



# **City & Guilds Certificate in Electrical Power Engineering at SCQF Level 5 (2305-51)**

**Version 1.1 (April 2025)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Electrical power engineering
<b>City &amp; Guilds number</b>	2305
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Auto
<b>Support materials</b>	Centre handbook Unit pack
<b>Registration and certification</b>	Consult Walled Garden for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>
City & Guilds Certificate in Electrical Power Engineering at SCQF Level 5	2305-51	R660 04

Version and date	Change detail	Section
1.0 Feb 2021	Initial version	All
1.1 Apr 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All

# Contents

<b>Qualification at a glance</b>	<b>2</b>
<b>Contents</b>	<b>4</b>
<b>1 Introduction</b>	<b>5</b>
<b>Structure</b>	<b>6</b>
<b>2 Centre requirements</b>	<b>10</b>
<b>Approval</b>	<b>10</b>
<b>Resource requirements</b>	<b>11</b>
<b>Learner entry requirements</b>	<b>12</b>
<b>Age restrictions</b>	<b>12</b>
<b>Access arrangements, reasonable adjustments and special consideration</b>	<b>12</b>
<b>3 Delivering the qualification</b>	<b>14</b>
<b>Initial assessment and induction</b>	<b>14</b>
<b>Inclusion and diversity</b>	<b>14</b>
<b>Sustainability</b>	<b>14</b>
<b>Support materials</b>	<b>15</b>
<b>4 Assessment</b>	<b>16</b>
<b>Assessment of the qualification</b>	<b>16</b>
<b>General</b>	<b>16</b>
<b>Work-place assessment</b>	<b>17</b>
<b>Simulation</b>	<b>17</b>
<b>Realistic working environments (RWE)</b>	<b>18</b>
<b>Witness testimony</b>	<b>19</b>
<b>Recording forms</b>	<b>20</b>
<b>Accreditation of prior learning and experience (APEL)</b>	<b>20</b>
<b>Portfolio of evidence</b>	<b>20</b>
<b>Evidence sources</b>	<b>20</b>
<b>5 Units</b>	<b>22</b>
<b>Availability of units</b>	<b>22</b>
<b>Appendix 1 Sources of general information</b>	<b>23</b>

# 1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those in the power industry. They will be undertaking a Modern Apprenticeship in Power Distribution SCQF Level 5, wishing to prove competence or progress to a more advanced role.
What do the qualification cover?	These qualifications allow candidates to learn, develop and practise the skills required for employment and/or career progression in the power industry.
What opportunities for progression are there?	They allow candidates to progress into employment.
Who did we develop the qualification with?	Power sector employers and the Sector Skills Council Energy & Utility Skills (EU Skills).
Is it part of an apprenticeship framework or initiative?	This qualification supports the Power Industry Distribution and Transmission apprenticeships at Level 5.

## Structure

To achieve the City & Guilds Certificate in Electrical Power Engineering at SCQF Level 5, learners must achieve:

All mandatory units

### Plus

Four units from Group E

### Either

Minimum of 2 units from Optional Group B – Overhead Lines, units 504 – 512

### Or

Minimum of 2 units from Optional Group C - Substation Plant, units 513 – 519

### Or

Minimum of 2 units from Optional Group D – Underground Cables, units 520 -524

City & Guilds unit number	Unit title	SCQF credit value
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### Mandatory units:

Learners must achieve all **three** mandatory units.

501	Working safely in the power sector	4
502	Working efficiently and effectively in the power sector	2
503	Using and communicating technical information in the power sector	3

### Optional group B:

Learners must achieve a minimum of **two** units.

504	Install overhead steelwork, fittings and conductors on wood pole structures	15
505	Dismantle overhead steelwork, fittings and conductors on wood pole structures	15
506	Install and configure distribution apparatus on wood pole structures	15

507	Fault repair of overhead line distribution assets	20
508	Live low voltage distribution work	12
509	Install and replace fittings on steel tower structures	15
510	Install Extra High Voltage conductors on steel tower structures	15
511	Dismantle Extra High Voltage conductors on steel tower structures	15
512	Maintain apparatus on steel tower structures	15

### Optional group C:

Learners must achieve a minimum of **two** units.

513	Install distribution substation plant and apparatus	15
514	Dismantle distribution substation plant and apparatus	15
515	Maintain distribution substation plant and apparatus	15
516	Install primary and Extra High Voltage substation plant and apparatus	15
517	Dismantle primary and Extra High Voltage substation plant and apparatus	15
518	Maintain primary and Extra High Voltage substation plant and apparatus	15
519	Fault repair of distribution and high voltage substation plant and apparatus	20

### Optional group D:

Learners must achieve a minimum of **two** units.

520	Service jointing on low voltage underground cables	12
521	Jointing and termination of low voltage mains underground cables	15
522	Jointing and termination of high voltage (up to 25 kV) underground cables	15

523	Repairs to faulted or damaged Low Voltage service and mains cables (non-diagnosis)	20
524	Repairs to faulted or damaged High Voltage cables (non-diagnosis)	20

### Optional group E:

Learners must achieve a minimum of **four** units.

525	Movement of cable, plant and apparatus	6
526	Access, egress and movement in substations	4
527	Electrical and functional testing of fitting plant and apparatus	6
528	Inspection and maintenance of battery systems	8
529	Substation earthing installation and testing	8
530	Inspection of substation plant and apparatus	6
531	Maintain compressed air systems	6
532	Location and identification of underground utility services	4
533	Access and egress and movement within the working area	2
534	Electrical testing of underground cables and apparatus	6
535	Carry out excavation activities on underground cables	4
536	Inspect the installation of underground cables	4
537	Install underground cables	4
538	Carry out jointing on pilot/telephone cables	8
539	Carry out jointing on low voltage concentric cables	8
540	Carry out jointing on low voltage consac cables	8
541	Movement of overhead line plant and apparatus	10
542	Access and egress and work on wood pole structures	8
543	Access and egress and work on steel tower structures	8

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544	Excavate and install distribution wood poles and stays	6
545	Electrical testing of overhead line distribution equipment	6
546	Inspection of overhead line wood pole networks	4
547	Earthing of overhead line conductors on steel tower structures	6
548	Jointing of overhead line Extra High Voltage conductors	6

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## 2 Centre requirements

### Approval

All centres previously approved to offer the 2343-51, 52 & 53 Certificates in Electrical Power Engineering at SCQF Level 5 qualification will be given automatic approval to offer 2305-51 Certificate in Electrical Power Engineering at SCQF Level 5.

Automatic 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 automatic approval is still current at the time of application.

Centres not previously offering the 2343-51, 52 & 53 qualifications will need to apply for qualification approval through the standard approval process.

Centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

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

## Resource requirements

### Centre staffing

City & Guilds quality assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City & Guilds' ongoing monitoring by an External Verifier.

- City & Guilds External Verifiers will:
  - ensure that internal verifiers are undertaking their duties satisfactorily
  - monitor internal quality assurance systems and sampling assessment activities, methods and records
  - act as a source of advice and support
  - promote best practice
  - provide prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems.

In line with the Sector Skills Council Energy & Utility Skills' assessment strategy, all assessors, internal verifiers and external verifiers involved in the delivery of power sector qualifications (within which the renewables sector falls) must:

#### Assessors:

- must hold, or be working towards, valid assessor qualifications as defined by the Qualification Regulator
- must be occupationally competent in the units they are assessing. Centres must evidence that the assessor has achieved the award (or equivalent), at or above the level they are assessing. Alternatively, they must provide supporting evidence that they are able to make valid judgments through experience built up by working in the industry
- must have a working knowledge of the qualification and a full understanding of that part of the award for which they have responsibility for
- must demonstrate current evidence of continuing professional development in a relevant area of practice.

#### Internal verifiers:

- must hold a valid internal verifier qualification or be working towards suitable qualifications for internal verification, as defined by the Qualification Regulator(s)
- must be occupationally competent in the units they are assessing. Centres must evidence that the internal verifier has achieved the award (or equivalent), at or at or above the level they are verifying, or provide supporting evidence that they are able to make valid judgments
- must have a working knowledge of the qualifications they are internally verifying
- must be either working in the appropriate sector itself OR they must be able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out verification activities
- Must demonstrate current evidence of continuing professional development in a relevant area of practice.

### **External verifiers:**

- must be familiar with the industry; have up-to-date working knowledge /experience of the technical processes and terminology for which they provide external verification. If appropriate, this experience could be evidenced through professional registration
- must hold valid qualifications in assessment and internal verification and hold, or be working towards valid qualifications for external verification, as defined by the Qualification Regulator.
- must demonstrate current evidence of continuing professional development in a relevant area of practice.

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

### **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications, although it is expected that candidates will be already engaged within the industry. Candidates should not be registered if they hold from City & Guilds or another awarding body a qualification of a similar level and within the same content area as the relevant diplomas.

### **Age restrictions**

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

### **Access arrangements, reasonable adjustments and special consideration**

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements

and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)

- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Unit packs	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Recording documents

Candidates and centres may decide to use a centre devised paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **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](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, 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. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Assessment of the qualification

This qualification is graded pass/fail.

This qualification must be assessed in line with EU Skills Core Assessment strategy for September 2020.

This section is broken down into the following assessment sub-sections:

- General – provides the overall approach to assessment in the qualification
- Work-place assessment - description of what is required of the assessment
- Simulation - the criteria and minimum requirements pertaining to this form of assessment
- Realistic working environments - the activities and criteria relating to this form of assessment
- Witness testimony - sector skills council's guidance on this form of evidence
- Knowledge and understanding - guidance on the approach to assessing these criteria

City & Guilds has developed a template that tutors/assessors can use to write their own assignments.

### General

These new SCQF qualifications are accredited as competence-based qualifications and require the overwhelming majority of evidence to be collected from the workplace. The assessment methods therefore have not deviated from the previous provision, where evidence to meet the requirements of the standards was gathered by the candidate from the work-place and compiled into a portfolio of evidence, which was validated by the approved assessor and internal verifier and subject to City & Guilds' external verification.

The qualification has been designed to offer choices and progression which recognise candidate competence in working within the three main occupational contexts overhead line work, underground cable work and sub-station work. There is significant inter-location variation in the specific items of plant, apparatus and equipment with which candidates must interact within each of these contexts. Both candidates and assessors therefore must have a detailed knowledge of the specific operational characteristics of the plant, apparatus and equipment with which they work in order to be able to demonstrate, through its use, their achievement of occupational competence as demanded by the units of assessment.

Details of the scope and range of the unit are provided with each unit. In addition to visits from external verifiers, all centres will be required to submit details of assessment planning arrangements and assessment recording forms and systems - these details must include the planned use and design of simulations that meet the requirements on this type of assessment provided below. The external verifier will determine whether or not these are of an acceptable

rigour to ensure satisfactory implementation and recording of assessment. The visits to a centre by an external verifier will be planned in advance.

The following approaches to external quality control are not mandatory as part of the assessment strategy:

- Use of independent assessors (moving the candidate): The requirement for workplace evidence means that it would be inappropriate and logistically uneconomic to make use of an assessment system in which candidates were required to attend a different location or assessment centre.
- Use of independent assessors (moving the assessor): Candidates for the Electrical Power Engineering qualification will typically be in low numbers per centre and widely scattered across the UK. Under these circumstances, the mandatory use of peripatetic assessors would be very costly and offer little added value.
- Use of independent assessment methods (open written response assessment): Due to the variation of plant, apparatus and equipment this type of assessment would remove the flexibility to assess knowledge at a local level.

## **Work-place assessment**

It is expected that all the evidence from the candidate's performance will be drawn from workplace practice and recorded on centre devised documentation. This evidence must show candidates meet the performance criteria consistently in their work, over a period of time. The evidence will also materialise from different workplace situations and be varied in nature - work products, records, discussions as well as observation of, and commentaries on, candidate behaviour.

All of the performance and knowledge criteria for each unit must be evidenced, along with the prescribed scope, range and performance requirements.

It is recommended that effective use be made of available opportunities for evidence collection in line with the following principles:

- Evidence must be valid and genuinely produced by or about the candidate
- Evidence from a range of sources will normally be preferable to repeated examples of evidence from a single source - sole use of one type of evidence will need to be justified
- Assessors should pay due regard to the cost-effectiveness of using varied sources of evidence when planning assessments with a candidate

## **Simulation**

The sector skills council (EU Skills) defines simulated activities as those which are carried out without the environment, resources or equipment found within the workplace and involve acting or other scenarios which are not 'real' work tasks. EU Skills has not identified any specific areas in the qualification that warrant assessment through simulation, however, in the extremely rare instance where it is felt that simulation is required this is only acceptable in relation to those few instances which display one or more of the following characteristics

(details of planned simulation must be submitted for approval by centres to their external verifier):

- where health and safety could be compromised by seeking workplace evidence
- where the behaviour or situation under which assessment occurs happens infrequently in the workplace
- where the electricity network, plant or apparatus needs to be placed in an unacceptable operating state to allow for assessment to take place.
- In all cases where the use of evidence from simulations is permitted, this is clearly detailed in the element or unit concerned.

Where simulation is used the environment must be set up to mirror the features of an electricity distribution environment in all of the following aspects:

- nature of the plant, apparatus and equipment
- ambient noise, light and temperature levels
- handling characteristics of materials used
- presence, actions and capabilities of other personnel

Where simulation is used the simulated activity must be designed to mirror the same activity carried out in an electricity distribution environment:

- The urgency with which the activity must be carried out and the time needed to complete it
- The number and sequence of actions needed to complete the activity
- The skills needed to carry out the activity
- The nature and availability of resources needed to carry out the activity
- Access to references and sources of advice and assistance that could be needed if problems arise
- The type of documentation to be completed
- The standards to which the activity must be carried out, including any practices and procedures which require to be followed
- The outcomes which the activity will produce.

## Realistic working environments (RWE)

The SSC has provided the following contexts for illustration where assessment in a RWE might be used:

- Where demonstration of emergency shutdown and related safety procedures would be **dangerous and/or disruptive** to plant/environment/individuals; **too costly** such as total plant shutdown or dealing with spillage of dangerous substances
- Where **issues of confidentiality** restrict access to real work opportunities
- Demonstrating specific aspects of the operation which rarely or never occur because of effective quality assurance systems
- The capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems

- Aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of candidate performance

Although it is expected that candidates provide all evidence from the work place, the SSC has identified the following types of activities as being potentially suitable for assessment through RWE (these **details of planned simulation must be submitted for approval by centres to their external verifier**):

1. Planning and preparing for emergency response
2. Isolation of the fault and contingency action
3. Fault diagnosis and problem causation

The following conditions for assessment in a RWE **must** be met:

1. Assessments must be carried out under realistic work pressures that are found in the normal industry workplace
2. Assessments must be carried out in conditions and facilities which are typical of those encountered in the normal industry workplace
3. The range of materials, equipment and tools that candidates use must be up-to date and be of the type routinely found in the normal industry workplace environments.
4. All work carried out should be completed in a way, and to a timescale, that is acceptable in the normal industry workplace
5. Candidates must interact with the range of personnel and contractors found in the normal industry workplace
6. Candidates must be expected to achieve a volume of work comparable to that expected in the normal work situation being replicated
7. Candidates must be given workplace responsibilities that will enable them to meet the requirements of the assessment
8. Candidates must show their productivity reflects that found in the work situation being replicated
9. The RWE must take into account legislation, regulations, codes of practice, etc, which pertain to the regulated environment.

## **Witness testimony**

The SSC supports the use of witness testimony as a natural and efficient way of **contributing** to a candidate's source of evidence of competence. Nonetheless, the quality of this type of evidence will be affected by knowledge the witness has about the qualification requirements and their own competence in the occupational role.

As a minimum, witnesses should be:

- occupationally competent with sufficient experience to judge the assessment activity undertaken by others
- fully briefed and clear about the purpose and use of the testimony
- able to demonstrate that they have the necessary expertise in the occupational area for which they are providing testimony
- appropriately inducted to the Awarding Body and assessment centre requirements and have ongoing support by way of access to updating and other issues connected with the qualifications

- Centres must provide arrangements to provide veracity of any witness testimony evidence/signature authenticity.

## Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence - City & Guilds endorses several e-Portfolio systems. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

## Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

As these qualifications are specifically related to the Power sector it is not expected that candidates will present with APEL. However, and in line with the sector skills council Energy & Utility Skills' assessment strategy, City & Guilds supports the use of other qualifications as valuable contributions to evidence of competence.

Where APEL is sought the centre must first confirm this with the external verifier or seek their advice where there is uncertainty.

## Portfolio of evidence

Candidate and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of **recording forms** including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the EQA(s), before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment checks/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- opinions – any employer contributions should instead focus on direct observation/evidence of competence, for example, witness statements.

## 5 Units

### Availability of units

All units can be found in the separate unit pack.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### **Centre handbook: quality assurance standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre assessment: quality assurance standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: when and how applications need to be made to City & Guilds**

This 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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **contact us** section of the City & Guilds website.

## City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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