

# Level 3 Certificate of Technical Competence in Animal Nutrition (0146-30)

November 2016 Version 1.0

## Qualification Handbook

## Qualification at a glance

<b>Industry area</b>	Animal Care
<b>City &amp; Guilds number</b>	0146-30
<b>Age group</b>	16-18, 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• One to one practical assessment with oral questioning</li> </ul>
<b>Grading</b>	Pass only
<b>Approvals</b>	Full centre approval Qualification approval
<b>Support materials</b>	If applicable
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Certificate of Technical Competence in Animal Nutrition	18	21	0146-30	603/0794/8

Version and date	Change detail	Section
1.0	First version	

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# 1 Introduction

## Purpose of this qualification?

The following purpose is for the **City & Guilds Level 3 Certificate of Technical Competence in Animal Nutrition (603/0794/8)**.

Area	Description
OVERVIEW	
Who is this qualification for?	<p>If you are looking for a career within the animal care industry, then this qualification is aimed at you.</p> <p>Working with animals is extremely rewarding, but it can require long hours, with dedication and enthusiasm for the role. This qualification is suitable if you are 16 years old or over.</p> <p>Correct feeding and nutrition is paramount to animal health and husbandry.</p> <p>This qualification provides you with the opportunity to learn about current and modern techniques, the practical feeding and nutritional requirements of animals. The qualification allows you to specialise in particular animal group in line with your area of work or interest. The animal groups include</p> <ul style="list-style-type: none"><li>• companion</li><li>• exotics</li><li>• equine.</li></ul> <p>You will gain the skills and knowledge that are important for working with animals, with particular emphasis on feeding and nutrition. There are lots of opportunities, such as working in an animal care environment (eg. kennel, cattery) or in retail environment such as a pet shop or store. You could also progress to further learning and training in this area.</p>
What does this qualification cover?	<p>This qualification covers the knowledge and understanding that you will need to potentially progress to work in the animal care industry. Mandatory content covers:</p> <ul style="list-style-type: none"><li>• feeding requirements of animals at different life stages and for different purposes</li><li>• nutritional values and properties of different food types</li><li>• use of additional foodstuffs and supplements</li><li>• presenting food and the effect on food intake</li></ul>

- diets plans for specific animals.

The assessment for this qualification will require you to achieve:

- One to one practical assessment with oral questioning.

#### WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates that you have the knowledge and understanding of animal nutrition that employer might be looking for when applying for a job such as a:

- animal care assistant
- pet retail assistant.

Why choose this qualification over similar qualifications?

This is a short specialist qualification in animal nutrition and could be taken to complement other animal care qualifications at level 2 or 3.

- Level 2 Diploma in Animal Care
- Level 2 Certificate for Dog Grooming Assistants
- Level 2 Technical Certificate in Animal Care
- Level 2 Diploma in Work-based Animal Care
- Level 3 qualifications in Animal Management, Equine Management or Agriculture.

Will the qualification lead to further learning?

Yes. Once you have successfully completed this qualification, you could go on to study other level 3 college-based animal management, equine management or agriculture qualification over one year or two years.

This qualification could also lead you to higher level training and learning within the industry.

#### WHO SUPPORTS THIS QUALIFICATION?

Employer/Professional Trade Association

The Pet Industry Federation.

#### FURTHER INFORMATION

Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

## Qualification structure

For the **Level 3 Certificate of Technical Competence in Animal Nutrition** learners must be trained and assessed in the unit listed below. The qualification will be endorsed to the context of the unit assessed:

Unit number	Unit title	GLH
<b>Learners must achieve unit 301</b>		
301	Animal nutrition	18

## Qualification endorsement certification module numbers

Certification module number	Certification module title
920	Level 3 Certificate of Technical Competence in Animal Nutrition (Companion - Dog)
921	Level 3 Certificate of Technical Competence in Animal Nutrition (Companion - Cat)
922	Level 3 Certificate of Technical Competence in Animal Nutrition (Equine)
923	Level 3 Certificate of Technical Competence in Animal Nutrition (Livestock - Cattle)
924	Level 3 Certificate of Technical Competence in Animal Nutrition (Livestock - Sheep)
925	Level 3 Certificate of Technical Competence in Animal Nutrition (Livestock - Goat)
926	Level 3 Certificate of Technical Competence in Animal Nutrition (Livestock - Pig)
927	Level 3 Certificate of Technical Competence in Animal Nutrition (Exotic Pets - Small Mammals)
928	Level 3 Certificate of Technical Competence in Animal Nutrition (Exotic Pets - Herptiles)
929	Level 3 Certificate of Technical Competence in Animal Nutrition (Poultry)

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com).

Centres that are approved to offer the relevant subject-related QCF qualifications, new Technical qualifications or work-based qualifications will receive **auto-approval** for these qualifications. Please see the document on the webpage for 0146, under 'additional documents'.

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments. Centres must have access to a range of animal species and have sufficient animals so that animal welfare standards are kept.

### Internal quality assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of the Certificate of Technical Competence and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin and available to the EQA for inspection and monitoring.

### 3 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

#### External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

#### Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and

explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*. Alternatively please complete the form, JCO/M1. Copies of this form can be found on the JCO website: <http://www.jcq.org.uk>.

### **Access arrangements and special consideration**

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We can make arrangements so that candidates with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before assessment takes place.

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.

Please refer to the *JCO access arrangements and reasonable adjustments* and *Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>.

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCO document, *A guide to the special consideration process*.

### **Language of examinations**

City & Guilds has a responsibility to ensure that candidates can be assessed in the following languages only:

- English
- English in Northern Ireland
- English in Wales.

## 4 Units

<b>Level:</b>	3
<b>GLH:</b>	16

### What is this unit about?

The purpose of this unit is for learners to have an understanding of animal nutrition that could be used in industry.

The unit covers modifications to diets for different life stages and purposes of animals, eg working, and the nutritional values of different food types. The presentation of food, use of supplements and foods to be avoided is also included. Learners are required to create a food plan for an animal,

### Learning outcomes

In this unit, learners will be able to:

1. Understand the feeding requirements of animals at different life stages and for different purposes
2. Understand the nutritional values and properties of different food types
3. Understand the use of additional food stuffs for supplementation and treats
4. Understand how the presentation of food can affect feed intake
5. Know foods that should be avoided or used with caution when feeding animals
6. Create a diet plan for an animal

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

This qualification must be delivered and assessed in one of the following animal groups:

- Companion - Dog
- Companion - Cat
- Equine
- Livestock - Cattle
- Livestock - Sheep
- Livestock - Goat
- Livestock - Pig
- Exotic Pets - Small mammals
- Exotic Pets - Herptiles
- Poultry.

The qualification will be endorsed by the applicable animal group.

**Each of the learning outcome and topics should be taught in context of the animal group the qualification is assessed and endorsed in. Details of these can be found in the guidance section.**

### Learning outcome:

1. Understand the feeding requirements of animals at different life stages and for different purposes

### Topics:

- 1.1 Life stages and purposes of animals being kept
- 1.2 Nutritional needs for an animal's life stage and purpose
- 1.3 Factors that adapt nutritional needs

#### Topic 1.1

Life stages and purposes of the animals being kept.

#### Topic 1.2

The individual components of a diet for the life stage and purpose of the selected animals, and how these relate to their natural diet (omnivore, carnivore or herbivore):

- Proteins
- Fibres/ carbohydrates
- Fats
- Minerals
- Vitamins
- Water

#### Topic 1.3

How diets can be adapted for:

- Change in purpose (pet to working, working to retired, pregnancy to lactating)

- Change in physical condition (overweight, underweight, and health condition - prescription diet under guidance of veterinary surgeon)

### Learning outcome:

2. Understand the nutritional values and properties of different food types

#### Topics:

- 2.1 Types of food stuffs available on the market
- 2.2 Properties of food stuffs available
- 2.3 Storage of food to maintain nutritional value

#### Topic 2.1

The benefits and limitations of the food types available for selected animals:

- Quality
- Palatability
- Availability
- Ease of use

#### Topic 2.2

The nutritional value of food stuffs available for selected animals:

- Concentrates - mono vs multi component foods
- Fresh vs dried (meal worms dried vs live)
- For livestock - concentrate vs forage, including Total Mix Ration (TMR) vs silage
- Water content of wet vs dry food
- Live food (insects low in calcium, wax worms high in fats and sugars)
- Frozen

Natural diets of animals and why this should be reflected in the diets fed and the implications of deviating from this.

#### Topic 2.3

How feed storage can affect the nutritional value of foods:

- Expiry dates and feed stock rotation
- Storage conditions (light, temperature, humidity)
- Quantity vs quality
- Live food – metamorphosis/death (even after disposal - mealworm to pupae to beetle)

### Learning outcome:

3. Understand the use of additional food stuffs for supplementation and treats

### Topics:

- 3.1 Use of supplements
- 3.2 Essential and desirable supplements
- 3.3 Presentation of supplements
- 3.4 Use of treats and influence on diets

#### Topic 3.1

The reasons for using supplements and when they are not required for animals.

#### Topic 3.2

The difference between essential and desirable supplementation for animals.

#### Topic 3.3

Administration or presentation of supplements to an animal and the reasons for the appropriateness of the methods.

#### Topic 3.4

The use of treats in an animal's diet:

- Training aid
- Occasional use for reward

How an animal's diet should be adjusted to accommodate the nutritional intake of treats.

The suitability of a treat type and the recommended amount for the animal (low sugar, low fat, or normal food but in a small amount).

### Learning outcome:

4. Understand how the presentation of food can affect feed intake

### Topics

- 4.1 Techniques, methods and equipment for presenting food and water
- 4.2 Timings and frequency of presenting food and water
- 4.3 Human influences on food and water presentation

#### Topic 4.1

The appropriate techniques, methods and equipment for presenting food and water to selected animals, taking into consideration the specific life stage and normal breed characteristics of the animal, as well as the individual animal's feeding behaviour.

#### Topic 4.2

The importance of presenting food and water to animals to complement their circadian rhythms:

- Time of day

- Timing of feeding relating to exercise or transport
- Light/darkness
- Frequency – constant grazers or specific times
- Hand rearing
- Individual animal's behaviour/temperament

How the animal groups (solitary or social groups) affects the presentation of food (for grouped animals to avoid/reduce bullying or weight issues).

Reasons for use of particular equipment, methods and timings for selected animals.

### Topic 4.3

How feeding regimes can be influenced by human factors (owner or environment - pet store, stable):

- Equipment
- Food types
- Frequency

### Learning outcome:

5. Know foods that should be avoided or used with caution when feeding animals

### Topics

5.1 Food not suitable for animal species

### Topic 5.1

The reasons why certain food stuffs should not be fed animal species.

### Learning outcome:

6. Create a diet plan for a an animal

### Topics

6.1 Diet plan an animal

### Topic 6.1

- Life stage
- Purpose
- Nutritional needs
- Quantity
- Supplements (as appropriate)
- Monitoring intake

### Guidance for delivery

Within this unit practical elements should be demonstrated to the learner. Practical elements should be backed up by theory and business professionals (eg vets or animal feed companies to give a talk to the learners).

For learners who are completing the Level 3 Technical Qualification in Animal Care (0172), the content of this qualification could be delivered alongside.

### Range guidance for animal groupings

#### Learning outcome 1

##### Topic 1.1

Life stages and purposes of the animals being kept.

Companion:

- Life stages:
  - Growth
  - Adult
  - Senior
  - Gestation/lactation
  - Illness
  
- Purposes:
  - Working
  - Competition
  - Showing
  - Pet
  - Breeding

Equine:

- Life stages:
  - Growth
  - Adult
  - Senior
  - Gestation/lactation
  - Illness
  
- Purposes:
  - Working
  - Showing
  - Competition
  - Pet
  - Breeding

Livestock:

- Life stages:
  - Growth
  - Adult
  - Senior
  - Gestation/lactation

- Illness
- Purposes:
  - Beef or dairy cattle
  - Upland/lowland/hill sheep
  - Pork production/bacon production
  - Meat/dairy goats
  - Breeding

Exotic pets:

- Life stages:
  - Growth
  - Adult
  - Senior
  - Gestation/lactation
  - Illness
- Purposes:
  - Working
  - Pet
  - Breeding

Poultry:

- Life stages:
  - Growth
  - Adult
  - Gestation
  - Illness
- Purposes:
  - Layers/gg production
  - Meat/table birds
  - Breeding

## Learning outcome 2

### Topic 2.1

Companion:

- Wet, dry and raw feeding

Equine:

- Grasses (eg hay, haylage)
- Concentrates (eg pellets)

Livestock:

- Grasses (eg hay, silage)
- Concentrates

Exotic pets:

- Fresh, live (eg invertebrates, mealworms)
- Concentrates
- Frozen (eg mice, bloodworm)
- Grasses

Poultry:

- Concentrates
- Fresh
- Live (eg meal worms)

## Topic 2.2

Companion:

- Dogs - omnivores
- Cats - obligate carnivores

Equine:

- Herbivores

Livestock:

- Cattle/sheep/goats - herbivores
- Pigs - omnivores

Exotic pets:

- Species specific (eg ferrets) - carnivores

Poultry:

- Omnivores

## Learning outcome 3

### Topic 3.1

For example, guinea pigs cannot synthesise vitamin C, so this has to be supplemented.

Reptiles need calcium as the live food does not have high calcium content.

Raw diets for dogs and cats may not contain all the essential vitamins and minerals needed and may need to be added (eg lean meat is a poor source of calcium).

Not all animals need to have their diets supplemented. If they have a high quality, balanced diet supplementation may not be necessary.

The dangers of incorrect supplementation in animals' diets (eg in reptiles under supplementation) can contribute towards metabolic bone disease (MBD), and over-supplementation may cause health problems such as renal damage or calcium deposits.

### Topic 3.2

#### Companion:

- Essentials (eg taurine for cats)
- Desirable (eg cod liver for coat condition)

#### Equine:

- Essentials (eg horses require calcium and phosphorus in relatively large amounts for bone growth and maintenance)
- Desirable (eg mineral licks mainly to allow the replacement of electrolytes lost via sweating in horses)

#### Livestock:

- Essentials (eg Megafat for lactating cows, bicarbonate of soda for cow's digestion)
- Desirable (eg mineral licks)

#### Exotics:

- Essentials (eg calcium for reptiles, vitamin C for guinea pigs)
- Desirable (eg mineral/salt licks for rabbits and guinea pigs)

#### Poultry:

- Essentials (eg grit for calcium and grinding down food)
- Desirable (eg EMP – complimentary feed for optimal health in laying birds)

### Topic 3.3

#### Companion:

- Tablets - in small amount of food ration, ensuring it is consumed before feeding the remaining ration and ensuring it is ingested. Not all tablets can be ground down, must follow manufacturer's instructions

#### Equine:

- Pastes
- Mixed in food
- To a group vs individual; how to know how much each animal has had
- Administered vs ad lib (eg salt licks)

#### Livestock:

- Mixing with food
- Mineral block
- To a group vs individual; how to know how much each animal has had
- Administered vs ad lib (eg salt licks)

#### Exotic pets:

- Gut loading invertebrates
- Dusting invertebrates
- Vitamin C added to diet
- Vitamin C as a water supplement/additive
- Administered vs ad lib
- To a group vs individual; how to know how much each animal has had

Poultry:

- Mix in diet
- Water supplement/additive
- To a group vs individual; how to know how much each animal has had
- Administered vs ad lib

## Learning outcome 4

### Topic 4.1

Companion:

- Bowls/plates/specialised feeding dishes (eg deep-chested breeds of dog need a raised food bowl/dish to aid digestion; some breeds are prone to ingesting air with food if greedy so water may need to be added)

Equine:

- Hay nets tied up correctly
- Hay racks
- Feed on floor
- Buckets
- Automatic water troughs

Livestock:

- Hay racks
- Buckets
- Automatic water troughs

Exotics pets:

- Chameleons will not drink from water bowls, vivarium needs to be misted
- Uromastyx rarely drink water
- Geckos are sight hunters and must see live food being presented. Therefore either empty vivarium of furniture before feeding or move individuals to a separate vivarium for feeding
- Snakes - frozen food (eg mice) must be defrosted and presented with tongs to mimic live prey
- Rabbits can selectively feed from multicomponent feed so food should not be topped up but left for rabbit to graze on
- Scatter feeding for rodents to encourage natural behaviour

Poultry:

- Free flowing hoppers to avoid contamination

## Learning outcome 5

### Topic 5.1

Companion:

- Dog - toxic foods (chocolate, onions, grapes/raisins), intolerances (lactose/dairy)
- Cat – intolerances (lactose/dairy), toxic foods

Equine:

- Various grasses contain different sugar levels that can cause reactions such as sweet itch
- Poisonous - ragwort
- Allergic - buttercups
- Intolerances - acorns

Livestock:

- Restricted proteins, refer to Defra guidelines

Exotic pets:

- Avoidance of high water/low nutrition foods (eg lettuce, cucumber)
- Avoidance of high sugar foods (eg carrots for rabbits as can cause sugar addiction, obesity and dental issues)
- Species-specific intolerances (eg degus cannot tolerate fruit as they are glucose intolerant), high fat foods, cabbage for reptiles as they are high in oxalates and cause digestion problems

Poultry:

- Raw potatoes are hard to digest and potato sprouts are toxic
- Avocados are toxic
- Avoid too many kitchen scraps

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. It would be helpful for teachers to develop relationships with local vets, animal feed suppliers or retailers to allow learners' access to different feed types and to know how this unit can be used in industry.

A partnership approach should be adopted, where possible, with employers with whom the consortium has links, and with employers used for work experience placements.

By keeping good relations with related local businesses it will ensure learners are kept up to date with essential relevant information.

## Suggested learning resources

### Books

Canine and Feline Health: A Source for Companion  
Animal Professionals      Casie, Daristotle, Hayek, Raasch  
Published by Mosby June 2010  
ISBN-10: 0323066194

Animal Nutrition      McDonald, Peter et al  
Published by Benjamin Cummings March 2011  
ISBN-10: 1408204231

Small Animal Nutrition  
Published by Butterworth- Heinmann April 2001  
ISBN-10: 0750645751

Agar, Sandie

Nutrition and Welfare of Farm Animals  
Published by Springer May 2016  
ISBN-10: 331927354X

Phillips, Clive J.C

**Websites**

Pet Owners Association  
The Pet Industry Federation

[www.pet-owners.co.uk](http://www.pet-owners.co.uk)  
[www.petfederation.co.uk](http://www.petfederation.co.uk)

## 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 the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. 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 and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance.

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to all UK centres working with City & Guilds:

- Ofqual's General Conditions of Recognition.

The centre homepage section of the City & Guilds website also contains useful information on

- **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 e-assessments.

## Useful contacts

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	<b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E: <a href="mailto:information@cityandguilds.com">information@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	<b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
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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. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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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 Licence to Practice (land-based qualifications) and Learning Assistant (an online e-portfolio).

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