

Level 2 NVQ Certificate in Rail Engineering Protection Master (7597-22)

September 2011 Version 1.0



Qualification at a glance

Subject area	Rail Engineering
City & Guilds number	7597
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Portfolio
Fast track	Automatic approval available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 NVQ Certificate In Rail Engineering Protection Master	7597-22	600/0962/7



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1 Introduction

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

Area	Description
Who are the qualifications for?	They are for anyone working in railways engineering, including those preparing for a specialised role or management responsibility.
What do the qualifications cover?	These qualifications prove competence of industrial performance, knowledge and understanding and recognise the ability of individuals working in traction and rolling stock within the rail sector.
Are the qualifications part of a framework or initiative?	The Level 1 is part of the Rail Engineering Apprenticeship Framework.
What opportunities for progression are there?	Candidates who are successful will be able to progress in employment or to a range of further education and professional body qualifications. For example: <ul style="list-style-type: none"> • (7597) Level 2 NVQs in Rail Engineering Track Maintenance • Institute of Leadership and Management qualifications

Qualification structure

To achieve the **Level 2 Certificate in Rail Engineering Protection Master**, learners must achieve **21** credits from the mandatory units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
F/601/7815	201	Prepare to undertake duties in the rail industry	2
L/502/6507	202	Contribute to the security of the work environment in the rail industry	1
Y/601/7819	215	Obtain and communicate information in the rail industry	5
L/601/7820	216	Maintain effective working relationships with colleagues in the rail industry	5
R/502/6394	325	Implement and monitor safe working systems for permanent way activities as a protection master	8



2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres who wish to offer this qualification must use the standard Qualification Approval Process.

Resource requirements

Assessors and internal verifiers

Assessors' and internal verifiers' requirements have been specified by GoSkills in their assessment strategy. The full document is available from our website.

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

The primary responsibility of the assessor is to assess candidates to the required quality and consistency against the national occupational standard. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as in depth technical understanding related to the qualifications for which they are assessing candidates.

It will be the responsibility of the approved centre to select and appoint assessors. Potential assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess NVQ candidates,
- have the necessary and sufficient experience of the role for which they intend to undertake assessments and actual experience of the functions described by the occupational standards that comprise the qualification.

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments carried out by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications they are internally verifying.

It will be the responsibility of the approved centre to select and appoint internal verifiers. Potential internal verifiers should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify NVQ assessments,
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to verify NVQ candidates,
- have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will have provided potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification.

Trainee assessors and internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale

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.

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.

In addition, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

There are no formal entry requirements for candidates undertaking this qualification.

Age restrictions

These qualifications are **not** approved for use by learners under the age of 16 and City & Guilds cannot accept any registrations for candidates in this age group.



3 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking skills
- personal and social development
- employment rights and responsibilities

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

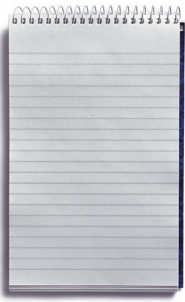
Recording documents

Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. To support the delivery of vocational qualifications we offer our own e-portfolio, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at:

www.cityandguilds.com/eportfolios.

Recording forms are available on the City & Guilds website. Centres may devise or customise alternative forms, which must be approved for use by the External Verifier before they are used by candidates and assessors at the centre.



4 Assessment

Summary of assessment methods

Candidates will be required to complete a portfolio of evidence for **each** unit.

Evidence requirements

The evidence requirements have been specified by GoSkills in their assessment strategy. The full document is available from our website. The evidence requirements have been identified for each of the units in section 5 of this handbook.

Evidence of occupational competence must be generated and collected through performance under workplace conditions. The evidence collected under these conditions must also be as naturally occurring as possible.

The optimum method of collecting evidence of a candidate's competence is by direct observation of naturally occurring activity in the workplace. This observation must be carried out by a qualified assessor. Observation of naturally occurring activity in the workplace may not be practicable. In these cases the method of collecting evidence of a candidate's competence will be by simulation. This observation must be carried out by a qualified assessor.

Assessment in simulated conditions is only permissible with the express prior consent of the External Verifier. The External Verifier is likely to allow assessment to take place in simulated conditions due to reasons of:

- Health and Safety
- confidentiality
- operational constraints
- cost
- rarity of opportunity.

Witness testimony can be gathered from a candidate's colleagues, managers, customers, suppliers, etc. They should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of the competence demonstrated.

Product evidence must be assessed in order to ensure that:

- the evidence meets the required standard

- the candidate has followed the correct processes to generate the product
- the evidence is authentic.

In regards to the acceptability of knowledge evidence, the optimum method of collecting evidence of a candidate's knowledge is by oral questioning following direct observation in the workplace. This questioning must be carried out by a qualified assessor.

In section 5 of this handbook we have listed all units and identified for each one of them:

- those performance statements for which evidence must be collected by direct observation of naturally occurring activity in the workplace
- those performance statements for which evidence may be collected by a range of alternative assessment methods
- when the use of simulation is allowed.

It is important that the correct asset/component/equipment, in the correct environment, is used when assessing the learner. The rail industry is a live production environment and assessment 'on the job' is not suitable in all instances. The industry has provided guidance as to where an alternative is possible. To support the alternatives the following definitions have been used:

Replication

The asset, component or equipment is in its normal operating condition/status (as in the live environment) but any task is carried out purely for the purposes of the assessment.

An alternative is where the assessment is undertaken in the live environment but the asset, component or equipment has been modified to allow for the assessment (for example, for the replication of fault conditions).

Simulation

The asset component or equipment is reproduced in a protected environment, entirely separate from the live environment (for example, test rig or simulator).



5 Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to www.cityandguilds.com

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- 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
- notes for guidance.

Unit 201

Prepare to undertake duties in the rail industry

UAN:	F/601/7815
Level:	2
Credit value:	2
GLH:	18
Relationship to NOS:	This unit is linked to National Occupational Standards For Rail Engineering Unit P3 – Undertake Routine Maintenance of the Permanent Way
Endorsement by a sector or regulatory body:	This unit is endorsed by GoSkills.
Aim:	This unit is about identifying the rules, regulations, instructions and procedures that you must comply with to make sure you are fit for duty. It outlines the requirements that enable you to commence duties in a safe and knowledgeable manner and to ensure safe lines of communication within the working environment.

Learning outcome
The learner will: 1. Be able to complete personal preparation
Assessment criteria
The learner can: 1. Meet organisational standards for appearance and conduct 2. Comply with organisational procedures relating to fitness for duty 3. Possess the required documentation and equipment as specified by the organisation

Learning outcome
The learner will: 2. Know how to complete personal preparation
Assessment criteria
The learner can: 1. List the standards of appearance and conduct required by the organisation 2. Describe the importance of appearance, conduct and fitness in relation to the role 3. Describe organisational procedures relating to fitness for duty

- | |
|---|
| <ol style="list-style-type: none"> 4. List the type of equipment required for duty 5. Describe how to access and use required equipment 6. List the documents required when completing personal preparation 7. Describe the standards of behaviour required by the organisation |
|---|

Learning outcome
The learner will: 3. Be able to prepare for duty
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1. Communicate to the relevant person any necessary information relating to personal duties 2. Access and confirm information relating to the work to be undertaken 3. Comply with organisational procedures relating to personal safety 4. Complete preparations for duty within the allocated time 5. Complete required documents accurately and process them correctly.

Learning outcome
The learner will: 4. Know how to prepare for duty
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1. Describe organisational procedures relating to booking on and booking off duty 2. List the duties that are to be undertaken and describe organisational procedures relating to them 3. Describe organisational and legal requirements relevant to personal duties 4. List the people within the organisation who are relevant to the work role 5. Describe the relevant documentation completion requirements within the organisation

Unit 202

Contribute to the security of the work environment in the rail industry

UAN:	L/502/6507
Level:	2
Credit value:	1
GLH:	5
Relationship to NOS:	This unit is linked to National Occupational Standards for Rail Engineering Unit 2 – Contribute to the Security of the Work Environment in the Rail Industry
Endorsement by a sector or regulatory body:	This unit is endorsed by GoSkills
Aim:	This unit is about making sure you understand the importance of maintaining the security of the work environment. It outlines the rules, regulations and procedures which ensure a secure work environment and identifies how to respond to security breaches and emergencies which may arise.

Learning outcome
The learner will: 1. Be able to contribute to the security of the work environment in the rail industry
Assessment criteria
The learner can: 1. Comply with security systems and procedures 2. Obtain confirmation of visitor credentials 3. Respond to breaches of security within the limits of own personal authority 4. Report any actions taken to the relevant person(s) in line with organisational procedures

Learning outcome

The learner will:

2. Know how to contribute to the security of the work environment in the rail industry

Assessment criteria

The learner can:

1. Describe how to maintain a secure work environment
2. Describe organisational security procedures
3. List the types of security breaches that may occur
4. Describe the organisation's emergency situation procedures in relation to security
5. Describe the security systems and procedures in the local facilities and work areas
6. Describe the organisation's policy for receiving visitors
7. Describe the limits of own authority in relation to security

Unit 215

Obtain and communicate information in the rail industry

UAN:	Y/601/7819
Level:	2
Credit value:	5
GLH:	40
Relationship to NOS:	This unit is linked to National Occupational Standards for Rail Engineering Unit 3 – Obtain and Communicate Information in the Rail Engineering Industry.
Endorsement by a sector or regulatory body:	This unit is endorsed by GoSkills
Aim:	This unit is about ensuring that you can identify, store and retrieve relevant information in an effective and timely and manner and that you can communicate information effectively, including information relating to technical content. The information may come from within your organisation or from sources external to your organisation, such as suppliers, manufactures etc.

Learning outcome
The learner will: 1. Be able to obtain and store information
Assessment criteria
The learner can: 1. Collect and update specified information as and when required 2. Prioritise the nature of the information and respond accordingly 3. Obtain assistance promptly where information received is unclear or insufficient 4. Store information so that it can be promptly retrieved when required 5. Maintain confidentiality of information when obtaining and storing information

Learning outcome
The learner will: 2. Know how to obtain and store information
Assessment criteria
The learner can: 1. Describe organisational lines and methods of effective communication 2. Describe organisational policy on storing information 3. Describe own personal responsibilities regarding collecting and storing information 4. Describe organisational requirements relating to confidentiality of information.

Learning outcome
The learner will: 3. Be able to communicate information
Assessment criteria
The learner can: 1. Communicate information at an appropriate time and place 2. Communicate information using the appropriate method 3. Communicate information that is relevant and accurate 4. Present information in a way that can be clearly understood 5. Communicate information that is consistent with organisational policy 6. Maintain confidentiality of information when communicating.

Learning outcome
The learner will: 4. Know how to communicate information
Assessment criteria
The learner can: 1. Describe organisational policy for the provision and communication of information 2. Describe organisational policies and procedures for communicating information 3. Describe the lines and methods of effective communication within the organisation 4. Describe the limits of own personal authority in relation to communicating information 5. Describe how to use the relevant communication systems within the organisation 6. Describe how to communicate effectively

Unit 216

Maintain effective working relationships with colleagues in the rail industry

UAN:	L/601/7820
Level:	2
Credit value:	5
GLH:	36
Relationship to NOS:	This unit is linked to National Occupational Standards for Rail Engineering Unit 4 - Maintain Effective Working Relationships with Colleagues in the Rail Engineering Industry
Endorsement by a sector or regulatory body:	This unit is endorsed by GoSkills
Aim:	This unit is about maintaining effective positive working relationships with your colleagues and recognising the importance of equality and diversity in the workplace. You should know and understand the effects of negative behaviour on working relationships. Effective communication with colleagues is an important part of this unit.

Learning outcome
The learner will: 1. Be able to maintain effective working relationships with colleagues
Assessment criteria
The learner can: 1. Maintain an atmosphere of professionalism and mutual support 2. Behave towards colleagues in a polite way in line with organisational guidelines 3. Respond to requests from colleagues with minimal disruption to own work 4. Meet any undertakings given to colleagues within the agreed way and timescale 5. Provide information asked for by colleagues that is accurate, clear and given promptly.

Learning outcome
The learner will: 2. Know how to maintain effective working relationships with colleagues
Assessment criteria
The learner can: 1. Describe the need for effective working relationships and goodwill in the workplace 2. Describe organisational standards and guidelines relating to behaviour in the workplace 3. Describe how to balance giving help to colleagues with own personal workload 4. Describe the limits of personal and colleagues responsibilities 5. List the learning needs of colleagues who are being trained 6. Describe organisational procedures for dealing with and discussing difficulties in working relationships 7. Describe organisational procedures for dealing with conflict within the workplace 8. Describe the skills that could be used to sort out conflicts and deal with aggressive behaviour in the workplace

Learning outcome
The learner will: 3. Be able to maintain effective communications with colleagues
Assessment criteria
The learner can: 1. Obtain information needed from colleagues in line with organisational procedures 2. Give information to colleagues that is relevant and will meet their needs 3. Communicate information in a format that is appropriate to the work 4. Confirm personal authorisation to give the information provided 5. Obtain help in cases where there are difficulties in communicating effectively with colleagues

Learning outcome
The learner will: 4. Know how to maintain effective communications with colleagues
Assessment criteria
The learner can: 1. Describe the need for accurate and relevant information to be communicated within the workplace 2. Describe the methods of getting and giving information between colleagues 3. Describe the limits of personal authority relating to providing information 4. Describe the different formats and their uses in which information

<p>can be communicated</p> <ol style="list-style-type: none"> 5. Describe the need for providing, and the ways to provide, colleagues with opportunities to communicate freely and openly 6. Describe organisational procedures for dealing with and reporting difficulties in communicating freely and openly 7. Describe how to identify and deal with weaknesses with own personal communication skills.
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Learning outcome
The learner will:
5. Be able to promote equality and diversity in the workplace
Assessment criteria
The learner can:
1. behave in a way that promotes equality and diversity in the workplace

Learning outcome
The learner will:
6. Know how to promote equality and diversity in the workplace
Assessment criteria
The learner can:
1. Describe why equality and diversity in the workplace is important
2. Describe what can cause prejudice and discrimination in the workplace
3. Describe organisational policy on equality and diversity
4. Outline relevant legislation and codes of conduct aimed at achieving equality and diversity
5. Describe own personal responsibility regarding equality and diversity in the workplace

Unit 216 Maintain effective working relationships with colleagues in the rail industry

Supporting information

When assessing this unit the following definition should be used:

Colleagues – include co-workers, supervisors or managers, and possibly trainees

Unit 325

Implement and monitor safe working systems for permanent way activities as a protection master

UAN:	R/502/6394
Level:	3
Credit value:	8
GLH:	40
Relationship to NOS:	This unit is linked to National Occupational Standards For Rail Engineering Unit P27 - Implement and Monitor Safe Working Systems for Permanent Way Maintenance or Renewal Activities
Endorsement by a sector or regulatory body:	This unit is endorsed by GoSkills
Aim:	The purpose of this unit is for learners to demonstrate occupational competency in implementing and monitoring safe working systems for Permanent Way activities

Learning outcome
The learner will: <ol style="list-style-type: none">1. Be able to implement and monitor safe working systems for permanent way activities as a protection master
Assessment criteria
The learner can: <ol style="list-style-type: none">1. Set up a safe system of work in line with organisational procedures and work to the system2. Source and interpret approved system procedures and information relating to the work area/site3. Identify and set access controls to meet agreed and approved system procedures4. Check that the requirements for safe access meet own organisation's requirements5. Ensure the requirements for safe access to work are implemented6. Ensure that system records are accurate, up-to-date and complete and are stored correctly in line with organisational procedures7. Advise other person(s) as required of the requirements for safe access8. Communicate system requirements and the responsibilities of individuals to the appropriate person in line with organisational procedures

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| <ol style="list-style-type: none"> 9. Review systems operations regularly and forward suggestions for improvement to the appropriate person in line with organisational procedures 10. Deal with problems within own control promptly and report those that can not be resolved in line with organisational procedures. |
|---|

Learning outcome
The learner will:
<ol style="list-style-type: none"> 2. Know how to implement and monitor safe working systems for permanent way activities as a protection master
Assessment criteria
The learner can:
<ol style="list-style-type: none"> 1. List the organisation's procedures that define the appropriate safe system of work for the activity 2. Explain how to source and interpret own organisation's approved system procedures and information relating to the work area/site 3. Explain own organisation's methods and techniques for conducting safety assessments 4. Explain own organisation's procedures and guidelines for obtaining resources for permanent way activities 5. Explain own organisation's procedures for setting access controls and how to monitor these are in place 6. Explain how to monitor safe working systems during maintenance or renewal activities 7. Explain the implications of not implementing and monitoring a safe working system 8. Explain how to present relevant information using set proformas and templates as used by own organisation 9. Explain the relevant reporting lines and procedures as approved by own organisation 10. Explain the limits of own authority and responsibility and those of others involved in the activity.

Unit 325 Implement and monitor safe working systems for permanent way activities as a protection master

Supporting information

The learner is protecting other people from the effects of the engineering work and from the movement of rail vehicles. The type and complexity of the environment will be that associated with being on or about the permanent way and must take account of, as appropriate:

- Lines open/closed to operational traffic
- Maintenance or renewals activities
- Requirements for depots, sidings, and the mainline including bi-directional operations
- Day/night working
- Noise
- Weather

The learner will know and understand the level and extent of their responsibility, including both their own safety and that of work colleagues. Where necessary, authorisation must be obtained before work is carried out and the learner will be expected to work within their organisation's procedures and specifications

When assessing the unit the following points should be covered as appropriate:

Assessment criterion 2.1

- The organisation's safety management system
- Relevant sections of the health and safety at work act
- Control of substances hazardous to health (COSHH)
- Track access restrictions
- Track work instructions
- Task risk control sheets
- Current rule book
- Regulations for working under overhead line equipment (OHLE) and in vicinity of direct current (DC) lines
- Manual handling regulations
- Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR)
- Safety sign regulations
- Personal protective equipment (PPE)
- Health and safety at work act (HASWA)



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



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.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

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

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

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

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

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

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

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices,
Missing or late exam materials,
Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification,
Missing or late exam materials,
Incorrect exam papers, Forms
request (BB, results entry), Exam
date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments,
Invoices, Missing or late exam
materials, Nominal roll reports

T: +44 (0)844 543 0000

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E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username,
Technical problems, Entries,
Results, e-assessment, Navigation,
User/menu option, Problems

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