

# Level 2 Award in Introductory Work in the Outdoors (0240-21)

March 2012 Version 1.0



## Qualification at a glance

<b>Subject area</b>	<b>Sport, Leisure and Recreation</b>
<b>City &amp; Guilds number</b>	0240
<b>Age group approved</b>	16-18; 19+
<b>Entry requirements</b>	N/A
<b>Assessment</b>	Portfolio of evidence
<b>Fast track</b>	N/A
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in Introductory Work in the Outdoors	0240-21	600/4517/6



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	5
<b>2</b>	<b>Centre requirements</b>	<b>6</b>
	Approval	6
	Human resource requirements	6
	Centre staffing	6
	Assessors and internal verifiers	7
	Continuing professional development (CPD)	8
	Candidate entry requirements	8
	Age restrictions	8
<b>3</b>	<b>Delivering the qualification</b>	<b>9</b>
	Initial assessment and induction	9
	Recording documents	9
<b>4</b>	<b>Assessment</b>	<b>10</b>
<b>5</b>	<b>Units</b>	<b>11</b>
<b>Unit 201</b>	<b>General induction for outdoor centre staff</b>	<b>12</b>
<b>Unit 202</b>	<b>Essentials of customer care for outdoor centre staff</b>	<b>14</b>
<b>Unit 203</b>	<b>Responding to health emergencies for outdoor centre staff</b>	<b>15</b>
<b>Unit 204</b>	<b>Organising an activity session at an outdoor centre</b>	<b>17</b>
<b>Unit 205</b>	<b>Organising participants at an outdoor centre</b>	<b>20</b>
<b>Unit 206</b>	<b>Working in hospitality and support at an outdoor centre</b>	<b>23</b>
	<b>Relationships to other qualifications</b>	<b>25</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>26</b>



# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who is the qualification for?	This qualification is aimed at candidates who want to work or are employed within the outdoors sector in job roles such as outdoor centre assistants, group leaders, support workers, activity instructors and assistant activity leaders.
What does the qualification cover?	<p>It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the outdoor sector.</p> <p>It aims to provide an enhanced induction into working in an outdoor centre, together with more specific training, for young people and adults aged 16 years and over entering employment or preparing for a career in this field.</p>
Is the qualification part of a framework or initiative?	It serves as a technical certificate, in the Intermediate Apprenticeship framework in Activity Leadership.
Who did we develop the qualification with?	This qualification has been developed in collaboration with Skills Active (the Sector Skills Council for the Active Leisure, Learning and Well-being Sector).
What opportunities for progression are there?	<p>It allows candidates to progress into employment or to the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"><li>• 4965-02 Level 2 NVQ Certificate in Activity Leadership</li><li>• 4863-36 Level 3 Award, Certificate and Diploma in Increasing Participation in Sport and Active Leisure in Community Settings</li><li>• 4850-03/13 Level 3 Certificate and/or NVQ Diploma in Leisure Management</li></ul>

## Structure

To achieve the **Level 2 Award in Introductory Work in the Outdoors**, learners must achieve **5** credits from the mandatory units and a minimum of **5** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Combination of units (if any)
<b>Mandatory</b>				
J/600/3821	Unit 201	General induction for outdoor centre staff	3	N/A
D/600/3825	Unit 202	Essentials of customer care for outdoor centre staff	2	N/A
<b>Optional</b>				
K/600/3827	Unit 203	Responding to health emergencies for outdoor centre staff	1	<b>Must</b> be achieved if learner chooses optional Unit 204
H/600/3826	Unit 204	Organising an activity session at an outdoor centre	5	N/A
Y/600/3824	Unit 205	Organising participants at an outdoor centre	5	N/A
T/600/3829	Unit 206	Working in hospitality and support at an outdoor centre	5	N/A



## 2 Centre requirements

### Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer these 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.

### Human resource requirements

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

- be technically competent in the areas for which they are delivering training and/or have experience of providing training;
- this knowledge must be at least to the same level as the training being delivered
- hold appropriate qualifications as detailed in this handbook.
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

### Centre staffing

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

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

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

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

- literacy, language and/or numeracy
- personal learning and thinking

- personal and social development
- employability.

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

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

### **Assessors and internal verifiers**

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

(The verification process must be recorded and available for audit)

Assessors **must** have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements. Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework, or the Scottish Credit and Qualifications Framework (SCQF):
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - SVQ (SCQF level) Assessing Competence in the Work Environment
  - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

### **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**

These qualifications are approved for 16 – 18, and 19 + learners. There are no age limits however attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.



## 3 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.

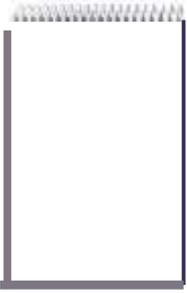
### Recording documents

Candidates 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 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

Candidates must:

- have a completed portfolio of evidence for each unit



## 5 Units

### Availability of units

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

**<http://register.ofqual.gov.uk/Unit>**

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria

## Unit 201

## General induction for outdoor centre staff

<b>UAN:</b>	<b>J/600/3821</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills Active, the Sector Skills Council for the Active Leisure, Learning and Well-being Sector

<b>Learning outcome</b>
The learner will: 1. Understand the organization and how it operates in the industry sector
<b>Assessment criteria</b>
The learner can: 1.1 explain the organizations background, aims and ethos 1.2 explain how the organization operates within the industry sector setting

<b>Learning outcome</b>
The learner will: 2. Understand the organizations procedures and rules
<b>Assessment criteria</b>
The learner can: 2.1 describe the key points in own organizations code of conduct (or similar) when working with participants and others, including the organizations child and adults 'at risk' protection procedures 2.2 describe the organizations Health and Safety procedures in relation to the Health and Safety at Work Act 2.3 explain the basic principles that make for successful teamwork and why these are important in an outdoor organization 2.4 explain the fire precautions and procedures of the centre 2.5 describe the aspects of the COSHH training which are relevant to own organization and own role 2.6 describe the aspects of Manual Handling procedures which are relevant to own organization and own role

<b>Learning outcome</b>
The learner will: 3. Know about the terms and conditions of employment
<b>Assessment criteria</b>
The learner can: 3.1 describe the contractual terms and conditions of employment for own role in the organization

## Unit 202

## Essentials of customer care for outdoor centre staff

<b>UAN:</b>	<b>D/600/3825</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills Active, the Sector Skills Council for the Active Leisure, Learning and Well-being Sector

<b>Learning outcome</b>
The learner will: 1. Understand the basic principles of customer care relevant to an outdoor centre context
<b>Assessment criteria</b>
The learner can: 1.1 describe what is meant by good customer service in an outdoor centre context 1.2 describe how expectations and needs can differ between a range of users in an outdoor centre context 1.3 describe the roles and responsibilities that individual staff play in ensuring the delivery of excellent customer service in an outdoor centre context 1.4 explain the importance of measuring customer service 1.5 explain some of the main methods of measuring customer service in an outdoor centre context 1.6 describe how the customer service is measured in your organisation

<b>Learning outcome</b>
The learner will: 2. Be able to deliver the basic principles of customer care relevant to an outdoor centre context
<b>Assessment criteria</b>
The learner can: 2.1 demonstrate good customer service in an outdoor centre context 2.2 demonstrate how to meet differing expectations and needs of a range of users in an outdoor centre context eg educational users, recreational users, etc

## Unit 203

## Responding to health emergencies for outdoor centre staff

<b>UAN:</b>	<b>K/600/3827</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills Active, the Sector Skills Council for the Active Leisure, Learning and Well-being Sector

<b>Learning outcome</b>
The learner will: 1. Understand the basic principles of emergency first aid
<b>Assessment criteria</b>
The learner can: 1.1 identify situations which require the assistance of the emergency services 1.2 describe how the emergency services should be called, following organisational requirements 1.3 explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations

<b>Learning outcome</b>
The learner will: 2. Be able to provide first assistance and treatment for a casualty
<b>Assessment criteria</b>
The learner can: 2.1 demonstrate competent first aid skills in basic emergency situations, eg simple cuts, grazes, bruises, shock 2.2 demonstrate competent first aid skills to treat casualties of a serious accident or incident until the emergency services arrive

<b>Learning outcome</b>
The learner will: 3. Understand how to establish and maintain a fully equipped first aid kit
<b>Assessment criteria</b>
The learner can: 3.1 describe the basic first aid materials used in a first aid kit appropriate for a specific activity and location 3.2 explain the procedure for maintaining a first aid kit, including the replacement of used stock and out-of-date or damaged materials

## Unit 204

## Organising an activity session at an outdoor centre

<b>UAN:</b>	<b>H/600/3826</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills Active, the Sector Skills Council for the Active Leisure, Learning and Well-being Sector

<b>Learning outcome</b>
The learner will: 1. Understand how to plan an activity session
<b>Assessment criteria</b>
The learner can: 1.1 describe what a session plan should cover 1.2 describe what kind of information is required to tailor the session to the group or individuals needs and to the aims of the programme 1.3 describe how to check objectives, sequences and timings for a session 1.4 describe the types of circumstances that may change and how to plan for these 1.5 explain the health and safety aspects related to a session 1.6 describe why health and safety is vital and continuous theme that runs throughout any session

<b>Learning outcome</b>
The learner will: 2. Understand how to prepare an activity session
<b>Assessment criteria</b>
The learner can: 2.1 describe how to choose equipment that will be appropriate to the group 2.2 describe the types of equipment and facilities needed for a planned session, and the centre's usage procedures 2.3 explain what it means to be personally mentally and physically prepared for a session and why this is important

<b>Learning outcome</b>
The learner will: 3. Be able to prepare an activity session
<b>Assessment criteria</b>
The learner can: 3.1 demonstrate how to choose equipment that will be appropriate to the group 3.2 demonstrate how to select the types of equipment and facilities needed for a planned session, and the centre's usage procedures 3.3 demonstrate own mental and physical preparedness for a session

<b>Learning outcome</b>
The learner will: 4. Understand how to lead an activity session
<b>Assessment criteria</b>
The learner can: 4.1 describe the procedures and rationale for meeting participants at the start of a session 4.2 describe the key points that must be explained to participants before the begin a session 4.3 describe the key points for running a session at an 'introductory' level in an activity or subject area following organisational standards, procedures and relevant NGB and national guidance 4.4 describe different methods of communication which can be used to ensure all participants understand what is required of them 4.5 describe the levels of supervision that are appropriate to different activities, types of participants, and changing situations within sessions 4.6 describe the types of new risks, needs and opportunities that could occur during a session that may require the adaptation of the session plan

<b>Learning outcome</b>
The learner will: 5. Be able to lead an activity session
<b>Assessment criteria</b>
The learner can: demonstrate how to meet participants at the start of a session 5.2 demonstrate how to communicate the key points that must be explained to participants before they begin a session 5.3 demonstrate how to run a session at an 'introductory' level in an activity or subject area following organisational standards, procedures and relevant NGB and national guidance 5.4 demonstrate different methods of communication which can be used to ensure all participants understand what is required of them

<b>Learning outcome</b>
The learner will: 6. Understand how to conclude and review an activity session
<b>Assessment criteria</b>
The learner can: 6.1 explain the importance of preparing participants to finish their activities, including why sufficient time should be allocated for this 6.2 explain the importance and purpose of reviewing the session with participants 6.3 describe techniques which could be used to encourage and facilitate review 6.4 explain why participants should be encouraged and helped to take responsibility for equipment and facilities following use 6.5 describe the organisations procedures for recording session information and reporting incidents and accidents 6.6 explain why the review of own performance is important

<b>Learning outcome</b>
The learner will: 7. Be able to conclude and review an activity session
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate how to conclude a session, including arrangements with participants, equipment and activity bases, following organisational procedures 7.2 demonstrate how to review a session with participants 7.3 review the session, including own performance 7.4 identify any future actions required as a result of the review

## Unit 205

## Organising participants at an outdoor centre

<b>UAN:</b>	<b>Y/600/3824</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills Active, the Sector Skills Council for the Active Leisure, Learning and Well-being Sector

<b>Learning outcome</b>
The learner will: 1. Understand how to organise for and deal with participants arrival and welcome
<b>Assessment criteria</b>
The learner can: 1.1 explain the key procedures relating to the participants arrival process 1.2 describe what particular medical, cultural, dietary and emotional needs participants may have 1.3 describe ways to manage participants behaviour on arrival

<b>Learning outcome</b>
The learner will: 2. Be able to organise for and deal with participants arrival and welcome
<b>Assessment criteria</b>
The learner can: 2.1 demonstrate the arrival and welcome procedure with participants 2.2 demonstrate how to deal with particular medical, cultural, dietary and emotional needs according to organisational guidelines 2.3 demonstrate how to manage participants behaviour on arrival

<b>Learning outcome</b>
The learner will: 3. Understand how to support participants during their stay

<b>Assessment criteria</b>
The learner can:
3.1 describe the relevant health and safety hazards and procedures for the outdoor centre outside of organised activities
3.2 describe how to support participants in their own and the organisations daily routines
3.3 explain why it is important to support participants with their particular needs at own centre e.g. recreation, rest and sleep during their stay
3.4 describe how to support, organise and deliver time filler games/events outside of activity sessions
3.5 describe how to encourage the development of positive relationships when working with participants
3.6 describe how to work as part of a team with participants and others
3.7 explain why participants should take responsibility for the belongings
3.8 explain how to supervise on-and/or off-site travel of participants

<b>Learning outcome</b>
The learner will:
4. Be able to support participants during their stay
<b>Assessment criteria</b>
The learner can:
4.1 demonstrate how to introduce participants to daily routines
4.2 demonstrate how to support participants in daily routines throughout their stay
4.3 demonstrate how to organise and deliver time filler games/events outside of activity sessions
4.4 demonstrate how to develop positive relationships when working with participants
4.5 demonstrate how to work as part of a team with participants and others
4.6 demonstrate how to encourage participants to take responsibility for their belongings

<b>Learning outcome</b>
The learner will:
5. Know how to organise participants departure
<b>Assessment criteria</b>
The learner can:
5.1 demonstrate the information participants need regarding departure
5.2 explain the organisations departure procedures for participants
5.3 describe the ground rules for participants behaviour during departure

<b>Learning outcome</b>
The learner will: 6. Be able to organise for participants departure
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate how to give participants the information they need regarding their departure 6.2 demonstrate how to explain the organisations departure procedures to participants 6.3 demonstrate how to manage participants behaviour during departure

<b>Learning outcome</b>
The learner will: 7. Be able to review own performance in the role
<b>Assessment criteria</b>
The learner can: 7.1 review the participants stay including own performance 7.2 provide feedback as appropriate to your line manage about own performance and involvement in participants stay 7.3 identify any future actions in relation to own performance 7.4 explain why the review of performance is important

## Unit 206

## Working in hospitality and support at an outdoor centre

<b>UAN:</b>	<b>T/600/3829</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills Active, the Sector Skills Council for the Active Leisure, Learning and Well-being Sector

<b>Learning outcome</b>
The learner will: 1. Understand health and safety issues and organizational standards related to own role in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 describe the following health and safety requirements/legislation and organisational standards relevant to own work practices a) COSHH b) Manual handling c) other organisational requirements relevant to health and safety d) appropriate behaviour e) uniform and appearance

<b>Learning outcome</b>
The learner will: 2. Be able to work with others
<b>Assessment criteria</b>
The learner can: 2.1 Demonstrate team work including : a) working to a team plan b) completing a variety of team tasks c) showing initiative in a team situation

**Learning outcome**

The learner will:

3. Understand how to use role-related equipment appropriately and safely

**Assessment criteria**

The learner can:

- 3.1 describe the use of equipment relevant to own role, taking account of:
- a) organisational and manufacturer's procedures
  - b) safety
  - c) storage
  - d) maintenance/cleaning

**Learning outcome**

The learner will:

4. Be able to use role-related equipment appropriately and safely

**Assessment criteria**

The learner can:

- 4.1 demonstrate the use of equipment relevant to own role, taking account of:
- a) organisational and manufacturer's procedures
  - b) safety
  - c) storage
  - d) maintenance/cleaning

**Learning outcome**

The learner will:

5. Be able to deliver the tasks and responsibilities in own job description

**Assessment criteria**

The learner can:

- 5.1 demonstrate an appropriate level of capability in own job role:
- a) in job-specific initial training
  - b) in the workplace 'doing the job'
- 5.2 review own area of work and own performance, providing feedback as appropriate
- 5.3 identify outcomes of own performance review including any future actions
- 5.4 explain why the review of performance is important



## Relationships to other qualifications

### Literacy, language, numeracy and ICT skills development

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

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



## 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).

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

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

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

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

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

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

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

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

City & Guilds  
Believe you can

**City**  
**Guilds**

[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

### UK learners

#### General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

---

### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

---

### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

---

### Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

---

### International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

---

### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

---

### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

---

### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

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

## **About City & Guilds**

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).

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council. Published by City & Guilds, a registered charity established to promote education and training.

---

**City & Guilds**  
**1 Giltspur Street**  
**London EC1A 9DD**  
**T +44 (0)844 543 0000**  
**F +44 (0)20 7294 2413**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

**HB-01-0240**