultant

The Qualification Consultant works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

5 Using your logbook

Recording forms

This logbook contains all of the forms you and your Assessor will need to plan, review and organise your evidence. Your Assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

6 Learner progress record

Qualification title													
Qualification level													
Minimum credits required													
Units													
Credits													
Total Credits Achieved:													

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 301 Preparing to write

3 credits

Outcome 1 Understand that the way writing is organised will depend on purpose and audience

Assessment criteria The learner can:	Portfolio reference
1.1 identify the purpose and audience of proposed texts	
1.2 give layouts for texts identified in 1.1.	

Outcome 2 Be able to plan writing

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 list information to be included in the text						
2.2 demonstrate ways of planning for writing						
2.3 use a plan to organise points that are to be included in texts identified in 1.1.						

Outcome 3 Understand that choice of language will vary according to purpose and audience

Assessment criteria The learner can:	Portfolio reference
3.1 give examples of differences between formal and informal language	
3.2 give examples of texts that require formal language	
3.3 give examples of text that require informal language.	

Outcome 4 Be able to draft writing

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 draft formal and informal writing for a specific purpose to include:						
a. simple and compound sentences						
b. paragraphs.						

Unit 301 Preparing to write Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 304

Writing to communicate information

3 credits

Outcome 1 Understand that sources of information can exist in different written formats

Assessment criteria The learner can:	Portfolio reference
1.1 give examples of different types of documents that are used to communicate information.	

Outcome 2 Be able to plan writing for communicating information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify the purpose and audience of proposed written text						
2.2 list points to be included in the writing						
2.3 use a planning strategy to group and organise points.						

Outcome 3 Be able to provide written information to suit a specific purpose

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 draft writing which provides information using language that suits purpose and audience						
3.2 use compound sentences which include common linking words						
3.3 organise writing into paragraphs, if appropriate for purpose						
3.4 punctuate texts						
3.5 proof read and, if necessary, revise texts for meaning and accuracy						
3.6 present final copy.						

Unit 304

Writing to communicate information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 305

Writing to communicate opinions

3 credits

Outcome 1 Understand that written materials may express facts and opinions

Assessment criteria The learner can:	Portfolio reference
1.1 give examples of statements of fact	
1.2 give examples of opinions	
1.3 identify facts and opinions within written texts.	

Outcome 2 Be able to plan for communicating opinions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify the purpose and audience of proposed texts						
2.2 list points to be included in the text						
2.3 use a planning strategy to group and organise points.						

Outcome 3 Be able to provide opinions in writing to suit a specific purpose

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 draft writing which provides opinions using language that suits purpose and audience						
3.2 use compound sentences which include common linking words						
3.3 organise writing into paragraphs if appropriate for purpose						
3.4 punctuate texts						
3.5 proof read and, if necessary, revise texts for meaning and accuracy						
3.6 present final draft.						

Unit 305

Writing to communicate opinions

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 309 Completing forms

2 credits

Outcome 1 Understand a range of language used on forms

Assessment criteria The learner can:	Portfolio reference
1.1 state the meaning of terms:	
a. found on forms	
b. relating to forms.	

Outcome 2 Be able to complete a paper based form

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 complete a minimum of two forms requiring personal information and at least one paragraph of information.						

Outcome 3 Be able to complete a form electronically

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 demonstrate how to download a form for completion						
3.2 complete an electronic form.						

Outcome 4 Understand precautions that must be taken when completing online forms

Assessment criteria The learner can:	Portfolio reference
4.1 give examples of the precautions that need to be taken to safeguard personal security when completing and submitting forms.	

Unit 309 Completing forms

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 310 Using money

2 credits

Outcome 1 Understand practical problems or tasks involving money

Assessment criteria The learner can:	Portfolio reference
1.1 outline problems to be tackled	
1.2 identify the information needed to solve the problems in 1.1	
1.3 state how the problems will be tackled.	

Outcome 2 Be able to make estimates of calculations involving money

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 round money to the nearest:						
a. pound						
b. 10p						
2.2 estimate the total cost of a number of items						
2.3 estimate the change required when paying for goods by cash.						

Outcome 3 Be able to use calculations to solve problems involving money

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 in practical situations carry out calculations involving money including:						
a. addition						
b. subtraction						
3.2 check answers to calculations using a calculator.						

Outcome 4 Be able to use a calculator when working with money

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 demonstrate how to input a range of sums of money into a calculator						
4.2 demonstrate how to add and subtract a range of sums of money with a calculator						
4.3 demonstrate ways to check answers.						

Outcome 5 Be able to interpret the results of calculations involving money

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 show how the results of calculations involving money meet the purposes outlined in 1.1.						

Unit 310 Using money

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 311 Using shape

2 credits

Outcome 1 Know vocabulary used to describe shapes

Assessment criteria The learner can:	Portfolio reference	
1.1 use the following terms to describe a range of 2D objects:		
a. side length		
b. angle		
c. line of symmetry		
1.2 use the following terms to describe a range of 3D objects:		
a. faces		
b. edges.		

Outcome 2 Be able to solve practical problems involving 2D and 3D shapes

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 outline problems or tasks requiring use of shapes						
2.2 use shapes to solve practical problems described in 2.1.						

Unit 311 Using shape

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 312 Using time

1 credit

Outcome 1 Be able to tell the time to the nearest 5 minute interval

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 state and record the time to the nearest 5 minute interval using:						
a. analogue clocks						
b. digital clocks						
1.2 indicate the time of day using am and pm.						

Outcome 2 Know that the date can be expressed in different formats

Assessment criteria	Portfolio reference	
The learner can:		
2.1 record dates in a range of formats.		

Outcome 3 Be able to measure time

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 estimate times required to complete activities						
3.2 in practical situations measure time in:						
a. seconds						
b. minutes						
c. hours.						

Unit 312 Using time

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 313 Using measurements

3 credits

Outcome 1 Understand problems and tasks involving measures

Assessment criteria The learner can:	Portfolio reference
1.1 outline problems to be tackled	
1.2 identify measurements needed to solve stated problems	
1.3 identify measuring instruments needed.	

Outcome 2 Be able to estimate and measure

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 using metric units of measurement, estimate:						
a. length						
b. capacity						
c. weight						
2.2 identify non standard units of measure						
2.3 read simple scales on equipment used to measure:						
a. length						
b. capacity						
c. weight						
d. temperature.						

Outcome 3 Be able to use measurements

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 use measurements to solve practical problems.						

Unit 313 Using measurements

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 318

Calculations with whole numbers

3 credits

Outcome 1 Know data needed to solve a problem with whole numbers

Assessment criteria The learner can:	Portfolio reference	
1.1 outline problems to be tackled		
1.2 identify data needed to solve problems.		

Outcome 2 Understand the value of whole numbers

Assessment criteria The learner can:	Portfolio reference	
2.1 in practical situations:		
a. order whole numbers		
b. compare whole numbers		
c. round whole numbers.		

Outcome 3 Be able to perform calculations with whole numbers to solve a problem

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 in practical situations, estimate the answers to calculations with whole numbers including:						
a. addition						
b. subtraction						
c. multiplication						
d. division						
3.2 perform calculations with whole numbers including:						
a. addition						
b. subtraction						
c. multiplication						
d. division						
3.3 use a calculator to check answers.						

Outcome 4 Be able to interpret and present the results of calculations involving whole numbers

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 present and explain the results of calculations involving whole numbers.						

Unit 318

Calculations with whole numbers

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 323

Using fractions and decimals

3 Credits

Outcome 1 Be able to use fractions in everyday contexts

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 rank unit fractions in order of size						
1.2 indicate the unit fractions of shapes to solve practical problems.						

Outcome 2 Be able to recognise and use equivalent fractions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify equivalent fractions						
2.2 give examples of equivalent fractions in:						
a. measures						
b. time.						

Outcome 3 Be able to use decimals in everyday contexts

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 rank decimal numbers						
3.2 use decimal numbers to record values in everyday situations including:						
a. money						
b. measurements						
3.3 add and subtract decimal numbers in practical situations.						

Outcome 4 Be able to use a calculator to calculate using decimals

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 identify a practical situation which needs to be solved by calculating with decimal numbers						
4.2 indicate the numbers and calculation required						
4.3 estimate answers to calculations						
4.4 key decimal numbers and mathematical symbols into a calculator						
4.5 record answers						
4.6 demonstrate strategies that can be used to check answers obtained on the calculator.						

Unit 323 Using fractions and decimals

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 327 Using ICT systems

2 credits

Outcome 1 Understand a given task requiring the use of ICT

Assessment criteria The learner can:	Portfolio reference
1.1 identify the given task	
1.2 outline how the task is to be tackled.	

Outcome 2 Be able to use hardware, software and onscreen icons for a specific purpose

Assessment criteria (Performance)	Evidence date
The learner can:	Portfolio reference
2.1 demonstrate how to start and shut down an ICT system	
2.2 demonstrate how to open, use and close software	
2.3 use hardware and onscreen icons	
2.4 demonstrate the use of interface features	
2.5 use ICT system to undertake task outlined in 1.2.	

Outcome 3 Be able to save data so that it is portable

Assessment criteria (Performance)	Evidence date
The learner can:	Portfolio reference
3.1 demonstrate how to save data so it can be found again	
3.2 demonstrate correct procedures for retrieving data using portable storage devices.	

Outcome 4 Know how to solve problems occurring when using ICT

Assessment criteria The learner can:	Portfolio reference	
4.1 locate the help facility		
4.2 use the help facility when using ICT		
4.3 give examples of errors when using ICT		
4.4 outline ways of dealing with ICT errors.		

Unit 327 Using ICT systems

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 328

Developing and presenting information using ICT

2 credits

Outcome 1 Be able to use ICT to present information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 outline the purpose of the information						
1.2 use text and/or image and/or numbers to present information						
1.3 outline how the presentation of information aids understanding.						

Outcome 2 Be able to amend information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 demonstrate proof reading for accuracy and purpose						
2.2 identify and amend mistakes						
2.3 amend texts for improvement.						

Outcome 3 Be able to display information through ICT

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 use hard copies to display ICT information that is fit for purpose						
3.2 use screen shots to display ICT information that is fit for purpose.						

Unit 328

Developing and presenting information using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 329

Collecting and presenting information graphically

2 credits

Outcome 1 Know how to collect, organise and present data for a specific purpose

Assessment criteria The learner can:	Portfolio reference	
1.1 outline the task/problem requiring data collection and presentation		
1.2 collect and record data		
1.3 organise and present data in the following formats:		
a. table		
b. chart or graph		
1.4 identify the most appropriate format for the data and purpose.		

Unit 329

Collecting and presenting information graphically

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 333

Following safe and healthy working practices when using ICT

1 credit

Outcome 1 Understand safety measures that need to be taken when using ICT

Assessment criteria The learner can:	Portfolio reference
1.1 outline the safety checks that should be made prior to using ICT	
1.2 outline personal steps that should be taken to ensure own safety and comfort	
1.3 outline procedures for obtaining help when safety issues occur.	

Outcome 2 Be able to back up work

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 outline why backup copies of work should be made						
2.2 demonstrate how to create a backup copy.						

Outcome 3 Understand safety measures needed when using pins and passwords

Assessment criteria The learner can:	Portfolio reference
3.1 outline the importance of keeping passwords and pins secure	
3.2 give examples of ways of keeping passwords and pins secure.	

Outcome 4 Understand how to use the internet safely

Assessment criteria The learner can:	Portfolio reference
4.1 give examples of how to stay safe when downloading and uploading information	
4.2 state safety and security measures needed when using social networking sites and chat rooms.	

Unit 333

Following safe and healthy working practices when using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 334

Finding, selecting and exchanging information using ICT

2 credits

Outcome 1 Know ICT sources

Assessment criteria The learner can:	Portfolio reference	
1.1 give examples of ICT sources of information		
1.2 identify ICT sources which can be used for a given task.		

Outcome 2 Be able to use ICT to locate information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 use ICT sources for the given task						
2.2 demonstrate how to use the internet to search for and get information						
2.3 give examples of when information provided by websites might not be reliable.						

Outcome 3 Be able to enter and save information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 demonstrate how to save information using files.						

Outcome 4 Be able to send ICT based information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 use ICT to send information.						

Outcome 5 Be able to receive ICT based information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 demonstrate how to open an email mailbox						
5.2 use an email mailbox to read and reply to emails.						

Unit 334

Finding, selecting and exchanging information using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 336

Providing information orally

2 credits

Outcome 1 Understand that the spoken language used will depend on the situation

Assessment criteria The learner can:	Portfolio reference
1.1 identify a range of formal and informal situations where spoken language is used	
1.2 give examples of:	
a. formal language	
b. informal language.	

Outcome 2 Be able to use spoken language to provide information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 prepare information to be presented orally in formal and informal situations						
2.2 provide information on the same subject in different situations:						
a. formal						
b. informal						
2.3 outline the key differences in language used to provide information in 2.2 a and b.						

Outcome 3 Be able to convey opinions orally

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 prepare opinions to be presented orally						
3.2 give opinions on the same subject in different situations:						
a. formal						
b. informal.						

Unit 336 Providing information orally

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 337

Obtaining information orally

3 credits

Outcome 1 Be able to listen for information from instructions and explanations

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 outline a specific problem where information is required from oral instructions and explanations						
1.2 identify detail obtained from explanations or instructions in formal and informal situations.						

Outcome 2 Be able to use spoken language to ask for information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 prepare questions that can be used to gather information for a stated purpose in formal and informal situations						
2.2 make oral requests for information in formal and informal situations						
2.3 record responses and state how the purpose has been met.						

Outcome 3 Be able to follow spoken narratives and accounts of events

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 outline the gist of a narrative						
3.2 identify details from an account of an event.						

Unit 337 Obtaining information orally

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 339 Discussion skills

2 credits

Outcome 1 Be able to contribute to discussions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 outline the purpose of a discussion						
1.2 identify the main ideas to be presented in a discussion						
1.3 make contributions to discussions that plan a task or solve a problem						
1.4 make contributions to discussions that share viewpoints on a topic.						

Outcome 2 Be able to follow the main points of discussions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify different viewpoints within an oral discussion						
2.2 demonstrate ways of clarifying understanding in a discussion.						

Outcome 3 Be able to use the outcomes of discussions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 outline how discussions have been used to help reach decisions or solve problems.						

Unit 339 Discussion skills

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 342

Reading for information

3 credits

Outcome 1 Be able to locate sources of required information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 outline a specific problem where information is required						
1.2 locate sources of information to solve the problem stated in 1.1 including electronic and paper based resources.						

Outcome 2 Be able to use key words to locate information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify key words to use to locate information						
2.2 use paper based and electronic resources to locate information.						

Outcome 3 Be able to use organisational features to locate information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 locate information in tables and lists.						

Outcome 4 Be able to obtain information from texts

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 identify the main points and ideas from:						
a. chronological texts						
b. descriptive texts						
c. explanatory texts.						

Unit 342 Reading for information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 344

Reading for a purpose

3 credits

Outcome 1 Be able to recognise different purposes of text

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 give examples of materials with the following purpose:						
a. to explain						
b. to inform						
c. to instruct						
d. to entertain						
1.2 identify features of text which help to indicate its purpose						
1.3 skim read texts to identify if they meet a specified purpose.						

Outcome 2 Understand the language of instructional texts

Assessment criteria	Portfolio reference	
The learner can:		
2.1 give examples of different ways in which instructions can be presented		
2.2 locate written instructions to meet a stated purpose		
2.3 follow written instructions to carry out an activity or solve a problem.		

Unit 344 Reading for a purpose

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 345

Reading graphical material

1 credit

Outcome 1 Know how to obtain information from graphical material

Assessment criteria The learner can:	Portfolio reference	
1.1 extract information for a stated purpose from:		
a. tables		
b. charts		
c. block graphs		
1.2 use bar charts and pictograms to compare numbers of different items.		

Unit 345 Reading graphical material

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 346

Strategies for reading

2 credits

Outcome 1 Be able to use prior knowledge to engage with the meaning of text

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 list information to be obtained from reading a relevant document						
1.2 list information already known about the topic covered in the document in 1.1						
1.3 identify main points of information from the text following reading.						

Outcome 2 Be able to use strategies to work out the meaning of unfamiliar words

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify unfamiliar words from text						
2.2 use strategies to work out possible meanings of unfamiliar words, including:						
a. surrounding text and images						
b. reference sources.						

Outcome 3 Be able to use organisational features of texts

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 identify main points of texts of different formats.						

Unit 346 Strategies for reading

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Appendix 1 **Summary of City & Guilds assessment policies**

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds Qualification Consultants check this when they visit assessment centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all learners. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your Assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

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 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

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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 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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LB-03-3846