



# Level 2 Certificate in Professional Bus Driving for London (3302-02)

January 2016 Version 1.0

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Transport
<b>City &amp; Guilds number</b>	3302-02
<b>Minimum age requirement</b>	18
<b>Entry requirements</b>	Minimum of a provisional PCV licence
<b>Assessment</b>	Mixed paper based exam with multiple choice and short answer questions Assignment
<b>Support materials</b>	Qualification handbook, Assessment workbook, Assessor guide
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue

<b>Title and level</b>	<b>City &amp; Guilds number</b>
Level 2 Certificate in Professional Bus Driving for London	3302-02

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# 1 Introduction

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

Area	Description
Who is the qualification for?	It is for bus drivers working in London.
What does the qualification cover?	The qualification will provide the knowledge and expertise required to enable bus drivers to provide a consistent level of service to customers using buses within London.
Who did we develop the qualification with?	It was developed in association with Transport for London (TfL) and bus operators in London.

## Structure

To achieve the Level 2 Certificate in Professional Bus Driving for London candidates must achieve all four mandatory units.

City & Guilds unit number	Unit title	Unit level
<b>Mandatory</b>		
201	My London	2
202	My Self	2
203	My Customers	2
204	My Bus	2

## 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.

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

### Resource requirements

#### **Centre staffing**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training
- have worked in the specific sector within the last 12 months.

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

#### **Assessors and Internal Quality Assurer**

Assessors involved in the delivery of this qualification should be able to fulfill all of the following functions to ensure a quality learning experience for the candidate:

- identify training and development needs of the learner
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support learner progress and achievements
- assess learner performance
- review the effectiveness of learning opportunities
- contribute to the quality assurance process

Therefore, it is required that assessors are:

- skilled, knowledgeable and experienced in learning delivery, assessment and quality assurance
- able to demonstrate good practice in accordance with relevant Professional Standards
- show current evidence of continuing professional development

City & Guilds expects the following:

- assessors will be occupationally competent

#### **Internal Quality Assurers (IQAs)**

Internal quality assurance is key to ensuring accuracy and consistency of assessors. Internal Quality Assurers (IQAs) monitor the work of all assessors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. Internal Quality Assurers (IQAs) involved in this qualification should be able to fulfill all of the following functions to ensure a quality and robust programme:

- ensuring that assessors follow the assessment guidance provided
- advising and supporting assessors to assist them in interpreting and applying the standards/syllabus correctly and consistently
- regularly sampling assessment activities, methods and records to monitor consistency of assessment decisions
- providing assessors with prompt, accurate and constructive feedback on their assessment decisions
- undertaking an active role in raising issues of good practice in assessment
- ensuring that equal opportunities and anti-discriminatory practices are upheld in the assessment process
- liaising with other staff members and the EQA to implement the requirements of the assessment system
- ensuring that all learners' achievement records and centre documentation are completed in accordance with requirements

Therefore, it is required that IQAs are:

- skilled, knowledgeable and experienced in learning delivery, assessment and quality assurance
- able to demonstrate good practice in accordance with relevant Professional Standards
- show current evidence of continuing professional development

### ***Internal Quality Assurance***

Internal quality assurance is key to ensuring accuracy and consistency of assessors. Internal Quality Assurers (IQAs) monitor the work of all assessors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both assessing and quality assurance decisions through recent, relevant experience.

### ***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 quality assurance is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

Candidates must hold or be working towards a PCV licence.

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

### ***Age restrictions***

City & Guilds cannot accept any registrations for candidates under 18. This is due to the minimum legal age for bus drivers .

## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessor guidance	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidate's progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



### **Health and safety**

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments. Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external quality assurer.

### **Data protection and confidentiality**

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

### **Equal opportunities**

It is a requirement of centre approval to have an equal opportunities policy (see *Centre Manual - Supporting Customer Excellence*). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed. The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual - Supporting Customer Excellence*, and is also available from the City & Guilds Customer Relations department. Access to this qualification is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

### **Access to assessment**

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

### **Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external quality assurer or City & Guilds. Further information on appeals is given in *Centre Manual - Supporting Customer Excellence*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 4 Assessment

### Summary of assessment methods

Candidates must:

- successfully complete one exam which covers unit 1 and unit 4 learning outcome 1.
- successfully complete one assignment which covers units 2, 3 and learning outcome 2 of unit 4.

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
201	<b>My London</b>	Exam	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
202	<b>My Self</b>	Assignment	Assessment workbook <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
203	<b>My Customers</b>	Assignment Observation	Assessment workbook <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
204	<b>My Bus</b>	Exam Observation	Assessment workbook <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

#### **Time constraints**

The following must be applied to the assessment of this qualification:

Exam (Unit 1 & Unit 4 LO1)

- The exam must take no longer than 90 minutes.
- If a candidate is required to re sit an exam they must wait 3 days before resitting the test.

Assignment (Units 2, Unit 3 & Unit 4 LO2)

- The Unit 2: My Self evaluation assessment must cover a minimum of 12 weeks.

Observations

- Unit 2: The observation of another bus driver must be a minimum of 16 minutes.
- Unit 3: The observation of the candidate's performance must be a minimum of 16 minutes.

The total assessment time for this qualification should take no longer than 12 hours. If centres find they are taking longer than this, they should consider why this is and ensure that they are not trying to gather too much evidence. Centres may speak to their EQA if they still find assessment is taking too long.

## Assessment strategy

### Test specifications

The way the knowledge is covered by the one test is laid out in the table below:

Test	Duration: 90 minutes		
Unit	Outcome	Number of questions	%
201	1	10	16.6%
201	2	6	30
201	3	3	20
204	1	6	33.4
<b>Total</b>		<b>25</b>	<b>100</b>

The grade boundaries for this test will be:

- Pass: 80%

## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit	Title	UAN	GLH
201	My London		7
202	My Self		17
203	My Customers		16
204	My Bus		21
<b>Total Qualification Time</b>			<b>110</b>

<b>Level:</b>	2
<b>GLH:</b>	7
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Transport for London (TfL) and London Bus Operators
<b>Aim:</b>	This unit is designed to develop the driver's understanding of the Transport for London (TfL) network, factors affecting the customer experience on London's bus services and methods used by Transport for London to measure bus service performance. Bus drivers will understand the importance of delivering a consistent level of service on London Buses.
<b>Assessment type:</b>	90 minute exam (linked with unit 4)

### Learning outcome:

The learner will:

1. Know the Transport for London (TfL) network.

### Assessment criteria

The learner can:

- 1.1 identify **Transport for London aims**
- 1.2 describe how different transport **modes work together** to meet Transport for London aims
- 1.3 describe key route **information**
- 1.4 describe the **benefits** to the customer of the Transport for London bus services network
- 1.5 describe Transport for London **support services** provided for bus drivers.

### Range

#### 1.1 Transport for London aims

To keep London working and growing

To make life in London better

To deliver a transport system that secures London's position as a world-leading city

To ensure those who live, work in and visit London can access all the Capital

#### 1.2 Modes

Bus

Tube

Overground and TfL Rail

Cycles

River boats

Taxis

## **Work together**

Common payment system  
Connectivity  
Communicate information  
To meet customer needs

### **1.3 Information**

Points of interest on bus route  
Non cash payment  
En route connections  
Journey times  
Journey length  
Safety  
Diversions  
Announcement  
Incidents

### **1.4 Benefits**

Financial  
Safety  
Access  
Location  
Frequency

### **1.5 Support services**

CentreComm  
Network Traffic Controllers  
Enforcement and On-street Operations (EOS)

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## **Learning outcome**

The learner will:

2. Understand factors affecting the customer experience on London's bus services

## **Assessment criteria**

The learner can:

- 2.1 describe **issues** affecting the customer experience
  - 2.2 explain how London bus services meet the diverse range of **customer transport needs**
  - 2.3 suggest solutions to address customer **issues**.
- 

## **Range**

### **2.1/2.3 Issues**

Comfort of the bus journey including stops  
Bus not stopping  
Accessibility including wheelchair and buggy access  
Reliability  
Driver interaction  
Real time information  
Validity of travel procedures and queries

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## 2.2 Customer

Tourists  
Local people  
Business  
Customers with specific needs you can observe  
Customers with specific needs you cannot observe  
Vulnerable customers  
School children

### Needs

Health and safety  
Security  
Access  
Communication  
Advice/information  
Availability

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## Learning outcome

The learner will:

3. understand methods used by Transport for London to measure bus service performance

## Assessment criteria

The learner can:

- 3.1 describe Transport for London **performance measures** used to set a consistent bus service
  - 3.2 explain how **driver performance** impacts on **others**.
- 

## Range

### 3.1 Performance measures

Driver Quality Monitoring (DQM)  
Quality Incentive Contracts (QICs)  
Mystery Traveller Survey (MTS)  
Accessibility Mystery Traveller Survey (AMTS)  
Customer Satisfaction Survey (CSS)

### 3.2 Driver performance

Standard of driving  
Customer service  
Bus management  
Positive  
Negative

### Others

Bus driver  
Customers  
Organisation  
Transport for London

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<b>Level:</b>	2
<b>GLH:</b>	17
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Transport for London (TfL) and bus operators in London.
<b>Aim:</b>	The purpose of this unit is to develop knowledge of driver responsibilities and understanding of the factors that affect personal performance so drivers are able to manage work and personal activities effectively.
<b>Assessment type:</b>	Assignment

### Learning outcome:

The learner will:

1. Know driver responsibilities.

### Assessment criteria

The learner can:

- 1.1 summarise driver **responsibilities**
- 1.2 outline **standards** for driving
- 1.3 describe how bus drivers interact with **customers** in a positive **manner**.

### Range

#### 1.1 Responsibilities

According to bus operator contract

To meet bus operator policy and procedures

According to the TfL BIG RED BOOK

Validity of travel procedures

Driver Qualification Card (DQC) and licence (driving, medical reporting)

Legal (health and safety of self and others, driving hours)

Own health and wellbeing (working shifts, nutrition, work life balance, rest, lone working)

Self development (CPC, updating self of relevant information)

Communication including radio etiquette

Check traffic circulars

#### 1.2 Standards

PCV Driving requirements

Eco driving

#### 1.3 Customers



Local, UK and overseas customers  
Customers with specific needs you can observe  
Customers with specific needs you cannot observe  
Vulnerable customers defined by groups or situation e.g. travelling late at night  
Internal

### **Manner**

Respectful  
Accepting of others  
Fair  
Managing emotions

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## **Managing emotions Learning outcome**

The learner will:

2. Understand factors that affect personal performance.

### **Assessment criteria**

The learner can:

- 2.1 analyse **factors** affecting personal performance
  - 2.2 describe how personal factors increase **risk**
  - 2.3 describe how to manage **factors** affecting personal performance
  - 2.4 explain how **driver performance** impacts on the level of service
- 

## **Range**

### **2.1 /2.3 Factors**

Personal

- Health
- Fatigue
- Stress
- Lifestyle
- Work life balance
- Goals
- Motivation
- Culture
- Mental workload
- Knowledge
- Level of experience
- Personality e.g. beliefs, perceptions, values

Other

- Customer behaviour
  - Other road users
  - Technology
  - Seating position
  - Traffic conditions
  - Weather conditions
  - Internal supervision
-

**2.2. Risk:**

To self

To others e.g. other drivers

To reputation of organisation and TfL

**2.4 Driver performance**

Standard of driving

Customer service

Bus management

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## Learning outcome

The learner will:

3. Be able review driver professionalism.

## Assessment criteria

The learner can:

- 3.1 plan **responsibilities** around shift work demands
- 3.2 **evaluate** own **performance**
- 3.3 **evaluate** other bus driver performance
- 3.4 suggest areas for personal **improvement at work**.

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## Range

### 3.1 Responsibilities

Personal

Work

### 3.2 Evaluate

Strengths

Areas for improvement

Over a period of time

Justified conclusions:

- using feedback from others
- using evidence from technology
- against standards

### Performance

Standard of driving

Management of bus

Monitoring of vehicle(s)

Customer service

Against TfL requirements

### 3.3 Evaluate

Strengths

Areas for improvement

Justified conclusions against standards

### 3.4 Improvement at work

Professionalism

Customer experience

Based on self evaluation and feedback from others

<b>Level:</b>	2
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Transport for London (TfL) and bus operators in London.
<b>Aim:</b>	This unit develops driver knowledge of customer service standards, professionalism expected on buses and explores factors that affect the customer bus experience. The unit develops driving and customer service skills and through practice and understanding of customers and service requirements drivers will be able to deliver an outstanding customer experience on buses.
<b>Assessment type:</b>	Assignment, observation

### Learning outcome:

The learner will:

1. Know customer services standards required on bus services.

### Assessment criteria

The learner can:

- 1.1 describe **principles** of customer service
- 1.2 describe the **needs** of different **customers**
- 1.3 describe how bus drivers support **customers** with specific needs
- 1.4 describe how drivers **manage** buses effectively.

### Range

#### 1.1 Principles

Greet and acknowledge the customer  
 Interact with the customer eg show empathy  
 Build rapport  
 Identify customer needs  
 Provide a service to customers  
 Respond to customer feedback

#### 1.2 Needs

Information eg destination, route, timings  
 Advice eg suggest alternative route due to disruption  
 Access  
 Communication  
 Safety and comfort on board

## 1.2/3 Customers

Local, UK and overseas customers

Customers with specific needs you can observe

Customers with specific needs you cannot observe

Vulnerable customers defined by groups or situation e.g. travelling late at night

## 1.4 Manage

Inappropriate customer behaviour

Capacity on board (safety by moving people in the bus, maximum numbers)

Communication with customers e.g. when to use pre recorded announcements or a PA system

Disruptions to the customer journey

Problems e.g. when to refer a problem, who to refer a problem to

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## Learning outcome

The learner will:

2. Understand factors that affect the customer bus experience.

## Assessment criteria

The learner can:

- 2.1 assess **factors** affecting the customer experience
  - 2.2 explain the **benefits** of meeting customer expectations.
- 

## Range

### 2.1 Factors

Positive and negative

- Bus management of other customers
- Cleanliness of the bus
- Seating
- Reliability
- Validity of travel
- Bus driver professionalism e.g. attitude, smoothness of ride, safety, driver distractions
- Bus driver knowledge
- Bus not stopping

### 2.2 Benefits

- To customers
- To the driver
- To the bus operator
- To TfL
- To London

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## Learning outcome

The learner will:

3. Understand how to drive a bus professionally.

## Assessment criteria

The learner can:

- 3.1 explain how **driving forces on a vehicle** affect the **customer experience**
- 3.2 assess bus **positioning** at meeting customer needs
- 3.3 explain why speed varies to road **environment**.

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## Range

### 3.1 Driving forces on a vehicle

Braking  
Accelerating  
Cornering

### Customer experience

Safety  
Comfort

### 3.2 Positioning

Near a bus stop  
Closeness to curb eg to accommodate easy access  
Avoiding of obstructions eg road works

### 3.3 Environment

Traffic eg congestion  
Weather  
Road layout  
Other road users

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## Learning outcome

The learner will:

4. Be able to deliver a positive customer experience on buses

## Assessment criteria

The learner can:

- 4.1 **communicate** with customers
  - 4.2 **use PA systems** to communicate with customers
  - 4.3 provide **information** to customers
  - 4.4 drive in a manner that meets customers' **requirements**
- 

## Range

### 4.1 Communicate

Verbal and non verbal

Face to face

In writing eg route numbers for customers who have difficulty with verbal communication

Acknowledge customers eg turn to customer, eye contact

Use open body language

Using active listening skills

Be polite

Use language appropriate to customers

Use a respectful tone

Use a clear voice

Use questioning to check understanding

Adapt communication to environment e.g. project voice to be heard through screen

Show empathy

Pro active

### 4.2 Use PA systems

Give timely announcements

Select relevant information for customers

Provide accurate information

Turn PA system on and off at appropriate times

### 4.3 Information

Service changes

Journey details

Bus Route

Destination

Access

Emergency procedures

### 4.4 Requirements

Safety and comfort

<b>Level:</b>	2
<b>GLH:</b>	21
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Transport for London (TfL) and bus operators in London.
<b>Aim:</b>	This unit develops the drivers' understanding of the procedures required to operate vehicles safely and develops the skills required to enable drivers to effectively manage buses.
<b>Assessment type:</b>	90 minute exam (linked with unit 1), observation

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### Learning outcome

The learner will:

1. Understand procedures required to operate vehicles safely.

### Assessment criteria

The learner can:

- 1.1 Summarise vehicle and depot safety **procedures**
- 1.2 Describe how **vehicle technology** aids customer requirements
- 1.3 Explain **risks** associated with **bus areas**
- 1.4 Explain how **vehicle safety systems** are **managed**

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### Range

#### 1.1 Procedures

Duty sign on and off  
Pre service and in service checks  
On bus paperwork  
Run out and in  
In relation to defective ramps  
Ramp deployment  
Evacuation  
In relation to road traffic collisions  
In relation to terrorism  
Low bridges  
Managing traffic movement  
Cyclists



## 1.2 Vehicle technology

Ramps  
Kneeling facility  
PA systems  
CCTV  
iBus including Mobile Data Terminal (MDT)

## 1.3 Risks

Environment  
Vehicle  
To individuals

## Bus areas

Bus stations  
Bus depots  
Bus stands  
Bus parking area

## 1.4 Vehicle safety systems

Dashboards (warning lights, brake gauges)  
Doors  
Technology

## Managed

Checked  
Reported  
Recorded

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## Learning outcome

The learner will:

2. Be able to manage buses.

## Assessment criteria

The learner can:

- 2.1 Carry out **vehicle checks** on buses in accordance with organisation procedures
  - 2.2 **Operate** customer access **technology**
  - 2.3 **Report** vehicle defects to others
  - 2.4 **Record** service checks.
- 

## Range

### 2.1 Vehicle checks

Pre service checks (emergency exits, doors, ramps, kneeling facility)

### 2.2 Operate

Follow safety requirements  
Comply with legal requirements  
Follow bus operator procedures eg smoothly, in a timely manner

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## **Technology**

Ramps

Kneeling facility

PA systems

## **2.3 Report**

Non-verbal (electronic, in writing)

Verbal

## **2.4 Record**

Categorise vehicle defects for safety risk

Reportable safety critical defects

Reportable non-safety critical defects

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

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

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

Regulatory Arrangements for the Qualifications and Credit Framework (2008)

- SQA Awarding Body Criteria (2007)
  - NVQ Code of Practice (2006)
- and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

### **Linking to this document from web pages**

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

## Useful contacts

### UK Candidates

General qualification information

**T: +44 (0)844 543 0033**

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

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### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

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## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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