

Level 3 Diploma in Bricklaying (6705-33)

September 2017 Version 2.3



Qualification at a glance

| | |
|--------------------------------|---|
| Subject area | Construction |
| City & Guilds number | 6705 |
| Age group approved | 16-18, 19+ |
| Entry requirements | None |
| Assessment | Multiple choice/assignment |
| Support materials | Centre handbook Assessor guidance Task Manual |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | GLH | TQT | City & Guilds number | Accreditation number |
|--------------------------------|-----|-----|----------------------|----------------------|
| Level 3 Diploma in Bricklaying | 532 | 570 | 6705-33 | 600/8083/8 |

| Version and date | Change detail | Section |
|------------------|--|--|
| 1.1 July 2013 | Amended the third bullet point under Centre staffing | Centre requirements |
| 1.2 Aug 2013 | Correct AC 3.4 – Unit 301/701 | Units |
| 2.0 January 2014 | Entry requirement information added | Centre requirements |
| 2.1 July 2014 | Amended Centre staffing | Centre requirements |
| 2.2 Dec 2015 | Updated range for LO 1, 3 and 4 in unit 201 | Units |
| 2.3 Sep 2017 | Added GLH and TQT details Deleted QCF | Qualification at a Glance, Structure Appendix |



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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? | It is for candidates who work or want to work as a Bricklayer in the construction sector. |
| What does the qualification cover? | <p>It allows candidates to learn, develop and practise the skills required for employment and/or career progression in Bricklaying.</p> <p>It covers the following skills:</p> <ul style="list-style-type: none">• Interpreting working drawings to set out masonry structures• Producing thin joint masonry and masonry cladding• Building solid walling, isolated and attached piers• Construct cavity walling forming masonry structures |
| Is the qualification part of a framework or initiative? | The qualification forms the technical certificate for the Construction Building Apprenticeship Framework. |
| What opportunities for progression are there? | <p>It allows candidates to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• Level 3 NVQ Diploma in Trowel Occupations• Level 3 Diploma in Bricklaying |

Structure

To achieve the **Level 3 Diploma in Bricklaying (6705-33)**, learners must achieve **57** credits from the mandatory units.

| Unit accreditation number | City & Guilds unit number | Unit title | Credit value | GLH |
|---------------------------|---------------------------|--|--------------|-----|
| Mandatory | | | | |
| F/504/7029 | Unit 301/701 | Principles of organising, planning and pricing construction work | 7 | 67 |
| T/504/7027 | Unit 302 | Repair and maintain masonry structures | 5 | 41 |
| H/504/7024 | Unit 303 | Constructing radial and battered brickwork | 16 | 151 |
| K/504/7025 | Unit 304 | Carrying out decorative and reinforced brickwork | 12 | 107 |
| M/504/7026 | Unit 305 | Constructing fireplaces and chimneys | 10 | 96 |
| A/504/6719 | Unit 201/601 | Health, safety and welfare in construction | 7 | 70 |

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | GLH | TQT |
|--------------------------------|-----|-----|
| Level 3 Diploma in Bricklaying | 532 | 570 |



2 Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information.

Resource requirements

Physical resources and site agreements

Centres will have well equipped workshops with a comprehensive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. Centres will have special designated areas within their Bricklaying workshop (cubicles or project areas) allowing candidates to practise the requirements of the units and carry out the Practical Assignments.

Centre staffing

All staff who assess (tutor/deliver) these qualifications must:

- have recent relevant experience in the specific area they will be teaching;
- be technically competent in the area for which they are delivering training and/or have experience of providing training;
- have a CV available demonstrating relevant experience and any qualifications held.

All staff who quality assure these qualifications must:

- have a good working knowledge and experience within the construction industry;
- have an established strategy and documentary audit trail of internal quality assurance;
- have a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, we encourage trainers and assessors to qualify to the current TAQA standard.

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

Whilst there are no formal entry requirements for this qualification, learners are advised to take the Level 1 and Level 2 Diplomas in order to ensure they have the right skills and knowledge for Level 3. Alternatively, the learner should provide evidence of significant industry experience, at the centres discretion.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

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

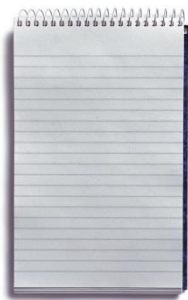
- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Support materials

The following resources are available for this qualification:

| Description | How to access |
|-----------------------------|--|
| Assessor guidance | www.cityandguilds.com |
| Task manual | www.cityandguilds.com |
| Qualification approval form | www.cityandguilds.com/construction |
| SmartScreen | www.smartscreen.co.uk |



4 Assessment

| Unit | Title | Assessment method | Where to obtain assessment materials |
|---------|--|---|---|
| 301/701 | Principles of organising, planning and pricing construction work | City & Guilds e-volve multiple choice test or on demand externally marked paper. The test covers all of the knowledge in the unit. | Examinations provided e-volve or question papers ordered via Walled Garden. |
| 302 | Repair and maintain masonry structures | Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out. | www.cityandguilds.com |
| 303 | Constructing radial and battered brickwork | Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out. | www.cityandguilds.com |

| Unit | Title | Assessment method | Where to obtain assessment materials |
|---------|--|--|---|
| 304 | Carrying out decorative and reinforced brickwork | <p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p> | www.cityandguilds.com |
| 305 | Constructing fireplaces and chimneys | <p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p> | www.cityandguilds.com |
| 201/601 | Health, safety and welfare in construction | <p>City & Guilds e-volve multiple choice test or on demand externally marked paper.</p> <p>The test covers all of the knowledge in the unit.</p> | Examinations provided e-volve or question papers ordered via Walled Garden. |

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test 1: Unit 301/701 Principles of organising, planning and pricing construction work

Duration: 60 minutes

| Unit | Outcome | Number of questions | % |
|---------|---|---------------------|------|
| 301/701 | 1 Understand different types of drawn information in construction | 7 | 17.5 |
| | 2 Understand energy efficiency and sustainable materials for construction | 8 | 20 |
| | 3 Understand how to estimate quantities and price work for construction | 10 | 25 |
| | 4 Understand how to plan work activities for construction | 6 | 15 |
| | 5 Understand how to communicate effectively in the workplace | 9 | 22.5 |
| Total | | 40 | 100 |

Test 2: Unit 302 Repair and maintain masonry structures

Duration: 45 minutes

| Unit | Outcome | Number of questions | % |
|-------|--|---------------------|-----|
| 302 | 1 Understand the materials used to repair masonry structures | 16 | 53 |
| | 2 Understand methods for repairing and renewing masonry structures | 14 | 47 |
| Total | | 30 | 100 |

Test 3: Unit 303 Constructing radial and battered brickwork

Duration: 40 minutes

| Unit | Outcome | Number of questions | % |
|------|--|---------------------|----|
| 303 | 1 Understand how to set out and build arches | 16 | 80 |
| | 3 Understand how to set out and build brickwork curved on plan | 2 | 10 |
| | 5 Understand how to set out and build concave and convex brickwork | 1 | 5 |
| | 7 Understand how to set out and build battered brickwork | 1 | 5 |

Test 4: Unit 304 Carrying out decorative and reinforced brickwork
Duration: 40 minutes

| Unit | Outcome | Number of questions | % |
|-------|---|---------------------|-----|
| 304 | 1 Understand how to set out and build decorative brickwork features | 7 | 35 |
| | 3 Understand how to set out and build obtuse and acute angle quoins | 6 | 30 |
| | 5 Understand how to set out and build reinforced brickwork | 7 | 35 |
| Total | | 20 | 100 |

Test 5: Unit 305 Constructing fireplaces and chimneys
Duration: 40 minutes

| Unit | Outcome | Number of questions | % |
|-------|---|---------------------|-----|
| 305 | 1 Understand how to select resources for fireplace and chimney construction | 12 | 60 |
| | 3 Understand how to set out and build fireplaces and chimneys | 8 | 40 |
| Total | | 20 | 100 |

Test 6: Unit 201/601 Health, safety and welfare in construction
Duration: 1 hour

| Unit | Outcome | Number of questions | % |
|---------|--|---------------------|------|
| 201/601 | 1 Know the health and safety regulations, roles and responsibilities | 7 | 17.5 |
| | 2 Know accident and emergency reporting procedures and documentation | 5 | 12.5 |
| | 3 Know how to identify hazards in the workplace | 7 | 17.5 |
| | 4 Know about health and welfare in the workplace | 3 | 7.5 |
| | 5 Know how to handle materials and equipment safely | 2 | 5 |
| | 6 Know about access equipment and working at heights | 3 | 7.5 |
| | 7 Know how to work with electrical equipment in the workplace | 4 | 10 |

| | | |
|--|-----------|------------|
| 8 Know how to use personal protective equipment (PPE) | 5 | 12.5 |
| 9 Know the cause of fire and fire emergency procedures | 4 | 10 |
| Total | 40 | 100 |



5 Units

Structure of units

These units each have the following:

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

Range explained:

Range gives further scope on what areas within an assessment criteria must be covered. The range in a unit **must** be taught to learners and parts of the range will be assessed.

Glossary of terms

The following key words and terms are used in the units.

| Term | Definition |
|--------------|--|
| Abutment | The brickwork on either side of an arch opening which supports the haunches. |
| Apron | A slightly projecting panel under a window opening, or the metal or lead cover below a chimney stack |
| Axed Arch | An arch formed of bricks cut to appropriate wedge shape |
| Batter | A backward Slope |
| Batter-Board | A template used in setting out the batter of a wall. Often referred to as a "profile" or a "template". |
| Bevel | Adjustable tool for marking various angles. Splayed or chamfered edge |
| Bird's Mouth | An oblique cut in brickwork |
| Bullseye | A circular opening in brickwork formed with a complete ring of voussoirs, also known as a wheel arch. |

| | |
|-------------------|---|
| Camber | A very flat upward curve |
| Camber-Arch | An arch with slight upward curvature. |
| Cant | A special shaped brick with a splayed surface joining two adjacent faces |
| Chimney Back | The back of the fireplace. |
| Chimney Breast | A projecting portion of an internal wall face which contains the fireplace and the flue. |
| Chimney Stack | The portion of the chimney containing the tops of the flues which passes through and projects above the roof |
| Chimney Throating | The portion of the flue just above the gathering over the fireplace. |
| Collar joint | The joint between the concentric rings of brickwork of a double ring arch. |
| Concave | Curved like a segment of the interior of a circle or hollow sphere; |
| Convex | Having a surface that is curved or rounded outward |
| Corbel | A support projecting from the face of a wall (usually of brick or stone. |
| Corbelling | Building out from the face of a wall in successive projecting courses. |
| Dentil Course | Arrangement of bricks with indented and or protruding bricks |
| Dog Leg | A special brick serving the same purpose as the squint. |
| Dog Tothing | Arrangement of decorative bricks where the heading face is laid at a 45° angle to the wall leaving the arris on the face |
| Drip Groove | Small chase cut on the underside of the edge of a projection to throw off rain water. |
| Easing | The lowering of an arch centre for removal |
| Extrados | The outside edge of the arch. |
| Fender Wall | A dwarf wall to carry the hearth of a groundfloor fireplace. |
| Flashing | Dressed lead or zinc over a joint in construction arranged |
| Flat Arch | An arch having a very small camber |
| Flue | A pipe or tube formed for conveying smoke or air |
| Flue Linings | Pre-cast hollow fireclay blocks which are built in position during chimney construction to form a complete flue |
| Folding Wedges | Wedges placed against each other with their thinner edges facing in opposite directions. |
| Gathering | The reduction of the brickwork opening over the mouth of a fireplace to the required size of the fire Bringing together all the flues to the base of the stack |
| Gauged Arch | A arch built of purpose-made or carefully cut bricks laid with very thin joints. |

| | |
|-------------------------|---|
| Gauged Work | Built of purpose-made or carefully cut bricks with very thin joints, built to a specified number of courses. |
| Haunches | Brickwork on either side of an arch between the springing points and the crown. |
| Hearth | The slab projecting in front of the fireplace opening and jambs. |
| Intrados | The inside edge of the arch. |
| Key or Key Brick | A brick or keystone is the centre voussoir in an arch. |
| Lime stain | Also known as bleed or bloom. White insoluble calcareous deposits on the face of brickwork derived from Portland cement mortars that have been subject to severe weathering during the setting process |
| Polychromatic brickwork | Decorative brickwork featuring different colours |
| Thermal values | Often referred to as the U value which is an efficiency of a building and is used to calculate the heat loss, it is found by dividing the materials thickness by its conductivity or K value which in turn gives a resistance which can be used to calculate the heat loss from a building. |
| Rise | The vertical height of the arch from the springing line |
| Rise of an Arch | The vertical height between the springing line and the intrados of an arch. |
| Rough Arch | An arch formed with bricks not cut to shape |
| Rubbers | Soft bricks specially made for cutting or rubbing to any shape required. |
| Shoring | Operation of temporarily supporting the wall of an excavation or a structure. |
| Shuttering | Temporary framework erected to receive wet cement, the framework remaining until the concrete is set. |
| Skewback | The inclined surface of brickwork from which a segmental arch springs. |
| Soffit | The under surface of the arch |
| Span | The horizontal width of the opening that the arch will span. |
| Springer | The first voussoir of the arch. |
| Springing line | The horizontal line from which the arch springs |
| Squint | A special brick for the construction of non-right angled quoins |
| Striking Point | Point from which the arc on an arch radiates, it is also used to form the angle of skew back and to mark out voussoirs |
| Trammel | A lath or batten used to mark out a circular curve by being pivoted at one end. |
| Travel in a Flue | The horizontal distance which a flue is moved from one position to another. |

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| Turning Piece | A centre cut from one piece of timber. |
| Voussoirs | Are bricks that are tapered or shaped units that form the arch. |
| Thermal values | Often referred to as the U value which is an efficiency of a building and is used to calculate the heat loss, it is found by dividing the materials thickness by its conductivity or K value which in turn gives a resistance which can be used to calculate the heat loss from a building. |

Unit 201/601 Health, safety and welfare in construction

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|---|---|
| UAN: | A/504/6719 |
| Level: | 2 |
| Credit value: | 7 |
| GLH: | 70 |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry. |
| Aim: | The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work |

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| Learning outcome |
| The learner will: |
| 1. know the health and safety regulations, roles and responsibilities |
| Assessment criteria |
| The learner can: |
| 1.1 identify health and safety legislation relevant to and used in the construction environment |
| 1.2 state employer and employee responsibilities under the Health and Safety at Work Act (HASWA) |
| 1.3 state roles and responsibilities of the Health and Safety Executive (HSE) |
| 1.4 identify organisations providing relevant health and safety information |
| 1.5 state the importance of holding on-site safety inductions and toolbox talks. |

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| Range |
| Health and safety legislation Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity |

at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)

Employer responsibilities

Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses, sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans, welfare, display public liability Insurance and health and safety law poster.

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act.

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation eg site investigations.

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA.

Learning outcome

The learner will:

2. know accident and emergency reporting procedures and documentation

Assessment criteria

The learner can:

- 2.1 state legislation used for reporting accidents
- 2.2 state major **types of emergencies** that could occur in the workplace
- 2.3 identify reportable injuries, diseases and dangerous occurrences as per RIDDOR
- 2.4 state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them
- 2.5 identify **authorised personnel** involved in dealing with accident and emergency situations
- 2.6 state **actions** to take when discovering an accident.

Range

Types of emergencies

Fires, security incidents, gas leaks.

Records:

Accident book, first aid records, organisational records and documentation.

Authorised personnel

First aiders, supervisors/managers, health and safety executive, emergency services, safety officer.

Actions

Area made safe, call for help, emergency services.

Learning outcome

The learner will:

3. know how to identify hazards in the workplace

Assessment criteria

The learner can:

- 3.1 state the importance of **good housekeeping**
- 3.2 state reasons for risk assessments and method statements
- 3.3 identify **types of hazards** in the workplace
- 3.4 state the importance of the correct storage of combustibles and chemicals on site
- 3.5 identify different **signs and safety notices** used in the workplace.

Range**Good housekeeping:**

Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers.

Types of hazards:

Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather.

Signs and safety notices:

Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome

The learner will:

4. know about health and welfare in the workplace

Assessment criteria

The learner can:

- 4.1 identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM)
- 4.2 state health effects of noise and **precautions** that can be taken
- 4.3 state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace.

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| Range |
| <p>Precautions Reducing noise at source, PPE, isolation, exposure time.</p> <p>Risks Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.</p> |

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| Learning outcome |
| The learner will: 5. know how to handle materials and equipment safely |
| Assessment criteria |
| The learner can: 5.1 identify legislation relating to safe handling of materials and equipment 5.2 state procedures for safe lifting and manual handling activities in accordance with guidance and legislation 5.3 state the importance of using lifting aids when handling materials and equipment. |

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| Range |
| Lifting aids Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck. |

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| Learning outcome |
| The learner will: 6. know about access equipment and working at heights |
| Assessment criteria |
| The learner can: 6.1 identify legislation relating to working at heights 6.2 identify types of access equipment 6.3 state safe methods of use for access equipment 6.4 identify dangers of working at height. |

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| Range |
| Access equipment: Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts Safe methods Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping Dangers Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others). |

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| Learning outcome |
| The learner will: 7. know how to work with electrical equipment in the workplace |
| Assessment criteria |
| The learner can: 7.1 state precautions to take to avoid risks to self and others when working with electrical equipment 7.2 state dangers of using electrical equipment 7.3 identify voltages and voltage colour coding that are used in the workplace 7.4 state methods of storing electrical equipment. |

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| Range |
| <p>Precautions Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate</p> <p>Dangers: Burns, electrocution, fire.</p> <p>Voltages Battery powered, 110/115 volts, 230/240 volts and 415 volts.</p> <p>Methods Components present, equipment cleaned, checked for damage, stored in a clean and secure location.</p> |

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| Learning outcome |
| The learner will: 8. know how to use Personal Protective Equipment (PPE) |
| Assessment criteria |
| The learner can: 8.1 state the legislation governing use of Personal Protective Equipment (PPE) 8.2 state types of PPE used in the workplace 8.3 state the importance of PPE 8.4 state why it is important to store, maintain and use PPE correctly 8.5 state the importance of checking and reporting damaged PPE. |

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| Range |
| <p>PPE: Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, water proofs, knee pads, overalls/disposable clothing</p> |

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| Learning outcome |
| The learner will: 9. know the cause of fire and fire emergency procedures |
| Assessment criteria |
| The learner can: 9.1 state elements essential to creating a fire 9.2 identify methods of fire prevention 9.3 state actions to be taken on discovering a fire 9.4 state types of fire extinguishers and their uses. |

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| Range |
| Elements Oxygen, fuel, heat. Types of fire extinguishers: Water, foam, CO2, dry powder. |

Unit 301/701 Principles of organising, planning and pricing construction work

| | |
|---|--|
| UAN: | F/504/7029 |
| Level: | 3 |
| Credit value: | 7 |
| GLH: | 67 |
| Endorsement by a sector or regulatory body: | This unit is endorsed by ConstructionSkills |
| Aim: | <p>The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to:</p> <ul style="list-style-type: none"> • understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings. • organise the building process and communicate the design to work colleagues and others. |

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| Learning outcome |
| <p>The learner will:</p> <p>10. understand different types of drawn information in construction</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>10.1 compare advantages and disadvantages of computer-aided design (CAD) programs to traditional drawing methods</p> <p>10.2 explain information required to produce orthographic projection drawings</p> <p>10.3 explain the process and purpose of producing a schedule from a drawing</p> <p>10.4 explain the benefits of isometric projection drawings</p> <p>10.5 explain information required to produce isometric projection drawings.</p> |

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| Range |
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Information (AC1.2)

Room dimensions, heights, width, sizes, heights and positions of walls, doors and window specifications, building regulations

Benefits

Pictorial view of an object, assembly or design.

Helps the client, customer, supplier or non-technical person understand how the finished product will look or what is required.

Information (AC1.5)

Isometric axis, positioning and required view of the object, lines or surfaces relative to isometric axis. Object dimensions and scale.

Learning outcome

The learner will:

11. understand energy efficiency and sustainable materials for construction

Assessment criteria

The learner can:

11.1 evaluate the uses of thermally insulated **materials**

11.2 describe **construction methods** used to insulate against heat loss and gain

11.3 compare thermal values of **wall construction**

11.4 explain the purpose of an Energy Performance Certificate (EPC)

11.5 describe **sustainable materials** and their use in construction.

Range**Materials**

Polyisocyanurate (PIR), expanded polystyrene (EP) fibre glass, sheep wool, mineral wool, double glazed units, multi-foil insulation.

construction methods

location of insulation, selection of materials, compliance with Building Regulations

Wall construction

Cavity, solid and timber frame

Sustainable materials

Locally sourced, managed timber (FSC), recycled materials.

Learning outcome

The learner will:

12. understand how to estimate quantities and price work for construction

Assessment criteria

The learner can:

| |
|--|
| 12.1 describe how to estimate quantities of construction materials |
| 12.2 describe information required to prepare a materials list using a schedule |
| 12.3 explain the purpose of preferred suppliers lists when ordering materials |
| 12.4 explain the purpose of the Bill of quantities |
| 12.5 explain the purpose of the tendering process |
| 12.6 explain the difference between quoting and estimating |
| 12.7 calculate waste percentages for a construction task |
| 12.8 describe the information required to prepare a quote. |

Range

information required (AC3.2)

Quantity, quality, colour, dimensions, location, installation details

Information required (AC3.8)

Labour

Operational costs

VAT

Material cost

Learning outcome

The learner will:

13. understand how to plan work activities for construction

Assessment criteria

The learner can:

13.1 outline the benefits of **planning** the sequence of material and labour requirements

13.2 outline advantages and disadvantages of purchasing or hiring plant and equipment

13.3 identify **planning methods**

13.4 identify information required to produce a GANTT chart for a building project.

Range

Planning

Programmes of work, stock systems, critical path analysis, lead times, schedules, Gantt chart.

Planning methods

GANTT chart, critical path analysis.

Learning outcome

The learner will:

14. understand how to communicate effectively in the workplace

Assessment criteria

The learner can:

14.1 explain the purpose of **site documentation**

- 14.2 identify information to create an agenda for a meeting
- 14.3 explain information required to prepare a toolbox talk and site induction
- 14.4 explain the purpose of a site survey and the information required to prepare a **defects** list
- 14.5 describe information required to prepare written communications to resolve **problems**.

| Range |
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| <p>Site documentation Organisation chart, method statement, risk assessment, manufacturers' technical information, delivery notes, variation orders, permits to work, diaries, minutes, memos.</p> <p>Defects Poor standard of work, poor quality of materials, damaged materials, human error</p> <p>Problems: Delivery, materials, quality, human resources.</p> |

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| UAN: | T/504/7027 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 41 |
| Endorsement by a sector or regulatory body: | Endorsed by Construction Skills. |
| Aim: | The aim of this unit is to provide the learner with the knowledge and skills to enable them to carry out repairs and to maintain masonry structures. |

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| Learning outcome |
| The learner will: |
| 1. understand the materials used to repair masonry structures. |
| Assessment criteria |
| The learner can: |
| 1.1 describe the application of common materials used in masonry maintenance |
| 1.2 analyse typical defects associated with materials used in masonry structures |
| 1.3 investigate how hazards associated with using materials and equipment can be minimised |
| 1.4 explain the importance of the relationships between building materials |
| 1.5 calculate materials required for masonry repairs. |

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| Range |
| Materials (AC1.1) Bricks, mortar, blocks, stone, concrete, timber, copings, pier caps, specials, flashings, DPC and trays, insulation, cavity ties, render, lintels. |
| Masonry maintenance Repair, replace, rebuild. |
| Defects Bulging, spalling, cracking, subsidence, mortar failure, damp, staining, stone erosion, metal corrosion, sulphate attack, permanent/heavy efflorescence. |

Materials (AC1.2)

Bricks, mortar, blocks, stone, concrete, copings, pier caps, specials, flashings, DPC and trays, insulation, cavity ties, render, lintels.

Hazards

Harmful substances, falling objects, manual handling, adverse weather, inhalation of particulates, services (electric, gas, water), fires, slips, trips and falls, plant and vehicle movement.

Relationships affected by:

Movement (expansion & shrinkage), strength, appearance, size (imperial/metric/modular), air-tightness, thermal values, sound transfer.

Calculate

Linear measurements, areas (squares, triangles, circles), volumes, ratios of mortar/concrete, quantities.

Learning outcome

The learner will:

2. understand methods for repairing and renewing masonry structures.

Assessment criteria

The learner can:

- 2.1 identify safety checks for **access equipment**
- 2.2 explain methods of providing temporary **supports and bracings** while carrying out **maintenance and repairs**
- 2.3 describe **ways of removing** existing materials and components from masonry structures
- 2.4 describe **hand** and **power tools** required for repair to masonry structures
- 2.5 describe **preparation** and **mixing techniques** used when laying and fixing replacement materials and components
- 2.6 explain methods of fixing and securing doors and windows
- 2.7 investigate the **techniques** used to replace existing wall ties
- 2.8 explain reasons and **methods** of protecting completed work.

Range**Access equipment**

Ladders, stepladders, extension ladders, trestles, independent scaffolding, cradle/stack scaffold, towers, hop ups, roof ladders, mobile elevated working platform (MEWP).

Supports and bracings

Dead shores:

- needles/pins
- adjustable steel props.

Maintenance and repairs to:

Substructure, superstructure.

Ways of removing

Hand, chute, machine.

Hand tools

Brick trowel, pointing trowel, lump hammer and bolster chisel, scutch hammer, line and pins, corner blocks, spirit level, boat/pocket level, hawk, tape measure, builder's square, tingle plate, brick hammer, jointing iron, gauge lath/rod, profiles, storey rod.

Power tools

Disc cutter, mechanical bench saw, drill, cartridge gun, tile cutter, grinder, pneumatic breaker.

Preparation

Access, protection, material selection, cutting out.

Mixing techniques

Mortars, concrete, adhesives, grouts, resins.

Techniques

Removal and replacement of masonry, use of proprietary systems.

Methods

Protective coverings:

- plastic
- hessian
- timber
- insulation

signs and notices, site protection barriers, site security.

Learning outcome

The learner will:

3. be able to remove and renew masonry materials.

Assessment criteria

The learner can:

- 3.1 identify defective and damaged masonry materials
- 3.2 prepare **tools, equipment** and materials for removal and replacing defective masonry materials
- 3.3 remove and replace **defective masonry**
- 3.4 follow current **environmental and relevant health and safety legislation**.

Range**Tools**

Hand tools, portable power tools, materials, tool requisition sheet.

Equipment

Access equipment, PPE, mixers, masonry saws.

Defective masonry

Cut out joints and remove defective and damaged masonry, lay bricks and blocks to align bond with existing walling including cutting brick/blockwork to a required length, point new brickwork and blockwork to match existing walling.

Environmental and relevant health and safety legislation

Use and maintenance of PPE, risk assessment and method statements,

COSHH guidance sheet, disposal of materials.

Learning outcome

The learner will:

4. be able to maintain a safe working environment.

Assessment criteria

The learner can:

- 4.1 maintain a clean, **safe and tidy work area** and protect the surrounding area immediately adjacent to the work
- 4.2 clean, check and store **tools, equipment** and materials after use
- 4.3 **dispose** waste materials safely
- 4.4 follow current environmental and relevant health and safety legislation

Range

Safe and tidy work area

Consider public, workforce, visitors, site storage, transporting of material.

Tools and equipment

Mixer, wheelbarrow, bucket, hand tools, power tools.

Dispose

recycling, segregation of waste, conform to legislation.

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| UAN: | H/504/7024 |
| Level: | 3 |
| Credit value: | 16 |
| GLH: | 151 |
| Endorsement by a sector or regulatory body: | Endorsed by Construction Skills. |
| Aim: | The aim of this unit is to provide the learner with the knowledge and skills to enable them to set out and build arches, brickwork curved on plan and concave and convex brickwork. |

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| Learning outcome |
| The learner will: 1. understand how to set out and build arches. |
| Assessment criteria |
| The learner can: 1.1 describe different types of arch terminology 1.2 identify components required to set out arch construction 1.3 describe methods used to provide temporary support for arches 1.4 explain the correct procedures for arch construction . |

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| Range |
| <p>Arch terminology Soffit, rough ring, axed arch, gauged brickwork, arch centre, turning piece, folding wedges, easing and striking, temporary support, skewbacks, radius, striking point, springing line, bisecting line, springing point, voussoir, key brick, intrados, extrados, abutments, rise, dividers, haunches, span.</p> <p>Components Templates, arch centre, turning piece, props and bracing, folding wedges, proprietary arch formers, proprietary arch lintel.</p> <p>Methods Arch centres, props, folding wedges.</p> |

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| Arch construction Semi-circular, segmental, gothic, tudor, bullseye, 3 centred arch. |
| Learning outcome |
| The learner will: 2. be able to set out and build arches and surrounding brickwork. |
| Assessment criteria |
| The learner can: 2.1 interpret drawings to establish the location, shape and size of arches to be erected 2.2 produce work method statements to build arches 2.3 produce risk assessments for building arches 2.4 produce templates for building axed arches 2.5 provide temporary support for arches 2.6 cut voussoirs 2.7 build axed arches and surrounding brickwork 2.8 remove temporary support and make good. 2.9 follow current environmental and relevant health and safety legislation. |

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| Range |
| Shape and size of arches to be erected Semi-circular and segmental arch construction. |

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| Learning outcome |
| The learner will: 3. understand how to set out and build brickwork curved on plan. |
| Assessment criteria |
| The learner can: 3.1 describe construction methods used to build brickwork curved on plan . |

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| Range |
| Construction methods Calculations for curved brickwork (circumference, radius, diameter, templates/trammels), plumbing and levelling brickwork. Brickwork curved on plan Serpentine walling, radial brickwork. |

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| Learning outcome |
| The learner will: 4. be able to set out and build brickwork curved on plan. |
| Assessment criteria |
| The learner can: 4.1 interpret drawings to establish the location, and shape of brickwork curved on plan |

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| 4.2 | produce work method statements to build brickwork curved on plan |
| 4.3 | produce risk assessments for building brickwork curved on plan |
| 4.4 | use templates to build brickwork curved on plan |
| 4.5 | use trammels to build brickwork curved on plan |
| 4.6 | cut components for brickwork curved on plan |
| 4.7 | build brickwork curved on plan. |
| 4.8 | follow current environmental and relevant health and safety legislation. |

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| Learning outcome |
| The learner will: |
| 5. understand how to set out and build concave and convex brickwork. |
| Assessment criteria |
| The learner can: |
| 5.1 describe construction methods used to build concave and convex brickwork. |

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| Range |
| Construction methods |
| Trammel, template, specials. |

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| Learning outcome |
| The learner will: |
| 6. be able to set out and build concave and convex brickwork. |
| Assessment criteria |
| The learner can: |
| 6.1 interpret drawings to establish the location, and shape of concave and convex brickwork |
| 6.2 produce work method statements to build concave and convex brickwork |
| 6.3 produce risk assessments for building concave and convex brickwork |
| 6.4 use templates to build concave and convex brickwork |
| 6.5 use trammels to build concave and convex brickwork |
| 6.6 cut components for concave and convex brickwork |
| 6.7 build concave and convex brickwork. |
| 6.8 follow current environmental and relevant health and safety legislation. |

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| Learning outcome |
| The learner will: |
| 7. understand how to set out and build battered brickwork. |
| Assessment criteria |
| The learner can: |

7.1 describe **construction methods** used to build battered brickwork.

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| Range |
| Construction methods Template, battered profile, string line. |

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| Learning outcome |
| The learner will: 8. be able to set out and build battered brickwork. |
| Assessment criteria |
| The learner can: 8.1 interpret drawings to establish the location, and angle of battered brickwork 8.2 produce work method statements to build battered brickwork 8.3 produce risk assessments for building battered brickwork 8.4 use templates to build battered brickwork 8.5 cut components for battered brickwork 8.6 build battered brickwork. 8.7 follow current environmental and relevant health and safety legislation. |

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| UAN: | K/504/7025 |
| Level: | 3 |
| Credit value: | 12 |
| GLH: | 107 |
| Endorsement by a sector or regulatory body: | Endorsed by Construction Skills. |
| Aim: | The aim of this unit is to provide the learner with the knowledge and skills to enable them to set out and build decorative brickwork features, obtuse and acute angle quoins and reinforced brickwork. |

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| Learning outcome |
| The learner will: 1. understand how to set out and build decorative brickwork features. |
| Assessment criteria |
| The learner can: 1.1 describe construction methods used to build brickwork incorporating features. |

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| Range |
| Features Horizontal panels (basket weave and herringbone bonds), diagonal panels (basket weave and herringbone bonds), panel surrounds, over-sailing courses, dog-toothing, dentil courses, tumbling in, ramped work (circular and straight), plinth courses, cant brick, string courses. |

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| Learning outcome |
| The learner will: 2. be able to set out and build decorative brickwork features. |
| Assessment criteria |
| The learner can: 2.1 interpret drawings to establish the location and shape to build decorative brickwork features 2.2 produce work method statements to build decorative brickwork features |

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| 2.3 | produce risk assessments to build brickwork incorporating features |
| 2.4 | cut components to build brickwork incorporating features |
| 2.5 | build brickwork incorporating features |
| 2.6 | follow current environmental and relevant health and safety legislation. |

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| Range |
| Features Horizontal and diagonal panels, panel surrounds, over-sailing courses, dog-toothing, dentil courses. |

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| Learning outcome |
| The learner will: 3. understand how to set out and build obtuse and acute angle quoins. |
| Assessment criteria |
| The learner can: 3.1 explain processes required to build obtuse and acute angle quoins 3.2 describe construction methods used to build obtuse and acute angle quoins . |

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| Range |
| Processes Setting out and measuring (including geometry), bonding , templates, cutting. Obtuse and acute angle quoins up to one and a half brick thick walling: brick specials (dogleg, squint and cut bricks). |

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| Learning outcome |
| The learner will: 4. be able to set out and build obtuse and acute angle quoins. |
| Assessment criteria |
| The learner can: 4.1 interpret drawings to establish the location of obtuse and acute angle quoins 4.2 produce work method statements to build obtuse and acute angle quoins 4.3 produce risk assessments for building obtuse and acute angle quoins 4.4 use templates to build obtuse and acute angle quoins 4.5 cut components for obtuse and acute angle quoins 4.6 build obtuse and acute angle quoins in walling one brick thick |

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| 4.7 follow current environmental and relevant health and safety legislation. |
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| Learning outcome |
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| The learner will: |
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| 5. understand how to set out and build reinforced brickwork. |
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| Assessment criteria |
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| The learner can: |
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| 5.1 describe construction methods used to build reinforced brickwork |
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| 5.2 describe bonding arrangements for one-and-a-half brick thick walls. |
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| Range |
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| Construction methods |
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| Vertical reinforcement, horizontal reinforcement, Quetta bond, 1.5 brick thick. |
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| Bonding arrangements |
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| English bond, English garden wall, Flemish bond, Flemish garden wall, Quetta bond. |
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| Learning outcome |
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| The learner will: |
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| 6. be able to set out and build reinforced brickwork. |
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| Assessment criteria |
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| The learner can: |
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| 6.1 interpret drawings to establish the location, and shape of reinforced brickwork |
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| 6.2 produce work method statements to build reinforced brickwork |
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| 6.3 produce risk assessments for building reinforced brickwork |
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| 6.4 cut components for reinforced brickwork |
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| 6.5 build reinforced brickwork in quetta bond |
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| 6.6 follow current environmental and relevant health and safety legislation. |
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| UAN: | M/504/7026 |
| Level: | 3 |
| Credit value: | 10 |
| GLH: | 96 |
| Endorsement by a sector or regulatory body: | Endorsed by Construction Skills. |
| Aim: | The aim of this unit is to provide the learner with the knowledge and skills to enable them to construct fireplaces and chimneys. |

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| Learning outcome |
| The learner will: 1. understand how to select resources for fireplace and chimney construction. |
| Assessment criteria |
| The learner can: 1.1 identify different types of information 1.2 describe the characteristics and materials for fireplace and chimney construction 1.3 identify checks for different types of resources required for fireplace and chimney construction 1.4 identify type, size and position of components for fire place and chimney construction 1.5 describe the hazards associated with fireplace and chimney repair and alteration 1.6 describe linear measurements for flue liners. |

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| Range |
| Types of information Architect drawings and specification, Building Regulations, British standard specifications, codes of practice, manufacturers' instructions, HSE guidelines. |
| Characteristics and materials Quality, strength, defects, durability, sustainability, fire resistance, sulphate resistance, weather resistance. |

Components

Throat lintel, flue liners (metal, clay, concrete, specials), chimney breast, fireback and jambs, stack, chimney pot, cowl, bricks, blocks, firebricks, mortar, hearth, DPCs, flashings, aprons, back gutter, flaunching systems, adhesives, reducers, mid-feathers and withers.

Hazards

Structural collapse, inhalation of particulates, slips, trips and falls, working at height, harmful gases, manual handling.

Learning outcome

The learner will:

2. be able to select resources for fireplace and chimney construction.

Assessment criteria

The learner can:

- 2.1 interpret different **types of information** for fireplace and chimney construction
- 2.2 produce work method statements to establish all aspects of fireplace and chimney construction
- 2.3 produce risk assessments to identify safe systems of work
- 2.4 select methods of building fireplaces and chimneys to required specifications
- 2.5 calculate quantities of **material and components** to construct fire place and chimneys
- 2.6 check suitability of resources for building fireplaces and chimneys
- 2.7 follow current environmental and relevant health and safety legislation.

Range**Types of information**

Architect's specification, schedules, good practice guidelines, Building Regulations, British standard specifications, codes of practice, manufacturers' information, current legislation and official guidance, safety regulations, drawings, method statement, risk assessment.

Materials and components

Flue liners, bricks, blocks, mortar.

Learning outcome

The learner will:

3. understand how to set out and build fireplaces and chimneys.

Assessment criteria

The learner can:

- 3.1 explain the importance of setting out fireplaces and chimneys
- 3.2 identify **materials** for constructing fireplaces and chimneys

- 3.3 identify methods of cutting and preparing materials by hand
- 3.4 describe **methods** of provision within fireplace construction
- 3.5 explain the importance of the provision of damp-proof barriers
- 3.6 state methods used to provide over-sailing and capping to chimney stacks
- 3.7 describe **techniques** used to construct fireplaces and flues
- 3.8 describe **methods** and materials for finishing chimney tops.

Range

Materials

Throat lintel, flue liners (metal, clay, concrete, specials), chimney breast, fireback and jambs, stack, chimney pot, cowl, bricks, blocks, firebricks, mortar, hearth , DPCs, flashings, aprons, back gutter, flaunching systems, adhesives, reducers, mid-feathers and withers.

Methods (AC3.4)

Pipe ducts, back boiler, ventilation, services, liners, expansion.

Techniques

Traditional, modern.

Methods (AC3.8)

Traditional, modern.

Learning outcome

The learner will:

- 4. be able to set out and build fireplaces and chimneys.

Assessment criteria

The learner can:

- 4.1 set out to construct fireplaces and chimneys
- 4.2 select materials suitable for the construction of fireplaces and chimneys
- 4.3 position bricks, blocks and materials ready for use
- 4.4 prepare and cut materials
- 4.5 build fireplaces and chimneys
- 4.6 follow current environmental and relevant health and safety legislation.



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.

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 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 e-assessments.

Useful contacts

| | |
|---|--|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: 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 |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

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