

4748-03

City & Guilds Functional Skills Entry Level  
Mathematics (Entry 1-3)

May 2019 Version 0.2

Qualification Handbook

**Draft materials  
Subject to Technical Evaluation by Ofqual.**

## Qualifications at a glance

<b>Industry area</b>	Skills for Work and Life
<b>City &amp; Guilds number</b>	4748-03
<b>Age group approved</b>	All ages
<b>Entry requirements</b>	None
<b>Assessment</b>	One assessment comprising calculator and non-calculator sections. Externally set by City & Guilds, internally marked by the centre and subject to external quality assurance from City & Guilds.
<b>TQT</b>	GLH 55 TQT E1 = 58 hours TQT E2 = 58 hours TQT E3 = 58 hours
<b>Grading</b>	Pass/fail
<b>Approvals</b>	Centres currently approved to deliver the 3748 suite of Functional Skills qualifications may apply for fast-track approval on the 4748 using the applicable form. The approval will be subject to meeting the necessary quality assurance and approval requirements and a completed self-assessment form.
<b>Registration and certification</b>	The qualifications will be open to registrations from 1 <sup>st</sup> September 2019. Consult the Walled Garden/Online Catalogue for more information ( <a href="http://www.walled-garden.com">www.walled-garden.com</a> )

# Contents

Qualifications at a glance	2
Contents	3
1 Introduction	4
2 Centre requirements	6
3 Administration	8
4 Assessment	9
5 Access and Inclusion	16
Appendix 1 Sources of general information	17

# 1 Introduction

## What are the qualifications about?

These qualifications have been designed to meet the content, conditions and requirements set out by the Department for Education (DfE) and Ofqual in the following publications,

- **Subject content for functional skills: Mathematics**, Ref: DFE-00046-2018
- **Functional Skills Mathematics Conditions and Requirements July 2018**, Ref: Ofqual/18/6385/6
- **Functional Skills Mathematics Guidance June 2018**, Ref: Ofqual/18/6385/7

This document tells you what you need to do to deliver the qualifications. Please note assessors **must** familiarise themselves with the following supporting document:

- **'Functional Skills Mathematics Entry Level Assessments: Assessor Instructions.'**

Area	Description
Who are the qualifications for?	These qualifications are for learners of all ages. They are suitable for adults and young people across a wide range of settings. Note these qualifications are only available to centres and learners in <b>England</b> .
What do the qualifications cover?	<p>These qualifications are designed to provide reliable evidence of a candidate's achievement against demanding content that is relevant to the workplace. They will provide assessment of a candidate's underpinning knowledge as well as their ability to apply this in different contexts.</p> <p>Studying Functional Skills qualifications in Mathematics at Entry Level will help learners to gain confidence and fluency in, and a positive attitude towards, mathematics.</p> <p>Learners will be able to demonstrate their confidence in using mathematics when they can demonstrate a sound grasp of mathematical knowledge and skills and apply this to solve straightforward mathematical problems.</p>
What opportunities for progression are there?	<p>Learners who achieve the qualification at Entry Level 1 may progress to Entry 2; Learners who achieve the qualification at Entry Level 2 may progress to Entry 3;</p> <p>Learners who achieve the qualification at Entry Level 3 may progress on to Functional Skills Mathematics at Level 1 or may go on to study other qualifications in Mathematics.</p>
Who did we develop the qualifications with?	These qualifications have been developed in collaboration with employers, training providers, teachers and a range of subject matter experts.

## Qualification purpose

These qualifications will demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar situations.

## Learning aims and outcomes:

Functional Skills mathematics qualifications at these levels should:

- Enable students to become confident in their use of fundamental mathematical knowledge and skills, as described through the content; and
- Indicate that students can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

## Learner entry requirements

There are no entry requirements for these qualifications and no formal age restrictions.

## Requirements for certification

There is one summative assessment at each Entry Level. Candidates who meet the criteria to be awarded a Pass will receive a qualification certificate.

## 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 guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

	GLH	TQT
Functional Skills qualification in Mathematics at Entry 1	55	58
Functional Skills qualification in Mathematics at Entry 2	55	58
Functional Skills qualification in Mathematics at Entry 3	55	58

## Support materials

The following resources will be available for this qualification:

Description	How to access
Subject Specifications and Assessor Instructions	These will be available on the Functional Skills webpage by September 2019; draft materials will be available ahead of implementation.
Sample assessments, delivery guides and assessment preparation materials	These will be available on the Functional Skills webpage by September 2019; draft materials will be available ahead of implementation.

City & Guilds also offers a substantial range of teaching and learning resources to support the development of mathematics in all settings. Some of these resources have been designed specifically for learners working towards the new Functional Skills qualifications in mathematics at Entry Levels 1, 2 and 3.\* For further information about these resources, please see [www.cityandguilds.com/mathsandenglish](http://www.cityandguilds.com/mathsandenglish).

## 2 Centre requirements

### Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the **City & Guilds Centre Manual** for further information.

### Resource requirements

#### Centre staffing

Staff involved in the teaching of these qualifications **must**:

- be personally competent in the subject being taught
- have a detailed understanding of the qualification specifications and assessment requirements
- be familiar with the guidance in the **City & Guilds Centre Manual**.

#### Teaching qualifications and subject specialist qualifications

There is no requirement to hold any specific teaching or subject specialist qualification in order to be involved in the teaching of Functional Skills Mathematics at Entry Level. Nevertheless, staff involved in any of these functions must be secure in their personal literacy skills and **fully** able to understand the qualification requirements. We therefore strongly recommend that centre staff work towards an appropriate subject specialist qualification if they do not already hold one.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and practice remains current. This includes currency within mathematical education and best practice in delivery, mentoring, training, assessment and quality assurance. Centres should also take account of any national, international policy and legislative developments.

#### Support for centres

City & Guilds supports centres in the delivery of Entry Level Functional Skills Mathematics. Further support is provided in the form of teaching and learning materials such as Smartscreen and e-Functional Skills. City & Guilds also runs network events to provide ongoing support to centre staff.

### Centre staff registered for a City & Guilds qualification

Centres must inform the Quality Delivery Teams if they wish to register a member of staff to take a Functional Skills Mathematics qualification. This **must** be done before they complete any assessments. Failure to notify City & Guilds could affect the Qualification Approval Risk status and/or may constitute malpractice. Please note, centre staff cannot undertake a City & Guilds qualification while they are teaching or assessing that qualification at that centre. Where this happens, City & Guilds will invalidate the relevant certificates.

Please refer to the **City & Guilds Centre Manual** for more information.

## Internal assessment – key roles

All of the Mathematics assessment at Entry Level (Entry 1-3) are internally assessed.

To meet the quality assurance requirements, the centre must ensure that each of the following roles are fulfilled:

- Head of Centre
- Centre Contact
- Internal Quality Assurance Co-ordinator (IQAC)  
(if more than one Qualification Co-ordinator)
- Qualification Co-ordinator(s)
- Assessor(s).

Each of these roles and their associated responsibilities is defined in detail in the **City & Guilds Centre Manual**.

Please note Assessor/Internal Quality Assurer TAQA qualifications are recommended and valued as qualifications for centre staff, but they are not currently a requirement for these qualifications. For further detail about the internal assessment process, please see **Administration – Internal Assessment** from page 10.

## Initial assessment and induction

An initial assessment of each learner should be made **before** the start of their programme to ensure they work towards the qualification at the appropriate level. The learner should work towards the level above that at which they are currently operating.

This process should identify if the learner has any specific learning needs and any support and guidance they may need when working towards their qualification.

We recommend that centres provide an induction programme so learners fully understand the requirements of the qualification they are working towards, their responsibilities as a learner, and the responsibilities of the centre.

## Delivery strategies

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

Centres should design course programmes in a way that:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification(s).

Tutors should recognise and emphasise the interconnectedness of the three different subject areas of mathematics set out in the subject content, namely number and the number system; common measures, shape and space; and information and data. At each level the level of difficulty of mathematical problem solving increases as does the number and extent of connections made within the content. In addition to the problem solving aspect, tutors should also ensure that core knowledge and skills are secure in their learners.

Tutors must ensure that learners are able to demonstrate underpinning knowledge and skills and problem solving both **with** and **without** a calculator.

## 3 Administration

There is one assessment at each of the Entry levels. Each assessment is 100% internally assessed. All assessments require **continuous supervision** by the Assessor or another responsible adult and should take place under the candidate's normal working conditions as opposed to a formal examination setting.

### Availability

Centres can conduct the assessments at any time after learners have been registered as candidates for the qualification.

The assessments are available on-demand. These do not need to be booked but learners must be registered before sitting the internally assessed Component. Results should be claimed once completed on the Walled Garden.

Centres must use the live assessment materials and marking schemes available on the City & Guilds website. The passwords for these will be available to registered centres on the Walled Garden.

A number of assessment versions will be available so centres may choose which title they use for each candidate, however if a candidate completes the assessment and receives a Fail then they must rotate through the other assessment versions available.

### Quality Assurance

All assessments at Entry Level are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process.

The purpose of the IQA process is to affirm the accuracy and consistency of assessment decisions. Standardisation/sampling activity will focus especially on;

- ensuring mark schemes are applied correctly; and
- ensuring that assessments take place under the required conditions.

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

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times
- make sure candidates do not see the live assessment materials (including Candidate Papers and Mark Schemes)
- make sure that assessment versions are rotated in accordance with the instructions given in '**Functional Skills Mathematics Entry Level Assessments: Assessor Instructions.**'

The full quality assurance process is described in the **City & Guilds Centre Manual**.



# 4 Assessment

## Summary of assessment model

The qualifications are made up of **one externally-set assessment**. This is marked by the centre.

The assessments

- are summative and must take place under 'supervised' conditions
- are time-bound
- must be presented to candidates unseen, without prior knowledge of the topics/questions.

## Assessment design – Mathematics at Entry 1 - 3

At each level is assessed by a single, externally set assessment comprising two sections. These are internally marked and subject to external quality assurance by City & Guilds.

The assessment consists of two sections,  
Section 1: Non Calculator. This is worth 25% of the marks.  
Section 2: Calculator permitted. This is worth 75% of the marks.

Each assessment will cover 100% coverage of the numbered subject content statements (SCS) – see pages 11 to 13 for the SCS for each of the Entry levels.

Please see page 14 for the mark allocation for each level.

## Duration

The total combined time for the two sections must not exceed 1 hour 45 minutes.

The two sections can be sat in two separate sessions or the whole assessment can be sat in a single session. We recommend that Sections 1 and 2 are completed over two separate sessions to ease the burden on candidates at this level.

An overall time of up to 1 hour and 45 minutes is allowed for assessment at each level. To allow candidates to work through the assessment at their own pace we have not set a specific time limit within this for either section (although assessors should note that the non-calculator paper is worth  $\frac{1}{4}$  of the marks for the assessment). The two sections can be taken in either order. Candidates can complete the first section they attempt at their own pace. The time allowed for the other section is then the overall time allowance less the time taken to complete the first section. For scheduling purposes, we advise that centres allow 30 minutes for completion of Section 1, Non-calculator.

The start and finish time of each section must be recorded on the front of the Candidate Paper.

## Grading

Learners will be awarded either a pass or fail for each Component. There is no limit on the number of times a learner can re-sit assessments.

## Assessment conditions

These assessments are not formally in scope of City & Guilds Functional Skills Instructions for Conducting Examinations (ICE) which apply to levels 1 and 2 only. Nevertheless, the assessments require **continuous supervision** and all assessment material must be stored securely, kept confidential from learners and not used for any purposes other than summative assessment leading to a pass / fail decision.

It is the Head of Centre's ultimate responsibility to ensure that the administration of all assessments follow the requirements and instructions given in this handbook and in the Assessor Instructions document for these qualifications, and that all centre staff involved with the process are familiar with these instructions.

## Requirements for achievement

A single pass mark is applied to the assessment (ie there is not a separate pass mark for each of the calculator and no-calculator papers). The pass mark will be provided on the mark scheme for each assessment version.

Candidate must be awarded either a pass or fail for the assessment. There is no limit on the number of re-sit opportunities.

Once an assessment has been passed, the centre must claim the Results Entry module on the Walled Garden.

## Subject Content Mathematics at Entry 1

<b>Entry Level 1 - using numbers and the number system – whole numbers</b>
1. Read, write, order and compare numbers up to 20
2. Use whole numbers to count up to 20 items including zero
3. Add numbers which total up to 20, and subtract numbers from numbers up to 20
4. Recognise and interpret the symbols +, – and = appropriately
<b>Entry Level 1 - using common measures, shape and space</b>
5. Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
6. Read 12 hour digital and analogue clocks in hours
7. Know the number of days in a week, months, and seasons in a year. Be able to name and sequence
8. Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
9. Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (incl. square) and triangle
10. Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above
<b>Entry Level 1 - handling information and data</b>
11. Read numerical information from lists
12. Sort and classify objects using a single criterion
13. Read and draw simple charts and diagrams including a tally chart, block diagram/graph
<b>Entry Level 1 - solving mathematical problems and decision making</b>
Entry Level 1 students are expected to be able to use the knowledge and skills listed above to recognise a simple mathematical problem and obtain a solution. A simple mathematical problem is one which requires working through one step or process. At Entry Level 1 it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).
<b>Entry Level 1 students are expected to be able to:</b> <ul style="list-style-type: none"><li>• Use given mathematical information and recognise and use simple mathematical terms appropriate to Entry Level 1;</li><li>• Use the methods given above to produce, check and present results that make sense; and</li><li>• Provide a simple explanation for those results.</li></ul> The context for simple problems at this level should be familiar to all students and easily described.

## Subject Content Mathematics at Entry 2

<b>Entry Level 2 - using numbers and the number system – whole numbers, fractions and decimals</b>
1. Count reliably up to 100 items
2. Read, write, order and compare numbers up to 200
3. Recognise and sequence odd and even numbers up to 100
4. Recognise and interpret the symbols +, -, x, ÷ and = appropriately
5. Add and subtract two-digit numbers
6. Multiply whole numbers in the range 0x0 to 12x12 (times tables)
7. Know the number of hours in a day and weeks in a year. Be able to name and sequence
8. Divide two-digit whole numbers by single-digit whole numbers and express remainders
9. Approximate by rounding to the nearest 10, and use this rounded answer to check results
10. Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
11. Read, write and use decimals to one decimal place
<b>Entry Level 2 - using common measures, shape and space</b>
12. Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
13. Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
14. Use metric measures of length including millimetres, centimetres, metres and kilometres
15. Use measures of weight including grams and kilograms
16. Use measures of capacity including millilitres and litres
17. Read and compare positive temperatures
18. Read and use simple scales to the nearest labelled division
19. Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres
20. Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base
21. Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards
<b>Entry Level 2 - handling information and data</b>
22. Extract information from lists, tables, diagrams and bar charts
23. Make numerical comparisons from bar charts
24. Sort and classify objects using two criteria
25. Take information from one format and represent the information in another format including use of bar charts
<b>Entry Level 2 - Solving mathematical problems and decision making</b>
Entry Level 2 students are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution. A simple problem is one which requires working through one step or process. At Entry Level 2 it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).
<b>Entry Level 2 students are expected to be able to:</b> <ul style="list-style-type: none"><li>• Use given mathematical information including numbers, symbols, simple diagrams and charts;</li><li>• Recognise, understand and use simple mathematical terms appropriate to Entry Level 2;</li><li>• Use the methods given above to produce, check and present results that make sense; and</li><li>• Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.</li></ul> The context for simple problems at this level should be familiar to all students and easily described.

## Subject Content Mathematics at Entry 3

<b>Entry Level 3 - using numbers and the number system – whole numbers, fractions and decimals</b>
1. Count, read, write, order and compare numbers up to 1000
2. Add and subtract using three-digit whole numbers
3. Divide three-digit whole numbers by single and double digit whole numbers and express remainders
4. Multiply two-digit whole numbers by single and double digit whole numbers
5. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
6. Recognise and continue linear sequences of numbers up to 100
7. Read, write and understand thirds, quarters, fifths and tenths including equivalent forms
8. Read, write and use decimals up to two decimal places
9. Recognise and continue sequences that involve decimals
<b>Entry Level 3 - using common measures, shape and space</b>
10. Calculate with money using decimal notation and express money correctly in writing in pounds and pence
11. Round amounts of money to the nearest £1 or 10p
12. Read, measure and record time using am and pm
13. Read time from analogue and 24 hour digital clocks in hours and minutes
14. Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
15. Compare metric measures of length including millimetres, centimetres, metres and kilometres
16. Compare measures of weight including grams and kilograms
17. Compare measures of capacity including millilitres and litres
18. Use a suitable instrument to measure mass and length
19. Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles
20. Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns
<b>Entry Level 3 - handling information and data</b>
21. Extract information from lists, tables, diagrams and charts and create frequency tables
22. Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs
23. Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
<b>Entry Level 3 - solving mathematical problems and decision making</b>
Entry Level 3 students are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution. A simple problem is one which requires working through one step or process. At Entry Level 3 it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).
<b>Entry Level 3 students are expected to be able to:</b>
<ul style="list-style-type: none"> <li>• Use given mathematical information including numbers, symbols, simple diagrams and charts;</li> <li>• Recognise, understand and use simple mathematical terms appropriate to Entry Level 3;</li> <li>• Use the methods given above to produce, check and present results that make sense to an appropriate level of accuracy; and</li> <li>• Present results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3.</li> </ul>
The context for simple problems at this level should be familiar to all students.

DRAFT

## Assessment specification – Mathematics at Entry 1

Entry 1	Marks
Section 1 – non calculator 25%	<b>(8 marks):</b> 5 marks underpinning knowledge 3 marks problem solving
Section 2 – calculator permitted 75%	<b>(24 marks):</b> 3 marks underpinning knowledge 21 marks problem solving
	<b>Total marks 32</b>

## Assessment specification – Mathematics at Entry 2

Entry 2	Marks
Section 1 – non calculator 25%	<b>(9 marks):</b> 6 marks underpinning knowledge 3 marks problem solving
Section 2 – calculator permitted 75%	<b>(27 marks):</b> 3 marks underpinning knowledge 24 marks problem solving
	<b>Total marks 36</b>

## Assessment specification – Mathematics at Entry 3

Entry 3	Marks
Section 1 – non calculator 25%	<b>(10 marks):</b> 7 marks underpinning knowledge 3 marks problem solving
Section 2 – calculator permitted 75%	<b>(30 marks):</b> 3 marks underpinning knowledge 27 marks problem solving
	<b>Total marks 40</b>

Assessors **must** download the supporting document titled '**Functional Skills Mathematics Entry Level Assessments: Assessor Instructions**' at least 4 weeks before administering the assessments as this contains more detailed requirements for the assessment.

## 5 Access and Inclusion

### Access arrangements

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

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

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Candidates can have access to all forms of equipment, software and assistance (eg scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments or are explicitly prohibited by the conditions of the assessment.

Candidates can access any of the following when undertaking the assessment:

- Readers
- Scribes
- Practical Assistants
- Transcripts
- BSL interpreters
- Enlarged question papers
- Extra Time.

For more information on how to apply for access arrangements please refer to our dedicated webpages on **Access Arrangements**.

### Exemptions – please note

Disability Discrimination legislation (now incorporated into the 2010 Equality Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills Mathematics this is **not** possible since the whole qualification comprises only one assessment component.



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### *City & Guilds Centre Manual*

This document 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
- Examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records.

### *Our Quality Assurance Requirements*

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

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

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

- Ofqual's General Conditions of Recognition

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) <b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 <b>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	F: +44 (0)20 7294 2413

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

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

## About City & Guilds

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

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

## Copyright

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

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

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

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