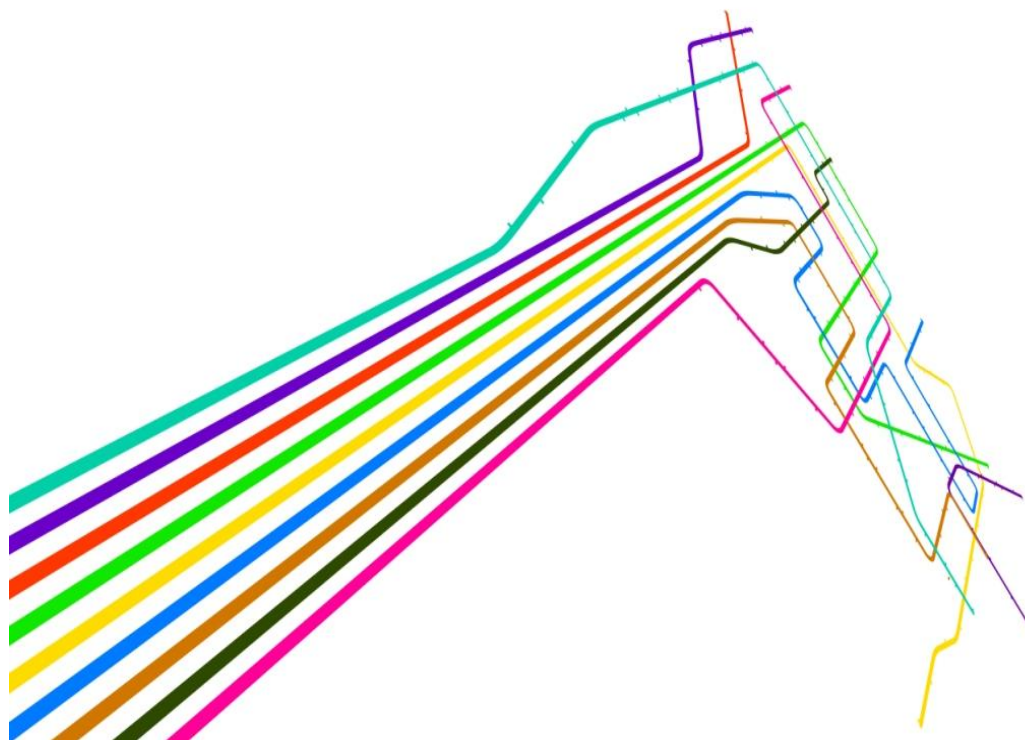


# Level 2 Award in Rail Services (7484-02)

Qualification handbook for centres  
500/6208/6



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# Level 2 Award in Rail Services (7484-02)



## Qualification handbook for centres

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July 2009  
Version 1.0

**City & Guilds**  
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# 1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<b>Qualification title and level</b>	Level 2 Award in Rail Services
<b>City &amp; Guilds qualification number</b>	7484-02
<b>Ofqual accreditation number</b>	500/6208/6
<b>Last registration date</b>	31/12/2010
<b>Last certification date</b>	31/12/2012

This qualification provides candidates with an introduction to the knowledge and understanding required to prepare them for work and undertaking duties in the rail industry. Therefore, it will give them the opportunity to gain a work placement and prepare them for the attainment of the level 2 NVQ in Rail Transport Operations (7587).

This qualification has been developed in association with Go Skills.

## 1.1 Qualification structure

To achieve the Level 2 Award in Rail Services, learners must achieve 11 credits from all four mandatory units.

The table below illustrates the unit titles and credit value of each unit part of the qualification as well as their accreditation reference number:

<b>Accreditation unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
A/600/2035	Unit 001	Know how to prepare to undertake duties in the rail industry	Mandatory	2
D/600/2027	Unit 002	Know how to maintain a safe and secure working environment in the rail industry	Mandatory	3
H/600/2028	Unit 003	Know how to obtain and communicate information in the rail industry	Mandatory	4
K/600/2029	Unit 004	Know how to achieve effective working relationships with your colleagues in the rail industry	Mandatory	2

## **1.2 Opportunities for progression**

This qualification will provide candidates with an introduction to the knowledge and understanding required to prepare them for work and undertake duties in the rail industry. Therefore, it will give them the opportunity to gain a work placement and prepare them for the attainment of the level 2 NVQ in Rail Transport Operations (7587).



## 2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification [Level 2 NVQ in Rail Transport Operations may apply for approval for the new [Level 2 Award in Rail Services (7484-02)] using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### 2.1 Resource requirements

#### Human resources

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

#### Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

## 3 Units

### Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website **[www.cityandguilds.com](http://www.cityandguilds.com)**

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) **[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

## Unit 001

# Know how to prepare to undertake duties in the rail industry

**Level:** 1

**Credit value:** 2

### Unit aim

This unit aims to ensure learners know the organisational rules and regulations concerning fitness for duty and completing preparations in readiness for commencing duties in a safe and knowledgeable manner.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. understand relevant rules, regulations, instructions and procedures relating to fitness for duty
2. understand relevant rules, regulations, instructions and procedures relating to standards of dress and conduct
3. understand how to book on and off for duty
4. understand what duties are to be undertaken
5. identify and explain the use of the equipment required for duty
6. explain when the relevant persons within the organisation need to be contacted

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on unit 1 from the National Occupational Standards in Rail Services developed by Go Skills.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills.

### Assessment and grading

This unit will be assessed by:

- A portfolio of evidence which demonstrates that the candidate has learned the underpinning knowledge required in this unit. This unit is graded as Pass or Fail.

## **Unit 001                    Know how to prepare to undertake duties in the rail industry**

Outcome 1                    understand relevant rules, regulations, instructions and procedures relating to fitness for duty

### **Assessment Criteria**

The learner can:

1. describe **rules, regulations, instructions and procedures** relating to fitness for duty
2. explain the importance of following your organisation's procedures in relation to fitness for duty
3. explain the process to follow when you are **unfit for duty**.

### **Range**

#### **Rules, regulations, instructions and procedures**

The organisation's current standards and procedures related to fitness for duty as they apply to the learner's role.

#### **Unfit for duty**

Due to taking prescribed drugs or over the counter medicines, self medication, being under medical advice, exposure to drugs, illness or being under the effects of alcohol.

## **Unit 001            Know how to prepare to undertake duties in the rail industry**

Outcome 2            understand relevant rules, regulations, instructions and procedures relating to standards of dress and conduct

### **Assessment Criteria**

The learner can:

1. describe **rules, regulations, instructions and procedures** relating to standards of dress and conduct
2. explain the importance of following your organisation's procedures related to **standards of dress and conduct**.

### **Range**

#### **Rules, regulations, instructions and procedures**

The organisation's current standards and procedures related to fitness for duty as they apply to the learner's role.

#### **Standards of dress and conduct**

Standards of dress relevant to the learner's organisation and job role.

## **Unit 001                      Know how to prepare to undertake duties in the rail industry**

Outcome 3                      understand how to book on and off for duty

### **Assessment Criteria**

The learner can:

1. describe the **credentials** required for duty and when completing personal preparation
2. identify **documents** required for booking on and off for duty
3. explain the **process for booking on and off** for duty

### **Range**

#### **Credentials**

Credentials as used during preparation for duty that is relevant to the learner's organisation and job role. Examples include: identity cards - staff pass, safety licences, work permits, personnel - safety records.

#### **Documents**

Documents as used in the learner's organisation for booking on and off duty, eg: attendance sheets, acknowledgement sheets.

#### **Process for booking on and off duty**

The organisation's standards and procedures for booking on and off for duty.

## **Unit 001                      Know how to prepare to undertake duties in the rail industry**

Outcome 4                      understand what duties are to be undertaken

### **Assessment Criteria**

The learner can:

1. explain how to gather **information** in order to identify **duties to be undertaken**
2. identify **rules, regulations, instructions and procedures** related to undertaking those duties

### **Range**

#### **Information**

Information about duties to be undertaken may include items such as: working procedures, altered working procedures, timetables, fares manuals, duty sheets.

#### **Duties to be undertaken**

They will depend on the learner's role.

#### **Rules, regulations, instructions and procedures**

The organisation's standards and procedures relating to duties to be undertaken as they apply to the learner's role.



## Unit 001

## Know how to prepare to undertake duties in the rail industry

### Outcome 5

identify and explain the use of the equipment required for duty

#### Assessment Criteria

The learner can:

1. identify the **equipment** required for duty
2. explain how to check that the **equipment** is fit for purpose
3. explain how to use the required **equipment**.

#### Range

#### Equipment

As required for the learner's specific job role and organisation. Examples of equipment include: High visibility jacket, radio, keys, equipment for particular roles (such as baton, hand lamp, whistle, portable ticket machine etc).

## **Unit 001                    Know how to prepare to undertake duties in the rail industry**

Outcome 6                    explain when the relevant persons within the organisation need to be contacted

### **Assessment Criteria**

The learner can:

1. identify **relevant persons** in the organisation
2. explain the **circumstances** in which relevant persons should be contacted.

### **Range**

#### **Relevant persons**

There are those persons the learner reports to or should contact to clarify specific information  
Examples of relevant persons are: Supervisor or manager, Line Controller, Site safety manager.

#### **Circumstances**

In which learners may contact relevant persons include: clarification of fitness for duty, unfit for duty, reporting medical conditions/prescribed medication, inability to attend to work or lateness, clarification of work/duty instructions, equipment required for duty not working.

## Unit 002

# Know how to maintain a safe and secure working environment in the rail industry

**Level:** 2

**Credit value:** 3

### Unit aim

This unit aims to ensure learners know how to comply with the organisational rules and regulations concerning safety and security and understand the importance of contributing effectively to maintain a safe, healthy and secure work environment.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. explain the importance of maintaining a safe and secure environment for customers, visitors and colleagues
2. know how to contribute to a safe environment following organisational policy and procedures
3. know how to contribute to a secure environment following organisational policy and procedures
4. know how to make recommendations for improving safety and security

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on unit 2 from the National Occupational Standards in Rail Services developed by Go Skills.

### Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Go Skills.

### Assessment and grading

This unit will be assessed by:

- A portfolio of evidence which demonstrates that the candidate has learned the underpinning knowledge required in this unit. This unit is graded as Pass or Fail.

## Unit 002

### Know how to maintain a safe and secure working environment in the rail industry

#### Outcome 1

explain the importance of maintaining a safe and secure environment for customers, visitors and colleagues

#### Assessment Criteria

The learner can:

1. define what constitutes a safe environment for customers, visitors and colleagues
2. explain what constitutes a **secure environment** for customers, visitors and colleagues
3. explain the importance of keeping the environment safe and secure.

#### Range

##### Secure environment

This includes security of premises, areas with restricted access, areas used by customers and the general public, vehicles and equipment.

## Unit 002

# Know how to maintain a safe and secure working environment in the rail industry

## Outcome 2

know how to contribute to a safe environment following organisational policy and procedures

### Assessment Criteria

The learner can:

1. explain the company's **safety rules, regulations, instructions and procedures** relating to the job role
2. list potential **hazards to safety and emergency situations** in your workplace
3. explain **immediate actions** necessary to minimise or isolate risk to colleagues, visitors and customers upon identification of a **hazard to safety**
4. describe how to become familiar with local emergency procedures and personal role in **responding to emergencies**
5. explain warning signs in use and their meaning
6. explain how to use and store **equipment** safely.

### Range

#### Safety rules, regulations, instructions and procedures

The organisation's current standards, procedures and guidelines relating to safety at work as they apply to the learner's role.

#### Hazards to safety and emergency situations

They are those that pose a risk to colleagues, visitors and customers and may include: spillages, overcrowding, left property and suspicious packages, litter build up, faulty equipment, inadequate lighting.

#### Immediate actions

This may include: isolation of affected area, warning others, removal of waste, reporting to appropriate people, withdrawing equipment from service.

#### Responding to emergencies

This may include: responding to acts of terrorism, evacuation of premises, identification of rendezvous point for meeting security services, identification of staff, visitors' and contractors' assembly point, responding to faulty equipment on the station, responding to faulty equipment on trains, calling and dealing with emergency services, calling for assistance.

#### Equipment

As required for the learner's specific job role and organisation. Examples include: high visibility jacket, radio, keys, equipment for particular roles such as short circuit bar, portable ticket machine, sunglasses, etc.

## Unit 002

## Know how to maintain a safe and secure working environment in the rail industry

### Outcome 3

know how to contribute to a secure environment following organisational policy and procedures

#### Assessment Criteria

The learner can:

1. explain the company's **security rules, regulations, instructions and procedures** relating to the workplace
2. explain how to provide access to authorised visitors and contractors
3. explain what constitutes a **breach of security**
4. describe the specific procedures related to **breaches of security**.

#### Range

##### Security rules, regulations, instructions and procedures

The organization's standards, procedures and guidelines relating to security of the workplace as they apply to the learner's workplace.

##### Breaches of security

This may include: vandalism, suspect packages, persons acting suspiciously, unauthorised persons.

## Unit 002

## Know how to maintain a safe and secure working environment in the rail industry

### Outcome 4

know how to make recommendations for improving safety and security

#### Assessment Criteria

The learner can:

1. identify the **relevant persons** in the organisation who need to be contacted
2. explain alternative routes available for making safety and security recommendations.

#### Range

#### Relevant persons

They are those persons the learner should contact to make recommendations about safety and security. Examples of relevant persons are: Supervisor or Manager, Line Controller, Site Safety Manager, Health and Safety Representative, CIRAS.

## Unit 003

# Know how to obtain and communicate information in the rail industry

**Level:** 2

**Credit value:** 4

### Unit aims

This unit aims to ensure learners know how to comply with the organisational rules and regulations concerning internal and external communications and deal with incoming and outgoing communication effectively.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. explain organisational policy and procedures for communication related to the job role
2. target communication to relevant persons within the organisation
3. deal with incoming information
4. communicate information effectively

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on unit 3 and element 4.2 from unit 4 of the National Occupational Standards in Rail Services developed by Go Skills

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills.

### Assessment and grading

This unit will be assessed by:

- A portfolio of evidence which demonstrates that the candidate has learned the underpinning knowledge required in this unit. This unit is graded as Pass or Fail.



## Unit 003

# Know how to obtain and communicate information in the rail industry

## Outcome 1

explain organisational policy and procedures for communication related to the job role

### Assessment Criteria

The learner can:

1. explain the need for accurate and relevant information to be communicated in the workplace
2. explain the **organisation's requirements** for provision and communication of information
3. explain the organisation's requirements for updating information held
4. explain the organisation's requirements for storage of information
5. summarise **personal responsibility** for collecting and storing information
6. explain the **organisation's requirements** for confidentiality of information.

### Range

#### Organisation's requirements

This includes: formal procedures, use of phonetic alphabet, use of communications equipment, confidentiality.

#### Personal responsibility

This includes: personal responsibilities, limits of authority, how to handle communication issues that fall outside personal limits of authority.

## **Unit 003**

# **Know how to obtain and communicate information in the rail industry**

## **Outcome 2**

target communication to relevant persons within the organisation

### **Assessment Criteria**

The learner can:

1. identify the relevant persons in the organisation who need to be contacted in particular circumstances
2. explain the importance of selecting the appropriate person depending on the circumstances
3. explain how to seek help when communicating effectively is difficult.

### **Range**

#### **Relevant persons**

Relevant persons are those persons the learner reports to or should contact to clarify specific information or report particular issues such as workplace hazards or out of course situations. Examples of relevant persons are: Supervisor or Manager, Line Controller, Site Safety Manager.

#### **Particular circumstances**

Particular circumstances in which learners may contact relevant persons may include: clarifying work/duty instructions, reporting hazards or out of course situations, reporting medical conditions / prescribed medication.

## Unit 003

## Know how to obtain and communicate information in the rail industry

### Outcome 3

deal with incoming information

#### Assessment criteria

The learner can:

1. describe the **sources of information** encountered whilst on duty
2. describe the **types of information** encountered whilst on duty
3. explain how to obtain assistance when incoming information is unclear or insufficient.

#### Range

##### Sources of information

Information may be related to: operational issues, commercial issues, safety issues, other staff, customers, contractors working on site.

##### Types of information

This may be: verbal, written, electronic and visual.

## Unit 003

## Know how to obtain and communicate information in the rail industry

### Outcome 4

communicate information effectively

#### Assessment Criteria

The learner can:

1. explain how to prioritise information for action
2. explain how to communicate effectively within the organisation
3. explain how to ensure information provided is relevant to the needs of the recipient
4. explain how to confirm your authority to give the information provided
5. explain the lines and **methods of effective communication** within the organisation.

#### Range

##### Methods of effective communication

This takes account of: appropriate time and place, relevance and accuracy, presentation methods and format (in a way that can be easily understood), consistency with company policy.

## Unit 004

# Know how to achieve effective working relationships with your colleagues in the rail industry

**Level:** 2

**Credit value:** 2

### Unit aim

This unit aims to ensure learners understand organisational regulations and requirements for staff behaviour in the workplace and how to behave in a manner that encourages effective working relationships.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. describe the company's policies and expectations for staff behaviour
2. describe behaviour that encourages effective working relationships and reduces potential for conflict
3. describe behaviour that promotes equality, diversity and inclusion in the workplace

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on unit 4 of the National Occupational Standards in Rail Services developed by Go Skills

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

### Assessment and grading

This unit will be assessed by:

- A portfolio of evidence which demonstrates that the candidate has learned the underpinning knowledge required in this unit. This unit is graded as Pass or Fail.

## Unit 004

# Know how to achieve effective working relationships with your colleagues in the rail industry

### Outcome 1

describe the company's policies and expectations for staff behaviour

#### Assessment Criteria

The learner can:

1. explain the benefits of effective working relationships and goodwill in the workplace
2. describe the **organisation's requirements for staff behaviour** in the workplace
3. explain behavioural expectations in relation to the job role.

#### Range

#### Organisation's requirements for staff behaviour

This is in relation to: self-management, relationship management, task management.

## **Unit 004                    Know how to achieve effective working relationships with your colleagues in the rail industry**

Outcome 2                    describe behaviour that encourages effective working relationships and reduces potential for conflict

### **Assessment Criteria**

The learner can:

1. explain how to request assistance politely and without causing undue disruption
2. explain how to respond to requests from colleagues promptly and willingly without disturbing own work too much
3. explain benefits of taking part in discussions about working relationships and **opportunities provided** for these discussions
4. summarise **potential areas of conflict** with colleagues
5. describe company procedures for dealing with workplace difficulties and conflict between colleagues
6. explain how to discuss problems and difficulties in working relationships and who to do this with
7. summarise the skills that could be used to deal with conflict in the workplace.

### **Range**

#### **Opportunities provided**

Opportunities provided to discuss matters may include: team briefings, informal discussions with manage /colleagues, training programmes, performance appraisal.

#### **Potential areas of conflict**

This may include: perceived discrimination or unfair treatment, inconsiderate work practices, failure to honour commitments, inappropriate behaviour at work, failure to inform others of changes in work practice, failure to meet undertakings given to colleagues.

## **Unit 004                      Know how to achieve effective working relationships with your colleagues in the rail industry**

Outcome 3                      describe behaviour that promotes equality, diversity and inclusion in the workplace

### **Assessment Criteria**

The learner can:

1. describe legislation and codes of conduct aimed at achieving equality, diversity and inclusion
2. explain the company's policy on equal opportunities and other **relevant employment legislation**
3. explain why equality, diversity and inclusion in the workplace is important
4. explain what can cause prejudice and **discrimination** in the workplace
5. explain how to identify prejudice, **discrimination**, harassment and bullying in the workplace
6. explain how to deal with incidents of prejudice, discrimination, harassment and bullying within the limits of your own authority
7. explain how to ensure that behaviour, words and actions promote equality, diversity and inclusion in the workplace.

### **Range**

#### **Discrimination**

This can relate to: age, gender, ethnicity, religion, sexual orientation, marital status, appearance.

#### **Relevant employment legislation**

This may include: equality of opportunity, harassment and bullying, conditions of employment, rewards and benefits, disciplinary procedures.



## 4 Assessment

### 4.1 Evidence requirements

Centres will undertake internally the assessment of their candidates. The methods of assessment used must be externally verified by City & Guilds.

Most usually, knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should use an alternative method to elicit this which may include questioning, professional discussion, assignments, etc. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

# Appendix 1 Relationships to other qualifications

## Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2 NVQ in Rail Transport Operations (7587)

## Appendix 2 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](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

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.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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