

Level 1 Certificate in Food and Beverage Service

8066-01

Qualification Handbook

March 2012 Version 2.2 (December 2015)



Qualification at a glance

Subject area	Food and beverage services
City & Guilds number	8066
Age group approved	16+
Assessment	Practical assignments and synoptic test
Fast track	Available
Support materials	Centre Handbook, Candidate Logbook and Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level and title	City & Guilds number	Qualification accreditation number
Level 1 Certificate in Food and Beverage Service	8066-01	600/4870/0

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (December 2015)	Range added to unit 104	Units



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1 Introduction

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

Area	Description
Who is the qualification for?	The Level 1 Certificate in Food and Beverage Service is for candidates who want to begin a career within the hospitality industry, specialising in restaurant operations. They will wish to progress as a qualified member of the food and beverage team, and will be able to demonstrate the ability to perform practical skills and have the necessary knowledge in order to complete the assessments.
What does the qualification cover?	The qualification covers an introduction to the hospitality industry, safety at work and customer service skills. Menu knowledge and food and beverage service skills are also included.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a trainee, or to the following City & Guilds qualifications: <ul style="list-style-type: none">• City & Guilds Level 2 Diploma in Professional Food and Beverage Service (8066-02)• City & Guilds Level 2 Award in Barista Skills (7102)• City & Guilds Level 2 Diploma in Food and Beverage Service (7103)• City & Guilds Level 2 Professional Bar Tending (7106).

2 Structure

To achieve the Level 1 Certificate in Food and Beverage Service learners must achieve all of the units listed in the table below.

Level 1 Certificate in Food & Beverage Service				
City & Guilds unit number	Qualification accreditation number	Unit title	Notional learning hours	Guided learning hours
102	K/503/7563	Safety at work	50	30
103	J/503/7568	Customer service in hospitality and catering industry	30	25
104	L/503/7569	Food and beverage service skills	100	60
106	L/503/7572	Hot and cold beverage service skills	30	25
107	R/503/7573	Menu knowledge	20	15
201	Y/503/7574	Introduction to the hospitality and catering industry	30	20
109	Assessment	Food and Beverage Service Principles 1	N/A	



3 Centre requirements

Approval

Centres approved to offer the qualification:

- (7066-31) Level 1 IVQ Certificate in Food and Beverage Service (500/5804/6)

can apply for approval for the new:

- (8066-01) Level 1 Certificate in Food and Beverage Service using the fast track approval form, available from the City & Guilds website.

Centres should use the Fast Track Form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in a commercial food service area. They should use appropriate equipment in terms of the size and scale which must be of industry quality.

When being assessed candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped and supplied industrial counter service including:

- A fully equipped counter service area with hot plates/bain marie
- drink dispenser system providing a range of drinks

- worktop space – stainless steel workstations or tables used as preparation areas
- washing facilities- hand washing, food preparation and wash up
- refrigerators and freezers
- suitable storage facilities
- a range of accompaniments
- small and large food service equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- health and Safety equipment to include PPE, food temperature equipment and fire safety
- an area for commercial activity/payments

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to serve the given variety of dishes and beverages.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

Centre staffing

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

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



4 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs,
- 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 candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment Pack	Website www.cityandguilds.com
Candidate logbook	Website www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk



5 Assessment

Assessment of the qualification

Level 1 Certificate in Food and Beverage Services (8066-01)	
Practical assignments Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com	Externally set question papers Learners are required to successfully complete the following external examinations: <ul style="list-style-type: none">• Food and Beverage Service Principles 1 Please refer to the International Directory on the Walled Garden for dates and times of each examination. Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.



6 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- notional learning hours (NLH)
- guided learning hours (GLH)
- learning outcomes which are comprised of a number of assessment criteria

UAN:	K/503/7563
Level:	Level 1
NLH	50
GLH	30
Aim:	The aim of this unit is to enable the learner to develop basic knowledge and understanding of the principles of health and safety in a hospitality and catering environment. The unit also introduces the learners to common hazards in the workplace and immediate action to be taken to ensure a healthy and safe workplace. The unit also covers the fire and emergency procedures.

Learning outcome
The learner will: 1 know how to work safely
Assessment criteria
The learner can: 1.1 state the importance of keeping the work area neat and tidy whilst working 1.2 state the use and importance of safety signs 1.3 list potential hazards in the workplace 1.4 list potential consequences of hazards in the workplace 1.5 state who to report accidents to 1.6 state what documentation should be completed in case of an accident 1.7 state the importance of training staff in health and safety 1.8 state when to check equipment and to whom damage should be reported 1.9 describe safe handling techniques for hazardous substances 1.10 describe how to store hazardous substances safely 1.11 state the importance of storing tools and equipment correctly after use.

Range

Use of safety signs

Warning, prohibition (what you must not do), instruction, information.

Importance of safety signs

To warn people about hazards and dangers.

Hazards

Floors (different surfaces, spillages), machinery (maintenance, safety check, manufacturers' instruction), electricity (power points, appliances, cables, fuses), manual handling (movement and transportation of large or heavy items), tools/utensils (sharp objects), damaged equipment (frayed leads) personal hazards (incorrect uniform), handling gas.

Consequences of hazards

Trips, slips, sprains, falls, burns, cuts, broken bones, electrocution, other injuries, abrasions.

Who to report accidents to

Supervisor or manager, health and safety officer.

Documentation

Accident report forms.

Importance of training staff in health and safety

To ensure safe use of equipment and machinery, prevention of accidents to self and to others, legal requirements.

Check equipment

Prior to use, during use, after use, before storage.

To whom damage should be reported

Supervisor or manager.

Handling techniques (hazardous substances)

Use Personal Protective Equipment, read instructions, store correctly, correct dilution rates.

Store

On shelving, off floor, locked cupboard, in correct containers, correct labelling.

Importance of storing tools and equipment correctly

To avoid accidents, to maintain the good state of repair, for security reasons.

Learning outcome
The learner will: 2 know fire and emergency procedures
Assessment criteria
The learner can: 2.1 state what action to take in case of an emergency 2.2 identify the elements of the fire triangle and how they can be used to extinguish a fire 2.3 list different types of fires 2.4 list basic types of fire fighting equipment and when they should be used.

Range
Action Raise the alarm, follow evacuation procedures, report to supervisor.
Emergency Fire, bomb threat, natural disaster, security, theft, public disturbance.
Elements Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).
Types of fires Paper, wood, fat, electrical, gas, combustible chemicals. Basic types of fire fighting equipment Fire blanket (fat fires), water (wood, paper), sand, foam, powder, carbon dioxide.

Unit 103

Customer service in hospitality and catering industry

UAN:	J/503/7568
Level:	Level 1
NLH	30
GLH	25
Aim:	The aim of this unit is to introduce the learner to the importance of good customer service in the Hospitality and Catering industry. The unit is to enable the learner to develop a general knowledge and understanding about customer service and the practical application to achieve a good standard of customer service.

Learning outcome
The learner will: 1 know how to deal with customers
Assessment criteria
The learner can: 1.1 state the importance to businesses of maintaining good customer service 1.2 list the factors that contribute to a good first impression 1.3 state the principles of excellent customer service 1.4 identify the different types of customer and their needs 1.5 identify the types of problems that may cause customer complaints 1.6 state the process for dealing with customer complaints .

Range
Importance Satisfy customer needs, return business, reputation, perceived value for money, encourage good teamwork.
Factors Clean environment, clean smart staff (clean uniform), positive body language of staff – smile, eye contact, acknowledgement, use of names where applicable, appropriate communication style.
Excellent customer service Exceed customer expectations, staff are well trained (knowledge of product, legislation, codes of practice, customer service skills local

area knowledge) good communication skills, keeping customers informed, good product/service knowledge.

Customers

Customers with routine needs – (standard services and products available)

Customers with non routine needs (special request, special dietary needs, people with disabilities, lone customers, families with children, groups of people).

Needs

Products and services, special needs (for example food - religious, restrictive, allergies), accessibility (physical disability, partially sighted), language.

Problems

With products (room, food, drinks) with service –delays or mistakes in service, with staff – rude staff, inefficient staff.

Dealing with customer complaints

Listen (attentively) stay calm, identify the problem - in detail, show empathy (in what you say and do) apologise, deal with the situation quickly, inform others as appropriate.

Learning outcome

The learner will:

2 be able to deal with customers

Assessment criteria

The learner can:

- 2.1 greet **customers** in a professional, polite and friendly way
- 2.2 deal with **customer requests** promptly and accurately
- 2.3 provide **customers** with accurate **information** keeping them informed at all times
- 2.4 **communicate** politely when dealing with customers.

Range

Customers

Internal customers – colleagues, peers, managers, people from other departments.

External customers – paying customers, visitors, suppliers.

Customer requests

Customers with routine needs – (standard services and products available)

Customers with non routine needs (special request, special dietary needs, people with disabilities, lone customers, families with children, groups of people).

Information

Standard products and services, additional products and services (special offers and promotions) reasons for delays in service, unavailable products and services, information requests.

Communicate

Face to face, over the telephone, in writing to internal customers – emails, memorandums.

Unit 104

Food and beverage service skills

UAN:	L/503/7569
Level:	Level 1
NLH	100
GLH	60
Aim:	The aim of the unit is to enable the learner to develop the basic skills and knowledge to provide the necessary pre service and service of food and beverages. In this unit the learner will learn about table service and counter service.

Learning outcome
The learner will: 1 know the principles of food and beverage service
Assessment criteria
The learner can: 1.1 state the characteristics of different food and beverage service establishments 1.2 state the importance of customer service in a food and beverage establishment 1.3 explain the factors to be taken into account when setting up, serving, maintaining and clearing for service 1.4 describe the set-up for different food and beverage services 1.5 describe methods of greeting and seating guests 1.6 describe the techniques of taking food and drink orders 1.7 describe different service methods 1.8 describe methods for processing payments .

Range
Characteristics Type of establishment, location, menus, number of covers, speed, staffing, type of service style (eg table service, self-service assisted, single point service, service in situ).
Importance Satisfy customer needs, return business, reputation, perceived value for money.

Factors

Health, safety and hygiene, food safety, customer service, unexpected situations, efficiency, provision for extra customers, standard working methods, systemised order taking and delivery, teamwork.

Food and beverage services

Table service, function, counter service (buffet, carvery, canteen, café, self service).

Techniques

Identification of host, presentation of menu and wine list, different methods of recording orders and sales for functions, recording details clearly, ladies first.

Service methods

Plated, from dish, buffet, pre-packaged, wrapped.

Payments

Cash, cheques, credit/debit cards, vouchers, hospitality, accounts.

Learning outcome

The learner will:

2 be able to deliver a table and function service

Assessment criteria

The learner can:

- 2.1 **set up** for a table and function service
- 2.2 provide **advice** to customers
- 2.3 take and process **orders**
- 2.4 provide a **table and function service**
- 2.5 handle bills
- 2.6 keep **service area** clean and tidy throughout service
- 2.7 clear, clean and store equipment.

Range**Set up**

Tables, chairs, linen, crockery, cutlery, menus, service equipment, cleaning.

Advice

Food and beverages, dietary requirements, allergies, special menu items, dishes unavailable, dish content.

Orders

Manual, electronic.

Table and function service

Interpreting customer needs, serving customer items (including beverages), cutlery changes, accompaniments, maintain service areas, clearing.

Service area

Tables, chairs, service stations.

Learning outcome

The learner will:

3 be able to deliver a counter service

Assessment criteria

The learner can:

- 3.1 **prepare** the counter for service
- 3.2 provide **advice** to customers
- 3.3 provide a **counter service delivery**
- 3.4 **maintain** the counter area
- 3.5 handle bills
- 3.6 clear, clean and store equipment.

Range**Prepare**

Clean and sanitise, provide any necessary covering, serving equipment, supply of crockery, accompaniments, disposable gloves, trays.

Advice

Food and beverages, dish content, dietary requirements, allergies, special menu items, dishes unavailable.

Counter service delivery

Take order requests, offer information, interpret requests, portion food, present food attractively, warn customers of hot plates, direct customers to cutlery or accompaniments as necessary, offer help to those requiring assistance.

Maintain

Cleanliness, appearance, replenishing of products.

Unit 106

Hot and cold beverage service skills

UAN:	L/503/7572
Level:	Level 1
NLH	30
GLH	25
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills to prepare and serve a range of hot and cold beverages and develop an understanding of the service techniques used for different drinks.

Learning outcome
The learner will: 1 know how to serve hot and cold beverages
Assessment criteria
The learner can: 1.1 state types of different of beverages 1.2 identify the equipment used for making and serving beverages 1.3 describe different techniques for serving beverages 1.4 describe the different characteristics of drinks using the correct terminology 1.5 state the storage requirements for drinks and accompaniments 1.6 state the importance of keeping the working area well stocked and clean at all times 1.7 identify causes of quality problems.

Range
Beverages Tea: black - breakfast, Earl Grey, Assam, Darjeeling, Lapsang Souchong, green, infusion (herbal, fruit), iced tea, local speciality. Coffee: filtered, cappuccino, espresso, latte, Americano, macchiato, instant, local speciality. Hot chocolate. Alcohol: white wine, red wine, beers, ciders, spirits, liqueurs, local speciality. Non-alcohol: aerated water, juices, smoothies, mineral water, cordials, milk, local speciality.
Equipment

<p>Large: fridges, chillers, coffee machines, hot water source, grinding equipment, drink dispense systems.</p> <p>Small: crockery (cups, saucers, mugs) disposables, glasses (according to drink type), tea strainer, spoons, salvers, measures, openers, knives, chopping boards, sundry items (leaflets, menus, coasters, linen), ice buckets, trays. cafetière, tea pots, milk jugs, sugar bowls.</p> <p>Storage requirements Cool, dry, air tight, refrigerated.</p> <p>Causes Incorrect storage, strength, temperature, grounds/leaves present in the drink, cloudy, flat, foreign bodies, old stock.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>2 be able to prepare and serve hot and cold beverages</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 prepare equipment and the service area prior to service</p> <p>2.2 prepare and store accompaniments for a range of beverages</p> <p>2.3 make and serve a range of drinks with correct accompaniments and decorative items.</p>

<p>Range</p> <p>Equipment Large: fridges, chillers, coffee machines, hot water source, grinding equipment, drink dispense systems. Small: crockery (cups, saucers, mugs) disposables, glasses (according to drink type), tea strainer, spoons salvers, measures, openers, knives, chopping boards, sundry items (leaflets, menus, coasters, linen), ice buckets, trays, cafetière, tea pots, milk jugs, sugar bowls.</p> <p>Accompaniments Cold drinks: Ice, lemonade, water, fruit garnish, stirrers. Hot drinks: Milk or cream, sugar, sweeteners, lemon, biscuits, toppings, dustings.</p> <p>Range of drinks Tea: black - breakfast, Earl Grey, Assam, Darjeeling, Lapsang Souchong, green, infusion (herbal, fruit), iced tea, local speciality. Coffee: filtered, cappuccino, espresso, latte, Americano, macchiato, instant, local speciality. Hot chocolate. Non-alcohol: aerated water, juices, smoothies, mineral water, cordials, milk, local speciality.</p>
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Unit 107

Menu knowledge

UAN:	R/503/7573
Level:	Level 1
NLH	20
GLH	15
Aim:	The aim of this unit is to introduce the learners to basic menu knowledge. It enables learners to understand the principles and purposes of menus and to understand information required to advise customers on food and beverage menus.

Learning outcome
The learner will: 1 know the purpose and principles of menus
Assessment criteria
The learner can: 1.1 state the purpose of menus for food and beverage 1.2 list the different types of menu 1.3 list the sequence of courses on a menu 1.4 describe the main features of menu design 1.5 list the additional information that can be included on menus for food and beverage 1.6 identify groups of people with special dietary requirements .

Range
Purpose Description of items, to conform to legal requirements, sales/marketing and promotions.
Menu A la carte, table d'hôte, fixed price.
Courses Starter, main, dessert, Hors d'oeuvres, intermediate.
Features Menu layout, presentation, font.
Information Sourcing, pricing, weights/measurements /sizes/portions, dietary advice.
Special dietary requirements Vegan, vegetarian, religious beliefs, pregnant women, children, people with health conditions, people with intolerances or allergies.

Learning outcome

The learner will:

- 2 know the menu information to provide to customers

Assessment criteria

The learner can:

- 2.1 identify the **information to provide to customers** about menu items
- 2.2 state the **importance** of knowing the ingredients of food and beverage items on a menu
- 2.3 identify the **information required** to prepare the dish to the customer's expectations.

Range**Information to provide to customers**

Ingredients, cookery methods, garnishes, portion size (side orders), appropriate accompaniments, sequence of food served, timing of cooking, ingredients source.

Importance

Informs the customer, good customer care, helps speed of service, gives positive impression of the establishment, can advise people with dietary needs.

Information required

Cooking degree (well done, medium, rare), portion size, dietary requirements.

Unit 201

Introduction to the hospitality and catering industry

UAN:	Y/503/7574
Level:	Level 2
NLH	30
GLH	20
Aim:	The aim of this unit is to enable the learner to develop a broad understanding of the hospitality and catering industry. Learners will explore the broad structure of the industry, types of operations and establishments within the sectors.

Learners will also develop an awareness of the employment opportunities and an understanding of the importance of professional behaviour in the industry.

Learning outcome
The learner will: 1 know the hospitality and catering industry
Assessment criteria
The learner can: 1.1 describe the types of establishments that operate in the hospitality and catering industry 1.2 describe the different services offered by different establishments 1.3 describe the job roles within the hospitality and catering industry 1.4 identify working patterns in the hospitality and catering industry 1.5 explain the processes involved in applying for a job within the hospitality and catering industry 1.6 identify ways to progress within the hospitality and catering industry.

Range
Establishments Hotels, restaurants, planes, airports, hostels, hospitals, cruise liners, lodges and chalets, campsites, caravan-sites.
Services

Accommodation, food and beverage, conference facilities, leisure facilities (eg gym, spa), events catering.

Job roles

Managers, supervisors, kitchen staff, food and beverage service staff, front office staff, accommodation staff.

Working patterns

Flexible working hours, shift work, split shifts, weekend work.

Processes

Checking advertisements, preparing CV, completing application forms, interview preparation.

Ways to progress

Qualifications, Continuing Professional Development, experience (eg work placements).

Learning outcome

The learner will:

- 2 know the importance of professional behaviour in the hospitality and catering industry

Assessment criteria

The learner can:

- 2.1 describe **professional behaviour** in the workplace
- 2.2 describe professional **personal appearance** in the hospitality and catering industry
- 2.3 describe the **importance** of professional behaviour
- 2.4 explain the **role** of teamwork in the hospitality and catering industry.

Range

Professional behaviour

Punctuality, appropriate uniform, prepared for work, plan tasks, work methodically, keep work area tidy, make efficient use of resources, conduct, and positive communication.

Personal appearance

Hygiene, clean uniform, grooming.

Importance

Maintaining a positive image of the establishment, ensuring customer satisfaction, maintaining good working relationships with colleagues.

Role

Effective communication, completion of tasks, customer satisfaction, job satisfaction.

Unit 109

Food and beverage services principles

This synoptic test covers the assessment of the underpinning knowledge in the following units:

102 Safety at work
103 Customer service in hospitality and catering industry
104 Food and beverage service skills
106 Hot and cold beverage service skills
107 Menu knowledge
201 Introduction to the hospitality and catering industry

Full details can be found in the Assessment Pack on the website.



Appendix 1 Sources of general information

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.

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
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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