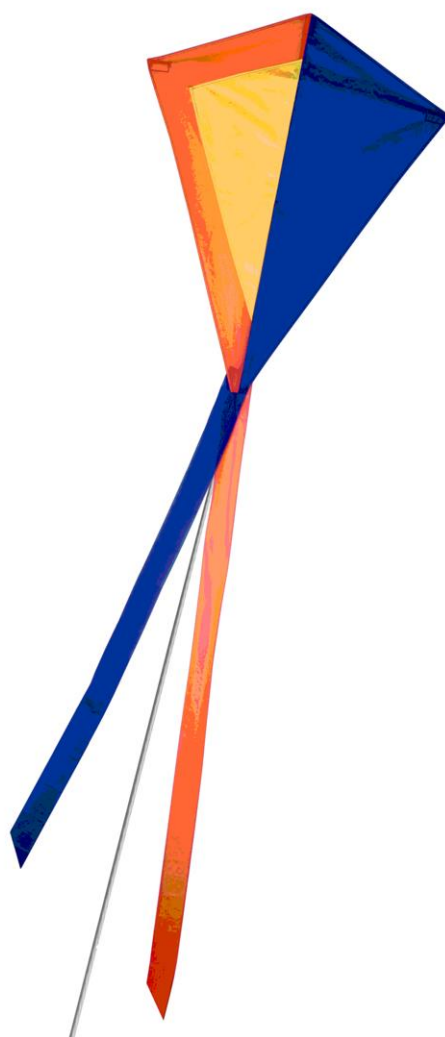


Level 3 Award in Transition to Playwork (From Early Years) (4964-30)

Qualification handbook for centres

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

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Level 3 Award in Transition to Playwork (From Early Years) (4964-30)

Qualification handbook for centres

Version and date	Change detail	Section
1.4 Dec 2012	Amended guidance on Assessment marking	Assessment
2.0 November 2014	2.3 candidate entry requirement amended	Candidate entry requirements
2.1 November 2019	General updating of front section of handbook including 2.3 Candidate entry requirements Fast track approval reference removed	Front section Candidate entry requirements

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

Qualification titles and levels	Level 3 Award In Transition to Playwork (From Early Years)
City & Guilds qualification number	4964-30
Qualification accreditation number:	600/1229/8
Registration and certification	See Online Catalogue/Walled Garden for last dates
TQT	120

In July 2010, national occupational standards (NOS) for playwork level 3 were approved. These standards relate to experienced playworkers who have a wide knowledge and understanding of children and young people and a deep appreciation of the playwork principles. The playwork level 3 NOS do not have any age specifications attached, as it is recognised that playwork covers work across the whole children's workforce.

Learners wishing to undertake the Level 3 Award in Transition to Playwork (from Early Years) must meet the entry requirement, i.e. they must have successfully completed one of the following qualifications:

- Level 3 Diploma in Children's Care Learning and Development or
- Level 3 Children's Care, Play, Learning & Development: Practice
- Level 3 Diploma for the Children and Young People's Workforce or
- Level 3 Diploma for the Early Years Practitioner (Early Years Educator) or equivalent Level 3 Early Years Educator qualification.

The Level 3 Award in Transition to Playwork (from Early Years) is designed to be a free-standing qualification and, while it offers knowledge and some practice in playwork, it does not confirm occupational competence as a playworker. The Total Qualification Time (TQT) is 120 hours.

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. The Total Qualification Time (TQT) for this qualification is 120 hours.

1.1 Qualification structure

To achieve the Level 3 Award in Transition to Playwork (From Early Years), learner must achieve all 12 credits from the 2 mandatory units.

The table below illustrates the unit titles and the credit value of each unit which will be awarded to candidates successfully completing the required combination of units and/or credits.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
D/502/7029	Unit 328	Understand aspects of playwork practice	Mandatory	6
R/502/7027	Unit 329	Understand the theories underpinning playwork practice	Mandatory	6

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- 4964-03 Level 3 Diploma in Playwork (NVQ)

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Assignments	www.cityandguilds.com

2 Centre requirements

2.1 Approval

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualification including qualification-specific requirements for Centre staff.

This qualification is subject to the **standard** Qualification Approval Process.

2.2 Resource requirements

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

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise

The qualification should be delivered and assessed in line with the overarching SkillsActive assessment strategy

http://www.skillsactive.com/images/Section_A_SkillsActive_Overarching_Assessment_Strategy_June_2015.pdf

Occupational competence for assessors, internal and quality assurers for the Level 3 Award in Transition to Playwork (from Early Years)

The following sections set out the criteria for their appointment:

Assessors

- Meet the technical criteria developed for each occupational area to ensure their technical competence in relation to the units being assessed.

Internal Quality Assurers

- Meet the technical criteria developed for each occupational area to ensure their technical competence in relation to the units being assessed.

What follows are the specific criteria for the Level 3 Award in Transition to Playwork (from Early Years), and they apply equally to prospective internal quality assurers and assessors, who must:

Required criteria:

1. Have worked with children and young people as a playworker in settings underpinned by the playwork principles.
2. Demonstrate PLAYWORK experience, knowledge and skills required to make accurate judgements about others' competence.
3. Have knowledge and understanding of, and commitment to, the playwork principles.
4. Have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work)

Desirable criterion:

1. A relevant and nationally recognised playwork training course or qualification from a UK nationally recognised framework, or an action plan to achieve such.
2. A recognised assessment or quality assurance qualification dependent on their role.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

2.3 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Learners wishing to undertake the Level 3 Award in Transition to Playwork (from Early Years) must meet the entry requirement, i.e. they must have successfully completed one of the following qualifications:

- Level 3 Diploma in Children’s Care Learning and Development, or
- Level 3 Children’s Care, Play, Learning & Development: Practice
- Level 3 Diploma for the Children and Young People’s Workforce, or
- Level 3 Diploma for the Early Years Practitioner (Early Years Educator) or equivalent Level 3 Early Years Educator qualification.

Learners will be employed within the industry and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined.

This initial assessment should consider previous qualifications and practical experience.

Age restrictions

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations

The following legal considerations apply to this qualification:

- Disclosure and Barring Service (DBS) checks in relation to working with children. These checks should be at the appropriate level to meet the requirements of service regulators.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- that candidates meet the entry requirements
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

3.2 Recommended delivery strategies

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.

4 Assessment

4.1 Summary of assessment methods

The assessment for the **Level 3 Award in Transition to Playwork** will be through practical demonstration and assignment.

City & Guilds provides the following assessments:

- Assignments - (EN-30-4964)

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Assignments

Candidates must successfully complete all parts of an assignment, to a satisfactory and appropriate standard, in order to gain a pass for that assignment. The assignments have been designed to assess the candidate's knowledge and understanding of aspects and theories underpinning **playwork** practise. Consequently, it is not appropriate for parts of any assignment to be omitted, incomplete or of an unsatisfactory standard.

For all tasks undertaken in the written assignments, candidates must:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others
- provide a learner authenticity statement, signed and dated, when providing word-processed responses to tasks.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that candidates meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to candidates about word length if they wish.

All assignments must be completed and assessed within the candidates' period of registration. It is up to centres to decide how long they give candidates to complete their assignments, and this may vary from one unit to another.

Tutors/assessors are reminded of their responsibility to provide feedback to candidates regarding their assignments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard required for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assignment. Referred candidates should not resubmit work within one week of receiving their result.

Grading and marking

Grading and feedback for tasks

Assessors must use the grading criteria provided for each assignment to award marks or grades, as appropriate.

Assessors should refer to the units in the qualification handbook as guidance on the depth and breadth expected at pass. Specific unit references for each task can be found in the assignment specification table at the beginning of each assignment.

Criteria for the grades above pass have been designed to describe the types of information that demonstrate a higher level of understanding or skill. Evidence for grades above pass will still relate to the unit content and the skills required for the industry.

To obtain a pass for a task, a candidate must achieve everything listed under pass.

To obtain a merit for a task, a candidate must meet all of the criteria for pass and all of the criteria for merit.

To achieve a distinction for a task, the candidate needs to meet all the criteria for pass, merit and distinction.

A candidate, who meets all of the requirements for a pass but only some of the requirements for merit and/or some of the requirements for distinction, should be awarded a pass grade.

Candidates who do not meet the criteria for a pass grade should be awarded a fail grade. A candidate who meets some, or all, of the requirements for merit and/or some, or all, of the requirements for distinction, but does not meet all of the requirements for a pass should be awarded a fail grade.

A separate Assessment Pack is available for these qualifications www.cityandguilds.com or EN-30-4964

4.3 Evidence requirements

General assessment principles

Holistic assessment

Whilst the Award is broken down into separate units of assessment, the work of the playworker is not. This means that, as the playworker learns and applies these knowledge and skills when working with children and young people, they are likely to generate evidence for both units of assessment. Using this evidence for the units it relates to is part of a holistic approach to assessment.

Holistic assessment means that the assessor should use several methods to encourage the evidence gathering, and link these assessment methods to both units as much as possible. Separate assessments for each of the units should only be necessary if the learner is not attempting whole qualifications, but is seeking single unit achievement only. If more than one unit is being attempted, opportunities should be sought for a 'holistic' approach.

Understand the theories underpinning playwork practice

Evidence

There must be evidence that the learner's work has met all the requirements listed in 'assessment criteria'. This must include all the points for 1.2, the theories for 2.1, and the application of those theories in different playwork contexts for 2.2.

Understand aspects of playwork practice

Evidence

There must be evidence that the learner's work has met all the requirements listed in 'assessment criteria'. This must include all the points for 1.1, 1.3, 1.7, 2.1, 2.3, 2.8, 3.1, and 4.3.

Playwork Principles

These principles establish the professional and ethical framework for playwork and as such must be regarded as a whole.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The play worker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

The playwork principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- RPL is allowed and is also sector specific.

5 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- Unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- Details of the relationship between the unit and relevant National Occupational Standards
- assessment guidance and evidence requirements for each unique diploma unit

Summary of units

City & Guilds unit number	Unit title	Unit number (UAN)	Credits
328	Understand aspects of playwork practice	D/502/7029	6
329	Understand the theories underpinning playwork practice	R/502/7027	6

Level: 3
Credit value: 6
UAN: D/502/7029

Unit aim

This unit is for Level 3 qualified early years and childcare workers who wish to work in settings whose main purpose is playwork. It will enable the learner to explore the importance of children and young people's play, in relation to playwork principles in practice, while still ensuring the safeguarding of the child and the relationships with the playwork setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the key practice issues when facilitating and supporting children's play needs
2. Understand how to develop and promote positive relationships in and outside the play setting
3. Understand how to facilitate an organisational framework that promotes equality of opportunity, anti-discrimination and diversity for children, young people and adults
4. Understand how to protect and safeguard children and young people from abuse

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the DFES 2005.

Support of the unit by a sector or other appropriate body

SkillsActive

Assessment

This unit will be assessed by:

- An assignment

Unit 328 Understand aspects of playwork practice

Assessment criteria

Outcome 1 Understand the key practice issues when facilitating and supporting children's play needs

The learner can:

1. Explain the characteristics of a **play environment** with reference to:
 - the elements
 - identity
 - concepts
 - senses
 - varied landscapes
 - materials
 - choice
 - building possibilities
 - tools
 - loose parts
 - risk
 - challenge.
2. Identify the key resources that might be introduced into the **play environment** to encourage **children and young people** to play.
3. Explain the difference in practice between:
 - self directed play
 - adult led activities
 - providing resources for play.
4. Explain how the playworker can encourage and **support children and young people** to make the best use of the play environment.
5. Explain how the playworker's attitude and behaviour can affect **children and young people** in both negative and positive ways.
6. **Reflect** on and explain appropriate **intervention styles** when observing **children and young people** during the play process.
7. Identify the key elements of establishing a healthy and safe **play environment** including consideration of:
 - risk assessment
 - the need for young people to assess risks for themselves
 - current legislation
 - regulatory requirements
 - children's play needs.
8. Describe ways in which a playworker can encourage and support **children and young people** to develop healthy lifestyles.

Outcome 2 Understand how to develop and promote positive relationships in and outside the play setting

The learner can:

1. Explain how to develop and **support** relationships with **children and young people** taking into account:
 - negotiation skills and decision making processes
 - respecting individuality
 - the developmental needs (including play needs) of the **children and young people**
 - **transitions** which the **children and young people** may be experiencing or about to experience.
2. **Reflect** and evaluate the intervention processes currently used in personal practice within the play setting.
3. Explain how to build relationships with children that:
 - encourage self reliance
 - build self esteem
 - develop a full range of opportunities for social interaction
 - encourage **children and young people** to sort out conflicts for themselves.
4. Explain methods of establishing and maintaining links with other **organisations** and individuals that will support **children and young people**.
5. Explain why it is important to make people in the community aware of the opportunities and benefits of playwork.
6. Identify the types of information that must be shared with other agencies.
7. Explain the boundaries of confidentiality in relation to sharing information with other agencies.
8. Explain the key characteristics of effective team work including:
 - working as part of a multi-disciplinary team
 - communicating with colleagues
 - contributing to the children and young people's quality of experience and opportunity in the play setting..

Outcome 3 Understand how to facilitate an organisational framework that promotes equality of opportunity, anti-discrimination and diversity for children, young people and adults

The learner can:

1. Compare the organisational framework for a playwork setting with one whose main purpose is to support children's care, learning and **development**, considering:
 - equality of opportunity
 - development of group agreements, policies and procedures
 - conflict resolution strategies
 - the impact of inclusive practice e.g. identification, justification, solutions and adaptations
 - the age of the young people involved and their particular needs, e.g. puberty, sexual orientation.

Outcome 4 Understand how to protect and safeguard children and young people from abuse

The learner can:

1. Describe categories of abuse.
2. Describe possible signs and symptoms of abuse in **children and young people**.
3. Explain methods, which can **support children and young people** to manage risk and ways to protect themselves from abuse.

4. Identify and explain key safe-working practices for playworkers who are working with **children and young people** including:
- lone working
 - intimate care
 - personal contact
 - personal conduct
 - policies and procedures.

Unit 328 Understand aspects of playwork practice

Additional guidance

Fully mapped to the Playwork Level 3 National Occupational Standards.
Informed by the Common Core of Skills and Knowledge DFES 2005.

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

Development

This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialisation, the process by which children and young people adjust to society and its demands.

Individuality

The combination of qualities and characteristics that distinguish one person from others

Intervention styles

A range of methods the playworker can use in the play environment. these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you too.

Organisations

In this context an organisation is a separate group to your own play setting; organisations may include formally or non-formally constituted groups, young people-formed, led and run companies, community settings, schools etc.

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Reflect

Thinking about your work and identifying what you do well and what you could improve in.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

Transition

Most children and young people naturally pass through a number of physical and emotional stages as they grow and develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.

Unit 329

Understand the theories underpinning playwork practice

Level: 3
Credit value: 6
UAN: R/502/7027

Unit aim

This unit is for Level 3 qualified early years and childcare workers who wish to work in settings whose main purpose is playwork. It will enable the learner to explore the importance of children and young people's play, the theories and principles of play and playwork and how to support the needs and rights of children to create diverse, inclusive play environments.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of play in children's lives and the expected pattern of children's **development**
2. Understand underpinning theories and principles of play and playwork and their impact on the play setting
3. Understand ways of consulting and working with **children and young people** to create diverse, inclusive **play environments** which will **support** their needs and rights

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to DFES 2005.

Support of the unit by a sector or other appropriate body

SkillsActive

Assessment

This unit will be assessed by:

- An assignment

Unit 329 Understand the theories underpinning playwork practice

Assessment criteria

Outcome 1 Understand the importance of play in children's lives and the expected pattern of children's development

The learner can:

1. Explain the importance of play in children's lives.
2. Explain the impact of play on the development of **children and young people** including:
 - practising skills for adult life
 - understanding the effects of play deprivation,
 - the link between types of behaviour and stages of **development**
 - managing risk through play.

Outcome 2 Understand underpinning theories and principles of play and playwork and their impact on the play setting

The learner can:

1. Explain the following theories behind playwork:
 - play type
 - the play cycle
 - psycholudics
 - compound flexibility.
2. Explain the relevance to practice in different playwork contexts of each of the following:
 - play types
 - the play cycle
 - psycholudics
 - compound flexibility.
3. Explain what is meant by:
 - mood descriptors
 - behavioural modes.
4. Explain the principles of playwork.
5. Describe the impact of the playwork principles on personal practice.
6. Explain the importance of the UN Convention on the Rights of the Child in the context of a **play environment**.
7. Describe the impact of the UN Convention on the Rights of the Child on personal practice.

Outcome 3 Understand ways of consulting and working with children and young people to create diverse, inclusive play environments which will support their needs and rights

The learner can:

1. Identify and explain the types of **support** and encouragement **children and young people** require to:
 - meet their specific needs and rights
 - take responsibility for changing environments to meet their needs.
2. Explain the key characteristics of different **play environments**.
3. Explain the ways in which playworkers plan and prepare spaces for play.
4. Identify and explain different ways to research and **consult** with **children and young people**.
5. Evaluate the effectiveness of two different methods of researching and consulting with **children and young people**.
6. Identify key legislation in relation to children's play.
7. Explain how policies and procedures are developed to reflect children's play needs and rights.

Unit 329 Understand the theories underpinning playwork practice

Additional guidance

Fully mapped to the Playwork Level 3 National Occupational Standards.
Informed by the Common Core of Skills and Knowledge DFES 2005.

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

Consult/consultation

An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision.

Development

This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialisation, the process by which children and young people adjust to society and its demands.

Play cycle

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

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 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

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

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

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

E: singlesubjects@cityandguilds.com

International awards

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

E: intops@cityandguilds.com

Walled Garden

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

E: walledgarden@cityandguilds.com

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