QUALIFICATION HANDBOOK

Level 2 Diploma in Roof Slating and Tiling

(6718-02)

February 2018 Version 1.3

City & Guilds

Qualification at a glance

Subject area	Construction
City & Guilds number	6718-02
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 2 Diploma in Roof Slating and Tiling	460	480	6718-02	601/3615/7

Version and date	Change detail	Section
1.1 December 2015	Updated range for LO 1, 3 and 4 in unit 201	Units
1.2 March 2017	Credits for unit 243 corrected from 12 to 13	**Structure**
1.3 February 2018	Added GLH and TQT details Removed QCF	Qualification at a glance and Introduction Appendix 1

Contents

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 roofer in the construction sector.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in Roofing. It covers the following skills: • Installation of plain tiles • Installation of interlocking tiles to variable gauge • Installation of natural slates
What opportunities for progression are there?	It allows candidates to progress into employment.

Structure

To achieve the **Level 2 Diploma in Roof Slating and Tiling** learners must achieve **48** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Guided Learning Hours (GLH)
Mandatory				
A/504/6719	Unit 201/601/801	Health, safety and welfare in construction	7	70
Y/504/6999	Unit 202/602	Principles of building construction, information and communication	6	55
D/506/4808	Unit 242	Install interlocking tiles to variable gauge	10	91
H/506/4809	Unit 243	Install plain tiles	13	119
Y/506/4810	Unit 244	Install regular sized natural slates	12	119

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 2 Diploma in Roof Slating and Tiling	460	480

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. A Bench vice will be available to each candidate. Facilities for grinding and sharpening hand tools will be available. Centres will have special designated areas within Carpentry and Joinery workshop (cubicles or project areas) allowing candidates to practice the requirements of the units and carry out the Practical Assignments. There must also be a fixed or transportable circular saw, which shall be to industrial standards and comply with current regulations.

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;
- hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above
- have a CV mapped to the units to be taught, unless the tutor/deliverer holds a relevant qualification at or above the level of the qualification to be taught.

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.

Learner entry requirements

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

Age restrictions

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

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**
Textbook	Can be ordered from Walled Garden, via **www.cityandguildsbookshop.com** or from your Business Manager
Qualification Approval Form	**www.cityandguilds.com**
SmartScreen	**www.smartscreen.co.uk**

4 Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
201/ 601	Health, safety and welfare in construction	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 on e-volve, or question papers ordered via Walled Garden.
202/ 602	Principles of building construction, information and communication	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 on e-volve, or question papers ordered via Walled Garden.
242	Install interlocking tiles to variable gauge	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**
243	Install plain tiles	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
244	Install regular sized natural slates	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**

Test specifications

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

Test 1: Unit 201/601 Health, safety and welfare in construction
Duration: 60 minutes

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**

Test 2: Unit 202/602 Principles of building construction, information and communication

Duration: 80 minutes

Unit	Outcome	Number of questions	%
202/602	1 Understand how to select types of building information	5	12.5
	2 Know about environmental considerations in relation to construction	5	12.5
	3 Understand the construction of foundations	7	17.5
	4 Understand construction of internal and external walls	9	22.5
	5 Know about construction of floors	4	10
	6 Know about construction of roofs	3	7.5
	7 Understand how to communicate in the workplace	7	17.5
	Total	**40**	**100**

Test 3: Unit 242 Install interlocking tiles to variable gauge

Duration: 40 minutes

Unit	Outcome	Number of questions	%
242	1 Know how to strip and reclaim interlocking tile roofs	3	16
	3 Know how to install new backgrounds	8	42
	5 Know how to install interlocking tiles to variable gauge	8	42
	Total	**19**	**100**

Test 4: Unit 243 Install plain tiles
Duration: 40 minutes

Unit	Outcome	Number of questions	%
242	1 Know how to strip and reclaim plain tile roofs	3	15
	3 Know how to install new backgrounds	6	30
	5 Know how to install plain tiles	11	55
	Total	**20**	**100**

Test 5: Unit 244 Install regular sized natural slates
Duration: 45 minutes

Unit	Outcome	Number of questions	%
242	1 Know how to strip and reclaim natural slate roofs	3	14
	3 Know how to install new backgrounds	7	33
	5 Know how to install regular sized natural slates	11	53
	Total	**21**	**100**

5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: **http://register.ofqual.gov.uk/Unit**

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- 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.

Unit 201/601 Health, safety and welfare in construction

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

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 responsibilitie**s 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.

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.

Range
Precautions Reducing noise at source, PPE, isolation, exposure time.

Risks
Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.

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.

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

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.

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).

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.

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

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.

Range
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

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.

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

Unit 202/602 Principles of building construction, information and communication

UAN:	**Y/504/6999**
Level:	2
Credit value:	6
GLH:	55
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 of building methods and construction technology in relation to: • understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings. • source relevant information and apply it to relevant tasks • calculating the resources from required drawings and specifications.

Learning outcome
The learner will: 10. understand how to select types of building information.
Assessment criteria
The learner can: 10.1 interpret **information sources** used in construction 10.2 interpret scale, **symbols and hatchings** on a working drawing 10.3 explain the purpose of **benchmarks** used in construction.

Range
Information sources Drawings , schedules, specifications, programme of work, organisational chart, method statements, risk assessment, manufacturers' technical information, bill of quantities, order requisitions, delivery notes, variation orders, permits to work, signs and notices. **Symbols** WC, sink, bath, door, window

Hatchings

Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil, insulation, damp proof course (DPC), damp proof membrane (DPM)

Benchmarks

Site datums, temporary bench marks (TBM), ordnance bench marks (OBM).

Learning outcome
The learner will: 11. know about environmental considerations in relation to construction.
Assessment criteria
The learner can: 11.1 describe thermally insulated **materials** 11.2 describe **methods** of making buildings water efficient 11.3 describe **methods** of making buildings energy efficient 11.4 state environmental-friendly **building materials** 11.5 state **procedures** for waste management.

Range
Materials Polyisocyanurate (PIR), Expanded Polystyrene (EP), fibre glass, mineral wool, double glazed units, multi-foil insulation. **Methods (2.2)** Efficient sanitary ware, water harvesting. **Methods (2.3)** Low energy lighting, automatic movement sensors, solar panels, wind turbines, heat source, biomass heating. **Building materials** Locally sourced, managed timber (FSC), lime, sheep wool, recycled materials, straw. **Procedures**: Segregation and recycling of waste, safe disposal of hazardous materials, Local Exhaust Ventilation (LEV).

Learning outcome
The learner will: 12. understand the construction of foundations.
Assessment criteria
The learner can: 12.1 describe **factors** to be considered when selecting **foundations** 12.2 describe **materials** and mix-ratios used in concrete foundations 12.3 explain how to **set out** foundations 12.4 explain **factors** to consider when excavating foundations 12.5 describe methods of transferring datums 12.6 calculate the volume of concrete used in pile foundation.

Range
Factors (3.1) Ground conditions (subsoil), strength, types of building. **Foundations** Strip, raft, pile, pad. **Materials**: Course aggregate, fine aggregate, cement, water, steel reinforcement, sulphate-resisting cement, ordinary portland cement, frost proofing, accelerators, retardants. **Set out**: 3:4:5 method, diagonals, profiles, builder's square. **Factors** (3.4) Underground services, proximity to neighbouring buildings, tree roots, ground conditions. **Methods:** Optical/laser level, straight edge and spirit level

Learning outcome
The learner will: 13. understand construction of internal and external walls.
Assessment criteria
The learner can: 13.1 describe **wall components** 13.2 explain the importance of a Damp Proof Course (DPC) 13.3 calculate the area of a gable 13.4 identify **additives** used in mortar 13.5 identify different types of **bonding** 13.6 describe the differences between load-bearing and non-load-bearing internal walls 13.7 calculate the volume of paint required to cover a wall area.

Range
Wall components Brick, block, insulation, Damp Proof Course (DPC), lintels, wall ties, airbrick and liner, cavity closures, stud partition, light density blocks, plasterboard, plaster. **Additives**: Retardant, accelerant, frost inhibitor, cement dyes, plasticiser. **Bonding**: Stretcher, English, Flemish.

Learning outcome
The learner will: 14. know about construction of floors.
Assessment criteria
The learner can: 14.1 describe **floor components** 14.2 calculate the linear quantity of floor boarding to cover an irregular shaped area 14.3 calculate additional quantities of wastage using percentage.

Range
Floor components: Hardcore, blinding sand, Damp Proof Membrane (DPM), insulation, oversite concrete, block and beam, pre-cast floor panels, screed (dry, self-levelling) sleeper walls, wall plates, DPC, joists, joist hangers, floor covering.

Learning outcome
The learner will: 15. know about construction of roofs.
Assessment criteria
The learner can: 15.1 describe **types** of roofs 15.2 describe **roof components**.

Range
Types Gable-ended, flat, hipped, lean-to. **Roof components** Purlins, rafters, truss rafters, ridge, batten/lathe, fascia, soffit, barges, valleys, wall plate, flashings, felt, slate/tile, insulation, joists, wall plate straps.

Learning outcome
The learner will: 16. understand how to communicate in the workplace.
Assessment criteria
The learner can: 16.1 describe **job roles** within building teams 16.2 explain **key personnel** involved in day to day communication 16.3 state **information** needed when requesting materials 16.4 identify methods of communication used to relay information to colleagues and others 16.5 describe advantages and disadvantages of **methods of communication** 16.6 state **occasions** when clear communication is vital in the workplace 16.7 explain **benefits** of positive communication with colleagues and others.

Range
Job roles Professional, technician, trade, general operative. **Key personnel** Site manager, supervisors, fellow operatives. **Information** Dimensions, quantities, type, when and where required, contact name and details. **Methods of communication (7.4)** Letters, emails, telephone, memos, verbal, posters, signs, meetings, radio, text messages **Methods of communication (7.5)** Written, verbal **Occasions** Changes to risk assessments, work restrictions, changes to method statement, permits to work, changes to legislation. **Benefits** Improved motivation, avoid conflict, complying with equality and diversity, meeting deadlines.

Unit 242 Install interlocking tiles to variable gauge

UAN:	**D/506/4808**
Level:	2
Credit value:	10
GLH:	91
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 install interlocking tiles to variable gauge to roofs.

Learning outcome
The learner will: 1. know how to strip and reclaim interlocking tile roofs.
Assessment criteria
The learner can: 1.1 identify **resources** required for stripping and reclaiming interlocking tile roofs 1.2 describe the **process** of removing existing interlocking tile roofs 1.3 state the **checks** required to determine suitability of materials for reclamation 1.4 state the storage requirements of **reclaimed materials** 1.5 describe the **disposal requirements** of unsuitable roofing materials.

Range
Resources Tools: claw hammer, craft knife, wood saw, gauging trowel. Equipment: bucket, hoist, conveyor, chute, gin wheel, shovel, wheel barrow, brushes, gutter board. **Process** Removal of ridge tiles, removal of covering, removal of battens, removal of fixings **Checks** Ring test, checks for missing nibs, excessive mortar, splits, cracks, delamination/shaling, damaged edges and damaged channels.

Reclaimed materials

Interlocking tiles, hip irons, insulation (solid, quilt, fireproof), ridge tiles, pre-formed flashings.

Disposal requirements

Segregation of materials, recyclable and non-recyclable.

Learning outcome
The learner will: 2. be able to strip and reclaim interlocking tile roofs
Assessment criteria
The learner can: 2.1 carry out risk assessments to strip and reclaim interlocking tile roofs 2.2 complete method statements to strip and reclaim interlocking tile roofs 2.3 select appropriate Personal Protective Equipment for stripping and reclaiming interlocking tile roofs 2.4 select resources required to strip and reclaim interlocking tile roofs 2.5 remove existing interlocking tile roofs 2.6 carry out segregation of reclaimed materials 2.7 store reusable materials 2.8 dispose of unsuitable materials 2.9 protect surrounding areas during the strip and reclaim process 2.10 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will: 3. know how to install new backgrounds.
Assessment criteria
The learner can: 3.1 state the **sub-structure checks** needed prior to installing new backgrounds 3.2 identify **resources** required for installing new backgrounds 3.3 calculate quantities of **materials** in accordance with manufacturer's information for installing new backgrounds 3.4 state the storage requirements of **materials** used when installing new backgrounds 3.5 describe the **fitting requirements** of underlay 3.6 describe the **pre-installation checks** of battens and counter-battens 3.7 describe the **installation requirements** of battens and counter-battens 3.8 state the installation requirements of **ancillary components.**

Range
Sub-structure checks Checks for rotten timber, infestation, splits, loose timber, nail decay, condition of firewall, exposed nail heads, insulation levels, rafter spacing, valley support, fire breaks, fascia heights and cleanliness of loft space. **Resources** Tools and equipment: claw hammer, craft knife, wood saw, tape measure, chalk line, pencil, marker pen, gauging trowel, stapler, hoist, brushes, shovel, bucket, wheel barrow, nail gun. Materials: Underlay (breathable, non-breathable), battens, counter-battens, fixings and clips, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray. **Materials (3.3)** Underlay (breathable, non-breathable), battens, counter-battens, fixings and clips, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray. **Materials (3.4)** Underlay (breathable, non-breathable), battens, counter-battens, fixings and clips, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray. **Fitting requirements (3.5)** Lapping requirements (horizontal, vertical, valleys, hips, openings, abutments and verges), taping, fixings, sag. **Pre-installation checks** Dimensions, grading, waney edge, knots, splits, twists. **Installation requirements** Calculation of datums (first and top course), calculation of batten gauges for interlocking tiles, position of nail in centre of batten, cutting batten to centre of rafter, staggered joints, appropriate overhang at verge, raking cut valley/hip, position of batten against abutment, top course battens, temporary battening. **Ancillary components** Undercloak, hip irons, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray, verge clips

Learning outcome
The learner will: 4. be able to install new backgrounds.
Assessment criteria
The learner can: 4.1 interpret information sources required to install new backgrounds 4.2 carry out risk assessments for installing new backgrounds 4.3 complete method statements for installing new backgrounds 4.4 select appropriate Personal Protective Equipment for installing new backgrounds 4.5 calculate quantities of resources required for installing new backgrounds 4.6 select suitable resources required for installing new backgrounds 4.7 install **eaves systems** 4.8 install underlay and battens to roof details 4.9 install **verge** and **hip details** 4.10 protect work and surrounding areas during the installation process 4.11 follow current environmental and relevant health and safety legislation.

Range
Eaves systems Eaves vent, type 5U felt, eaves support tray, rafter tray. **Verge details** Wet, dry. **Hip details** Hip irons.

Learning outcome
The learner will: 5. know how to install interlocking tiles to variable gauge.
Assessment criteria
The learner can: 5.1 identify **resources** required for installing interlocking tiles 5.2 calculate quantities of **materials** in accordance with manufacturer's information for installing interlocking tiles to variable gauge 5.3 state the storage requirements of **materials** used for installing interlocking tiles 5.4 state the **methods** of setting out perpendicular lines to include equal overhang at verges 5.5 state the preferred placement of tiles when loading out roofs 5.6 identify different **verge details** required for the installation of interlocking tiles

5.7	describe the **methods** of laying interlocking tiles to the main roof area
5.8	describe the methods of laying interlocking tiles to **roof details**
5.9	identify the different **finishing details** for interlocking tiled roofs
5.10	identify the different **pre-formed flashings** for roof details.

Range

Resources

Tools and equipment: claw hammer, portable/fixed disc cutter, dust suppression water unit, craft knife, tape measure, chalk line, gauging trowel, lead dresser, lead snips, pencil, marker pen, bucket, hoist, conveyor, shovel, wheel barrow, brushes.

Materials: variable gauge interlocking tiles, fixings and clips, verge clips, ridge/hip tiles, cloaked verge tiles, dry ridge system, dry verge, sand, cement, pigments/colouring.

Materials (5.2)

Variable gauge interlocking tiles, fixings and clips, verge clips, ridge/hip tiles, cloaked verge tiles, dry ridge system, dry verge, flashings, sand, cement, pigments/colouring.

Materials (5.3)

Variable gauge interlocking tiles, fixings and clips, verge clips, ridge/hip tiles, cloaked verge tiles, dry ridge system, dry verge, flashings, sand, cement, pigments/colouring.

Methods (5.4)

Marking battens, running a course of tiles and taking out every third, applying half bond as required, in accordance with industry tolerances.

Verge details

Fibre cement undercloak, continuous verge, individual units, cloaked verge tiles.

Methods (5.7)

Nailing/clipping procedure, positioning of interlocking tiles to perpendicular lines, fixing verge details.

Roof details

Valleys, hips, abutments, openings.

Finishing details

Mechanical fixing, dry systems (ridge, hip), wet systems (ridge, hip), dentil slips.

Pre-formed flashings

Metal flashings (valleys, apron, stepped, back gutter, cover flashing, soakers, hidden/secret gutter, saddle), GRP (hidden/secret gutter, bonding gutter, wet and dry valleys, soakers), roof window flashings.

Learning outcome
The learner will: 6. be able to install interlocking tiles to variable gauge.
Assessment criteria
The learner can: 6.1 interpret **information sources** required to install interlocking tiles 6.2 carry out risk assessments to install interlocking tiles 6.3 complete method statements to install interlocking tiles 6.4 select appropriate Personal Protective Equipment for installing interlocking tiles 6.5 calculate quantities of resources required to install interlocking tiles 6.6 select resources required to install interlocking tiles 6.7 check suitability of resources for installing interlocking tiles 6.8 set out perpendicular lines to include equal overhang at verges 6.9 apply **verge details** for the installation of interlocking tiles 6.10 install interlocking tiles to main roof area and **detailed roof areas** 6.11 install **pre-formed flashings** 6.12 install **roof finishing details** 6.13 follow manufacturer's instructions throughout the installation process 6.14 protect work and surrounding areas during the installation process 6.15 follow current environmental and relevant health and safety legislation.

Unit guidance
AC 6.10 – Small cuts are to be avoided where possible, but where they are needed, suitable clips, adhesives and special fittings are to be used.

Range
Information sources British Standards, manufacturers' technical information, fixing specifications. **Verge details** Fibre cement undercloak, continuous verge, individual units, cloaked verge tiles. **Detailed roof areas** Valleys, hips, abutments, openings. **Pre-formed flashings** Valleys, apron, stepped, back gutter, cover flashing, soakers, hidden/secret gutter, saddle, bonding gutter.

Roof finishing details

Mechanical fixings, dry systems (ridge, hip), wet systems (ridge, hip), dentil slips.

Unit 243 Install plain tiles

UAN:	**H/506/4809**
Level:	2
Credit value:	13
GLH:	125
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 install plain tiles to roofs.

Learning outcome
The learner will: 1. know how to strip and reclaim plain tile roofs.
Assessment criteria
The learner can: 1.1 identify **resources** required for stripping and reclaiming plain tile roofs 1.2 describe the **process** of removing existing plain tile roofs 1.3 state the **checks** required to determine suitability of materials for reclamation 1.4 state the storage requirements of **reclaimed materials** 1.5 describe the **disposal requirements** of unsuitable roofing materials.

Range
Resources Tools: claw hammer, craft knife, wood saw, gauging trowel. Equipment: bucket, hoist, conveyor, chute, gin wheel, shovel, wheel barrow, brushes, gutter board. **Process** Removal of ridge tiles, removal of covering, removal of battens, removal of fixings. **Checks** Ring test, checks for missing nibs, excessive mortar, splits, cracks, delamination/shaling and damaged edges.

Reclaimed materials

plain tiles, eaves tiles, tile and a half, bonnets, valley tiles, hip irons, insulation (solid, quilt, fireproof), ridge tiles, pre-formed flashings.

Disposal requirements

Segregation of materials, recyclable and non-recyclable.

Learning outcome
The learner will: 2. be able to strip and reclaim plain tile roofs.
Assessment criteria
The learner can: 2.1 carry out risk assessments to strip and reclaim plain tile roofs 2.2 complete method statements to strip and reclaim plain tile roofs 2.3 select appropriate Personal Protective Equipment for stripping and reclaiming plain tile roofs 2.4 select resources required to strip and reclaim plain tile roofs 2.5 remove existing plain tile roofs 2.6 carry out segregation of reclaimed materials 2.7 store reusable materials 2.8 dispose of unsuitable materials 2.9 protect surrounding areas during the strip and reclaim process 2.10 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will: 3. know how to install new backgrounds.
Assessment criteria
The learner can: 3.1 state the **sub-structure checks** needed prior to installing new backgrounds 3.2 identify **resources** required for installing new backgrounds 3.3 calculate quantities of **materials** in accordance with manufacturer's information for installing new backgrounds 3.4 state the storage requirements of **materials** used when installing new backgrounds 3.5 describe the **fitting requirements** of underlay 3.6 describe the **pre-installation checks** of battens and counter-battens 3.7 describe the **installation requirements** of battens and counter-battens 3.8 state the installation requirements of **ancillary components.**

Range
Sub-structure checks Checks for rotten timber, infestation, splits, loose timber, nail decay, condition of firewall, exposed nail heads, insulation levels, rafter spacing, valley support, fire breaks, fascia heights and cleanliness of loft space. **Resources** Tools and equipment: claw hammer, craft knife, wood saw, tape measure, chalk line, pencil, marker pen, hoist, brushes, shovel, bucket, wheel barrow, nail gun, stapler. Materials: Underlay (breathable, non-breathable), battens, counter-battens, fixings and clips, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, rafter tray. **Materials (3.3)** Underlay (breathable, non-breathable), battens, counter-battens, fixings and clips, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, rafter tray. **Materials (3.4)** Underlay (breathable, non-breathable), battens, counter-battens, fixings and clips, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, rafter tray. **Fitting requirements (3.5)** Detail to eave (type 5U felt), lapping requirements (horizontal, vertical, valleys, hips, openings, abutments and verges), taping, fixings, sag. **Pre-installation checks** Dimensions, grading, waney edge, knots, splits, twists. **Installation requirements** Calculation of datums (first and top course), calculation of batten gauges, position of nail in centre of batten, cutting batten to centre of rafter, staggered joints, appropriate overhang at verge, raking cut valley/hip, position of batten against abutment, top course battens, temporary batten. **Ancillary components** Undercloak, hip irons, insulation (solid, quilt, fireproof), eaves vent, rafter tray.

Learning outcome
The learner will: 4. be able to install new backgrounds.
Assessment criteria
The learner can: 4.1 interpret information sources required to install new backgrounds 4.2 carry out risk assessments for installing new backgrounds 4.3 complete method statements for installing new backgrounds 4.4 select appropriate Personal Protective Equipment for installing new backgrounds 4.5 calculate quantities of resources required to install new backgrounds 4.6 select suitable resources required to install new backgrounds 4.7 install **eaves systems** 4.8 install underlay and battens to roof details 4.9 install **verge** and **hip details** 4.10 protect work and surrounding areas during the installation process 4.11 follow current environmental and relevant health and safety legislation.

Range
Eaves systems Eaves vent, type 5U felt, rafter tray. **Verge details** Wet, dry. **Hip details** Hip irons.

Learning outcome
The learner will: 5. know how to install plain tiles.
Assessment criteria
The learner can: 5.1 identify **resources** required for installing plain tiles 5.2 calculate quantities of **materials** in accordance with manufacturer's information for installing plain tiles 5.3 state the storage requirements of **materials** used for installing plain tiles 5.4 describe the process of setting out the first course 5.5 describe the process of setting out the eave course 5.6 state the **methods** of setting out perpendicular lines to include equal overhang at verges 5.7 state the preferred placement of plain tiles when loading out roofs

5.8 identify different **verge details** required for the installation of plain tiles

5.9 describe the **methods** of laying plain tiles to the main roof area

5.10 describe the methods of laying plain tiles to **roof details**

5.11 identify the different **finishing details** for plain tiled roofs

5.12 identify the different **pre-formed flashings** for roof details.

Range

Resources

Tools and equipment: claw hammer, portable/fixed disc cutter, dust suppression water unit, craft knife, tape measure, chalk line, gauging trowel, lead dresser, lead snips, pencil, marker pen, scriber, pincers, nibbler, bucket, hoist, conveyor, shovel, wheel barrow, brushes.

Materials: plain tiles, tile and a half, eaves/tops tiles, pattern tiles, bonnet and arris hip tiles, purpose-made valley tiles, fixings, ridge/hip tiles, internal/external angle tiles, dry ridge system, dry verge, sand, cement, pigments/colouring.

Materials (5.2)

Plain tiles, tile and a half, eaves/tops tiles, pattern tiles, bonnet and arris hip tiles, purpose-made valley tiles, fixings, ridge/hip tiles, internal/external angle tiles, dry ridge system, dry verge, sand, cement, pigments/colouring.

Materials (5.3)

Plain tiles, tile and a half, eaves/tops tiles, pattern tiles, bonnet and arris hip tiles, purpose-made valley tiles, fixings, ridge/hip tiles, internal/external angle tiles, dry ridge system, dry verge, sand, cement, pigments/colouring.

Methods (5.6)

Marking batten to include half bond, in accordance with industry tolerances, running a course of tiles and taking out every third, fourth or fifth.

Verge details

Fibre cement undercloak, continuous verge, plain tiles, slate, traditional pointing method.

Methods (5.9)

Positioning of plain tiles to perpendicular lines, nailing procedure, fixing verge details.

Roof details

Valleys (pre-formed valley tiles, open valley), hips (bonnet and arris hip tiles), abutments, openings, vertical (internal/external angle tiles, pattern tiles).

Finishing details

Mechanical fixing, dry systems (ridge, hip), wet systems (ridge, hip).

Pre-formed flashings

Metal flashings (valleys, apron, stepped, back gutter, cover flashing, soakers, hidden/secret gutter, saddle), GRP (hidden/secret gutter, bonding gutter, wet and dry valleys, soakers), roof window flashings.

Learning outcome

The learner will:

6. be able to install plain tiles.

Assessment criteria

The learner can:

6.1 interpret **information sources** required to install plain tiles
6.2 carry out risk assessments to install plain tiles
6.3 complete method statements to install plain tiles
6.4 select appropriate Personal Protective Equipment for installing plain tiles
6.5 calculate quantities of resources required to install plain tiles
6.6 select resources required to install plain tiles
6.7 check suitability of resources for installing plain tiles
6.8 set out perpendicular lines to include equal overhang at verges
6.9 apply **verge details** for the installation of plain tiles
6.10 install plain tiles to main roof area and **detailed roof areas**
6.11 install **pre-formed flashings**
6.12 install **roof finishing details**
6.13 follow manufacturer's instructions throughout the installation process
6.14 protect work and surrounding areas during the installation process
6.15 follow current environmental and relevant health and safety legislation.

Range

Information sources

British Standards, manufacturers' technical information, fixing specifications.

Verge details

Fibre cement undercloak, continuous verge.

Detailed roof areas

Valleys, hips, abutments, openings.

Pre-formed flashings

Valleys, apron, stepped, back gutter, cover flashing, soakers, hidden/secret gutter, saddle, bonding gutter.

Roof finishing details

mechanical fixings, dry systems (ridge, hip), wet systems (ridge, hip).

Unit 244 Install regular sized natural slates

UAN:	**Y/506/4810**
Level:	2
Credit value:	12
GLH:	119
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 install regular sized natural slates to roofs.

Learning outcome
The learner will: 1. know how to strip and reclaim natural slate roofs.
Assessment criteria
The learner can: 1.1 identify **resources** required for stripping and reclaiming natural slate roofs 1.2 describe the **process** of removing existing natural slate roofs 1.3 state the **checks** required to determine suitability of materials for reclamation 1.4 state the storage requirements of **reclaimed materials** 1.5 describe the **disposal requirements** of unsuitable roofing materials.

Range
Resources Tools: claw hammer, slate pick, slate ripper, craft knife, wood saw, gauging trowel. Equipment: bucket, hoist, conveyor, chute, gin wheel, shovel, wheel barrow, brushes, gutter board. **Process** Removal of ridge tiles, removal of covering, removal of battens, removal of fixings.

Checks

Ring test, checks for excessive mortar, splits, cracks, delamination, oversized nail holes, excessive nail holes and damaged edges.

Reclaimed materials

Slates, hip irons, insulation (solid, quilt, fireproof), ridge tiles, pre-formed flashings.

Disposal requirements

Segregation of materials, recyclable and non-recyclable.

Learning outcome
The learner will: 2. be able to strip and reclaim natural slate roofs.
Assessment criteria
The learner can: 2.1 carry out risk assessments to strip and reclaim natural slate roofs 2.2 complete method statements to strip and reclaim natural slate roofs 2.3 select appropriate Personal Protective Equipment for stripping and reclaiming natural slate roofs 2.4 select resources required to strip and reclaim natural slate roofs 2.5 remove existing natural slate roofs 2.6 carry out segregation of reclaimed materials 2.7 store reusable materials 2.8 dispose of unsuitable materials 2.9 protect surrounding areas during the strip and reclaim process 2.10 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will: 3. know how to install new backgrounds.
Assessment criteria
The learner can: 3.1 state the **sub-structure checks** needed prior to installing new backgrounds 3.2 identify **resources** required for installing new backgrounds 3.3 calculate quantities of **materials** in accordance with manufacturer's information for installing new backgrounds 3.4 state the storage requirements of **materials** used when installing new backgrounds 3.5 describe the **fitting requirements** of underlay 3.6 describe the **pre-installation checks** of battens and counter-battens 3.7 describe the **installation requirements** of battens and counter-battens 3.8 state the installation requirements of **ancillary components.**

Range
Sub-structure checks Checks for rotten timber, infestation, splits, loose timber, nail decay, condition of firewall, exposed nail heads, insulation levels, rafter spacing, valley support, fire breaks, fascia heights and cleanliness of loft space **Resources** Tools and equipment: claw hammer, craft knife, wood saw, tape measure, chalk line, pencil, marker pen, hoist, brushes, shovel, bucket, wheel barrow, nail gun, stapler. Materials: Underlay (breathable, non-breathable), battens, counter-battens, fixings, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray. **Materials (3.3)** Underlay (breathable, non-breathable), battens, counter-battens, fixings, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray. **Materials (3.4)** Underlay (breathable, non-breathable), battens, counter-battens, fixings, undercloak, hip irons, sand, cement, pigments/colouring, jointing tape, clout nails, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray. **Fitting requirements (3.5)** Lapping requirements (horizontal, vertical, valleys, hips, openings, abutments and verges), taping, fixings, sag. **Pre-installation checks** Dimensions, grading, waney edge, knots, splits, twists. **Installation requirements** Calculation of datum, calculation of batten gauge for slates, position of nail in centre of batten, cutting batten to centre of rafter, staggered joints, appropriate overhang at verge, raking cut valley/hip, position of batten against abutment, top course battens, temporary battening. **Ancillary components** Undercloak, hip irons, insulation (solid, quilt, fireproof), eaves vent, eaves support tray, rafter tray.

Learning outcome
The learner will: 4. be able to install new backgrounds.
Assessment criteria
The learner can: 4.1 interpret information sources required to install new backgrounds 4.2 carry out risk assessments for installing new backgrounds 4.3 complete method statements for installing new backgrounds 4.4 select appropriate Personal Protective Equipment for installing new backgrounds 4.5 calculate quantities of resources required to install new backgrounds 4.6 select suitable resources required to install new backgrounds 4.7 install **eaves systems** 4.8 install underlay and battens to roof details 4.9 install **verge** and **hip details** 4.10 protect work and surrounding areas during the installation process 4.11 follow current environmental and relevant health and safety legislation.

Range
Eaves systems Eaves vent, type 5U felt, eaves support tray, rafter tray. **Verge details** Wet, dry. **Hip details** Hip irons.

Learning outcome
The learner will: 5. know how to install regular sized natural slates.
Assessment criteria
The learner can: 5.1 identify **resources** required for installing slates 5.2 state the method of grading natural slates 5.3 calculate quantities of **materials** in accordance with manufacturer's information for installing regular sized natural slates 5.4 state the storage requirements of **materials** used for installing slates 5.5 describe the process of setting out the first course 5.6 describe the process of setting out the eave course 5.7 state the **methods** of setting out perpendicular lines to include equal overhang at verges 5.8 state the preferred placement of slates when loading out roofs

5.9 identify different **verge details** required for the installation of slates

5.10 describe the **methods** of laying slates to the main roof area

5.11 describe the methods of laying slates to **roof details**

5.12 identify the different **finishing details** for slate roofs

5.13 identify the different **pre-formed flashings** for roof details.

Range

Resources

Tools and equipment: slate picks, slate scissors, slate knife/sax, break iron, slate guillotine, claw hammer, portable/fixed disc cutter, dust suppression water unit, craft knife, tape measure, chalk line, gauging trowel, lead dresser, lead snips, pencil, marker pen, scribe, bucket, hoist, conveyor, shovel, wheel barrow, brushes.

Materials: slates, slate and a half, dry ridge system, ridge tiles, dry verge, flashings, sand, cement, pigments/colouring, fixings.

Materials (5.3)

Slates, slate and a half, dry ridge system, ridge tiles, dry verge, flashings, sand, cement, pigments/colouring, fixings.

Materials (5.4)

Slates, slate and a half, dry ridge system, ridge tiles, dry verge, flashings, sand, cement, pigments/colouring, fixings.

Methods (5.7)

Marking batten to include half bond, in accordance with industry tolerances.

Verge details

Slate undercloak, traditional pointing method, continuous verge, traditional verge detail on barge board.

Methods (5.10)

Hook/nail fixing procedure, positioning of slates to perpendicular lines, fixing verge details.

Roof details

Valleys (open valley), hips, abutments, openings, vertical.

Finishing details

Mechanical fixing, dry systems (ridge, hip, lead roll), wet systems (ridge, hip).

Pre-formed flashings

Metal flashings (valleys, apron, stepped, back gutter, cover flashing, soakers, hidden/secret gutter, saddle), GRP (hidden/secret gutter, wet and dry valleys, soakers), roof window flashings.

Learning outcome
The learner will: 6. be able to install regular sized natural slates.
Assessment criteria
The learner can: 6.1 interpret **information sources** required to install slates 6.2 carry out risk assessments to install slates 6.3 complete method statements to install slates 6.4 select appropriate Personal Protective Equipment for installing slates 6.5 calculate quantities of resources required to install slates 6.6 select resources required to install slates 6.7 check suitability of resources for installing slates 6.8 carry out grading of slates 6.9 set out perpendicular lines to include equal overhang at verges 6.10 apply **verge details** for the installation of slates 6.11 install slates to main roof area and **detailed roof areas** 6.12 install **pre-formed flashings** 6.13 install **roof finishing details** 6.14 follow manufacturer's instructions throughout the installation process 6.15 protect work and surrounding areas during the installation process 6.16 follow current environmental and relevant health and safety legislation.

Unit guidance
AC 6.11 – Methods of fixing to include slate hooks fixings and nail fixings.

Range
Information sources British Standards, manufacturers' technical information, fixing specifications. **Verge details** Slate undercloak, continuous verge, traditional verge detail on barge board. **Detailed roof areas** Valleys (open valley), hips, abutments, openings. **Pre-formed flashings** Valleys, apron, stepped, back gutter, cover flashing, soakers, hidden/secret gutter, saddle, bonding gutter. **Roof finishing details** Mechanical fixings, dry systems (ridge, hip), wet systems (ridge, hip).

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:

- 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.

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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

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

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