QUALIFICATION HANDBOOK

City & Guilds Level 1 Award/Certificate/ Diploma in Introduction to the Travel and Tourism Industry (4959-01/02/03)

Version 1.4 (December 2022)

City&Guilds

Qualification at a glance

Subject area	Travel and Tourism
City & Guilds number	4959
Age group approved	All
Entry requirements	No specific entry requirements
Assessment	Assignments, Multiple Choice tests
Fast track	Automatic approval available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number	GLH	TQT
City & Guilds Level 1 Award in Introduction to the Travel and Tourism Industry	4959-01	600/1096/4	95	110
City & Guilds Level 1 Certificate in Introduction to the Travel and Tourism Industry	4959-02	600/1097/6	206	240
City & Guilds Level 1 Diploma in Introduction to the Travel and Tourism Industry	4959-03	600/1098/8	322	370

Version and date	Change detail	Section
1.3 March 2022	Added City & Guilds to title Removed references to QCF Added TQT and GLH values Amended office address	Various
V1.4 Dec. 2022	Diploma GLH corrected.	Qualification at a glance. Structure

Contents

1   Introduction

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

Area	Description
Who are the qualifications for?	These qualification meet the needs of candidates who work or want to work as a Holiday Representative, Tour Guide, Tourist Information Centre Assistant, Travel Agent in the travel and tourism sector
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the travel and tourism sector.
Are the qualifications part of a framework or initiative?	They are part of Foundation Learning
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: • Level 2 Award/Certificate/Diploma in Travel and Tourism (4876) • Level 2 NVQ Diploma in Travel Services (4927) • Level 2 NVQ Certificate in Tourism Services (4927)

Structure

To achieve the **Level 1 Award in Introduction to the Travel and Tourism Industry**, learners must achieve **11** credits from the mandatory units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/502/9568	101	The UK travel industry	4
F/502/9503	102	The UK tourism industry	3
L/502/9505	103	Customer service in travel and tourism	3
T/502/9496	104	Locational geography	1

To achieve the **Level 1 Certificate in Introduction to the Travel and Tourism Industry**, learners must achieve **11** credits from the mandatory units and a minimum of **13** credits from the optional units available.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/502/9568	101	The UK travel industry	4
F/502/9503	102	The UK tourism industry	3
L/502/9505	103	Customer service in travel and tourism	3
T/502/9496	104	Locational geography	1
Optional			
A/502/9497	001	Planning for and taking part in a visit	3
A/502/9502	002	Providing information on a tourist destination	2
M/502/9500	105	Preparing for employment in travel and tourism	6
R/502/9506	106	The role of overseas resort representatives	2
T/502/9501	107	Worldwide travel and tourism destinations	4
K/502/9575	108	Package travel and tourism products and services	3
D/502/9508	109	UK travel and tourism destinations	4
J/502/9499	110	Promotional materials for travel and tourism	4
Y/502/9507	111	Travel and tourism itineraries	3
J/502/9504	112	Recommending holidays to suit customers' needs	4
F/502/9498	113	Accessible travel and tourism	4

To achieve the **Level 1 Diploma in Introduction to the Travel and Tourism Industry**, learners must achieve **11** credits from the mandatory units and a minimum of **26** credits from the optional units available.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/502/9568	101	The UK travel industry	4
F/502/9503	102	The UK tourism industry	3
L/502/9505	103	Customer service in travel and tourism	3
T/502/9496	104	Locational geography	1

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Optional			
A/502/9497	001	Planning for and taking part in a visit	3
A/502/9502	002	Providing information on a tourist destination	2
M/502/9500	105	Preparing for employment in travel and tourism	6
R/502/9506	106	The role of overseas resort representatives	2
T/502/9501	107	Worldwide travel and tourism destinations	4
K/502/9575	108	Package travel and tourism products and services	3
D/502/9508	109	UK travel and tourism destinations	4
J/502/9499	110	Promotional materials for travel and tourism	4
Y/502/9507	111	Travel and tourism itineraries	3
J/502/9504	112	Recommending holidays to suit customers' needs	4
F/502/9498	113	Accessible travel and tourism	4

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
City & Guilds Level 1 Award in Introduction to the Travel and Tourism Industry	95	110
City & Guilds Level 1 Certificate in Introduction to the Travel and Tourism Industry	206	240
City & Guilds Level 1 Diploma in Introduction to the Travel and Tourism Industry	322	370

2 Centre requirements

Approval

Centres already offering City & Guilds qualifications in this subject area

If your Centre is approved to offer the qualification Certificates/Diplomas in Travel and Tourism (4876) you will be given an automatic approval to deliver the Level 1 Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry.

Existing City & Guilds centres

Those City & Guilds centres already approved to deliver City & Guilds qualifications will need to go through qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centres new to City & Guilds

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* 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 technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

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

Continuing professional development (CPD)

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

Candidate entry requirements

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

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment.

3   Delivering the qualification

Initial assessment and induction

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

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.

- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Centre handbook	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
Assessment pack	**www.cityandguilds.com** or via Publications sales, order code: EN-01-4959

Recording documents

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

City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.

4   Assessment

Assessment of the qualification

This qualification is assessed in a number of ways to provide a clear indication of candidate knowledge and abilities. The types of assessments used are

- research tasks (part of an assignment)
- short-answer questions (part of an assignment)
- practical tasks (part of an assignment)
- GOLA tests

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked internally (with the exception of GOLA tests), using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

Unit	Unit title	Assessment method	Where to obtain assessment materials
001	Planning for and taking part in a visit	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
002	Providing information on a tourist destination	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
101	The UK travel industry	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
102	The UK tourism industry	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
103	Customer service in travel and tourism	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
104	Locational geography	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
105	Preparing for employment in travel and tourism	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
106	The role of overseas resort representatives	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
107	Worldwide travel and tourism destinations	On-line test	Examinations provided on GOLA.

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Unit	Unit title	Assessment method	Where to obtain assessment materials
108	Package travel and tourism products and services	On-line test	Examinations provided on GOLA.
109	UK travel and tourism destinations	On-line test	Examinations provided on GOLA.
110	Promotional materials for travel and tourism	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
111	Travel and tourism itineraries	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
112	Recommending holidays to suit customers' needs	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959
113	Accessible travel and tourism	Assignment	**www.cityandguilds.com** or via Publications sales, order code: SP-01-4959

Test specifications

The way the knowledge is covered by the on-line tests is laid out in the tables below:

Test 1: Unit 107
Duration: 1 hour

Unit	Outcome	Number of questions	%
107	1 Be able to use an atlas to locate and name geographical features and destinations of the World	14	50
	2 Know tourist destinations and tourist attractions of Europe	6	22
	3 Be able to locate selected tourist attractions world-wide	8	28
	Total	**28**	**100**

Test 1: Unit 108
Duration: 45 minutes

Unit	Outcome	Number of questions	%
108	1 Know package holiday brochure information	7	39
	2 Know accommodation information	7	39
	3 Know additional products and services	4	22
	Total	**18**	**100**

Test 1: Unit 109
Duration: 1 hour

Unit	Outcome	Number of questions	%
109	1 Be able to use an atlas to locate and name UK geographical features and destinations	9	35
	2 Know tourist destinations in the UK	9	35
	3 Know what attracts tourists to major UK tourism destinations	8	30
	Total	**26**	**100**

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed for this qualification.

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5   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

Unit number	Unit title	Credits	Unit number (UAN)
001	Planning for and taking part in a visit	3	A/502/9497
002	Providing information on a tourist destination	2	A/502/9502
101	The UK travel industry	4	R/502/9568
102	The UK tourism industry	3	F/502/9503
103	Customer service in travel and tourism	3	L/502/9505
104	Locational geography	1	T/502/9496
105	Preparing for employment in travel and tourism	6	M/502/9500
106	The role of overseas resort representatives	2	R/502/9506
107	Worldwide travel and tourism destinations	4	T/502/9501
108	Package travel and tourism products and services	3	K/502/9575
109	UK travel and tourism destinations	4	D/502/9508
110	Promotional materials for travel and tourism	4	J/502/9499
111	Travel and tourism itineraries	3	Y/502/9507
112	Recommending holidays to suit customers' needs	4	J/502/9504
113	Accessible travel and tourism	4	F/502/9498

Unit 001   Planning for and taking part in a visit

UAN:	A/502/9497
Level:	Entry 3
Credit value:	3
GLH:	30
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The aim of this unit is to develop learners' understanding of the preparation and involvement required for taking part in a visit and to allow them to practise their time management, personal preparation, team building, personal behaviour and group behaviour skills.

Learning outcome	The learner will:
1. Be able to plan a visit to a chosen tourism destination	
Assessment criteria	

The learner can:
 1.1 carry out **research** to plan a visit to a chosen travel and tourism destination
 1.2 plan a day visit to a travel and tourism destination including:
     - timings
     - activities
     - method of transport
 1.3 Identify health and safety **considerations**	

Range
Research Activities, costs, transport options, timing   **Considerations** Avoidable risks, code of conduct

Learning outcome	The learner will:
2. Be able to use personal skills to take part in a visit	
Assessment criteria	
The learner can: 2.1 wear clothing suitable for the visit 2.2 keep to time during a visit 2.3 behave appropriately during a visit	

Unit 002   Providing information on a tourist destination

UAN:	**A/502/9502**
Level:	Entry 3
Credit value:	2
GLH:	18
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The aim of this unit is to enable learners to research destinations and gain an understanding of the facilities and attractions available.

Learning outcome	**The learner will:**
1. Be able to research a tourist destination	
Assessment criteria	
The learner can: 1.1 Identify a tourist destination to research 1.2 Identify different **methods of transport** in the area 1.3 Identify different **places to stay** in the area 1.4 Identify the **areas of interest**, **attractions** and **facilities** of the chosen tourist destination 1.5 Identify the advantages and disadvantages of the tourist destination 1.6 Provide evidence of the **information sources** used to collect information on the chosen destination.	

Range
Methods of transport Bus, coach, train, taxi
Places to stay Hotels, guest accommodation (including guesthouses, bed & breakfast establishments, inns and farmhouses), self-catering accommodation, holiday parks, touring caravan and camping sites, bunkhouses (including camping barns and bunk barns)
Areas of Interest Nature reserves, parks and gardens, local places of interest
Attractions Natural, man-made, events, walks, tours
Facilities Places to eat, car parking, rail or bus stations, public toilets, shops
Information sources Local accommodation listings, national accommodation guides, tourist guides and directories, maps and atlases, timetables, indexes, information leaflets, local event listings, theatre programmes, cinema listings, websites

Learning outcome	The learner will:
2. Be able to communicate information about a tourist destination	
Assessment criteria	
The learner can:	
2.1 Provide **information on** a tourist destination	
2.2 Answer straightforward questions about the chosen tourist destination	

Range
Information on Areas of interest, attractions, facilities, methods of transport, places to stay

Unit 101   The UK travel industry

UAN:	**R/502/9568**
Level:	Level 1
Credit value:	4
GLH:	36
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The aim of this unit is to provide learners with an understanding of the structures of the UK travel industry and the range of travel options available to customers

Learning outcome	The learner will:
1. Know the structure of the UK travel industry	
Assessment criteria	
The learner can: 1.1 Describe the role of **service providers** within the UK travel industry 1.2 Describe links between service providers within the UK travel industry 1.3 Identify service providers within the UK travel industry	

Range
Service providers Travel agents, tour operators, transport companies, ancillary service providers

Learning outcome	The learner will:
2. Know reasons why people travel	
Assessment criteria	
The learner can: 2.1 Identify why people travel for **leisure** purposes 2.2 Identify why people travel for **business** purposes	

Range
Leisure Relaxation, holidays, health, sport, religious purposes   **Business** Conferences, sales meetings, business meetings with customers, exhibitions or events

Learning outcome	The learner will:
3. Know methods of travel	
Assessment criteria	
The learner can: 3.1 Identify methods of travelling by **land** 3.2 Identify methods of travelling by **sea** 3.3 Identify methods of travelling by **air**	

Range
Land Coach, bus, rail (including Eurostar), car hire **Sea** Ferry, cruise **Air** Scheduled, charter, low-cost

Learning outcome	The learner will:
4. Know how people make travel arrangements	
Assessment criteria	

The learner can:
4.1 Describe **ways** of making personal travel arrangements
4.2 Describe the role of the travel agent to include:
      - leisure
      - business
4.3 Identify organisations that specialise in
      - leisure travel
      - business travel
4.4 Describe the **advantages** and **disadvantages** of booking through a
    travel agent	

Range
Ways Through a travel agency (high street, hypermarket, call centre, internet) Without an agency (internet, dealing directly with principal) **Advantages** Financial protection, quality of product, ease, knowledgeable staff **Disadvantages** Limited financial protection, complicated procedure

Unit 102   The UK tourism industry

UAN:	F/502/9503
Level:	Level 1
Credit value:	3
GLH:	26
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The aim of this unit is to provide learners with an understanding of the structures of the UK tourism industry and tourists individual needs

Learning outcome	The learner will:
1. Know the structure of the UK tourism industry	
Assessment criteria	
The learner can: 1.1 Identify what is meant by the term '**tourism**' 1.2 Describe the role of **service providers** within the UK tourism industry 1.3 Identify links between service providers within the UK tourism industry 1.4 Identify service providers within the UK tourism industry	

Range
Tourism Travel away from home for business or personal reasons
Service providers Accommodation, transport, activities, attractions, local facilities, tour operators

Learning outcome	The learner will:
2 Know tourists in the UK	
Assessment criteria	
The learner can: 2.1 Describe what is meant by the term '**tourists**' 2.2 Identify different **types of tourists** 2.3 Identify individual **needs** of tourists 2.4 Identify facilities and services required by different types of tourists	

Range
Tourists Local visitors, national visitors and international visitors
Types of tourists Domestic and incoming, leisure, business, visiting friends and relatives, religious, cultural
Needs Accommodation, transport, information, local facilities, catering, things to do, places to visit

Unit 103   Customer service in travel and tourism

UAN:	L/502/9503
Level:	Level 1
Credit value:	3
GLH:	26
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The aim of the unit is to give learners a basic understanding of customer service and its importance within the travel and tourism sector. This unit will enable learners to practice the customer service skills necessary for working in the travel and tourism sector. Learners will be introduced to customer service, including different types of customer and their needs. Learners will be expected to be able to identify how travel and tourism organisations try to meet the needs of different customer types. Learners will explore the reasons why organisations seek to provide good customer service and the reasons why customers may make complaints. The unit aims to develop learners' practical skills and confidence in communicating appropriately with customers and responding to their requests, including the need for appropriate personal presentation when dealing with face-to-face customer service situations.

Learning outcome	The learner will:
1. Know how to assist different types of customers	
Assessment criteria	
The learner can: 1.1 Identify different customer **types** 1.2 Describe the **needs** of different customer types 1.3 Describe ways of assisting **customers with different needs**	

Range
Types External – outside the organisation, Internal – within the organisation
Needs Information, product or service sales, After-sales service
Customers with different needs
Internal: managers, colleagues
External: business, private, groups, overseas visitors, different ages or abilities, eg families, elderly, restricted mobility, sensory restrictions, dietary needs

Learning outcome	The learner will:
2. Understand good customer service in travel and tourism	
Assessment criteria	
The learner can:	
2.1 Explain the **importance** of providing good customer service in travel and tourism	
2.2 Explain why a customer may make a **complaint**	

Range
Importance Professionalism, good company reputation, keeping customer loyalty, recommendation to others
Complaint Poor service or experience, unsatisfactory product

Learning outcome	The learner will:
3. Be able to use customer service skills in a travel and tourism scenario	
Assessment criteria	
The learner can:	
3.1 Use **communication** skills when dealing with customers	
3.2 Display suitable personal **presentation** when dealing with customers	

Range
Communication Written, verbal, non-verbal
Presentation Personal hygiene, dress code, positive attitude

Unit 104   Locational geography

UAN:	T/502/9496
Level:	Level 1
Credit value:	1
GLH:	7
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	This unit aims to enable learners to use an atlas to locate and name continents, oceans and seas of the world. They will also identify countries and capitals cities of the UK and the world to expand their knowledge.

Learning outcome	The learner will:
1. Be able to use an atlas to locate the geography of the UK	
Assessment criteria	
The learner can: 1.1 Use an atlas to Locate England, Northern Ireland, Scotland and Wales 1.2 Use an atlas to Locate and name **capital** and **major cities** of the UK	

Range
Capital cities Belfast, Cardiff, Edinburgh, London
Major cities Bath, Birmingham, Bristol, Cambridge, Durham, Glasgow, Liverpool, Manchester, Newcastle, Nottingham, Oxford, York

Learning outcome	The learner will:
2. Be able to use an atlas to locate the geography of the world	
Assessment criteria	

The learner can:
2.1 Use an atlas to locate and name
     - continents
     - oceans
     - seas
     - countries and their capital cities	

Range
Continents North America, South America, Europe, Asia, Australasia, Africa, Antarctica
Oceans Atlantic, Pacific, Indian, Arctic, Southern
Seas Mediterranean, Caribbean

Capital cities Bangkok (Thailand), Brussels (Belgium),Prague (Czech Republic), Helsinki (Finland), Oslo (Norway), Warsaw (Poland), Moscow (Russian Federation), Tokyo (Japan), Nairobi (Kenya), Lima (Peru), New Delhi (India), Washington DC (USA), Beijing (China), Canberra (Australia), Dublin (Ireland), Paris (France), Madrid (Spain), Lisbon (Portugal), Rome (Italy), Athens (Greece), Ottawa (Canada), Cairo (Egypt), Amsterdam (The Netherlands), Wellington (New Zealand), Pretoria (South Africa), Ankara (Turkey), Brasilia (Brazil), Berne (Switzerland), Vienna (Austria), Abu Dhabi (UAE)

Unit 105   Preparing for employment in travel and tourism

UAN:	M/502/9500
Level:	Level 1
Credit value:	6
GLH:	55
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The aim of this unit is to introduce learners to the varied employment opportunities which exist in the travel and tourism industries. Investigating these will allow learners to consider which job roles appeal for the future and to recognise requirements for these careers. Considering their own abilities and matching these to job roles which have personal appeal will encourage awareness of how to reach their goals for future employment within the industry.

Learning outcome	The learner will:
1. Know employment opportunities in the UK travel industry	
Assessment criteria	
The learner can: 1.1 Identify **job role**s in the UK travel industry 1.2 Describe **duties** involved for job roles in the UK travel industry 1.3 Identify the **advantages** and **disadvantages** of working in the travel industry	

Range
Job roles   Eg Travel agent, tour operator, visitor attraction staff, transport crew (airport, airline, train, coach), accommodation staff   (hotel, holiday centre/campsite), tourist information centres, tour guides
Duties   Job specific duties, generic duties
Advantages   Able to travel and see sights, meet a variety of people, work will be varied, have responsibility, able to help people, learn about new and interesting places, learn new skills
Disadvantages   Type of work, hours, pressure, rates of pay, challenging customers, seasonality

Learning outcome	The learner will:
2. Know skills and requirements for job roles	
Assessment criteria	
The learner can: 2.1 Identify **qualifications** related to employment within travel and tourism 2.2 Identify **skills and qualities** required for employment within travel and tourism	

Range
Qualifications Academic, industry related **Skills and requirements** Occupational, customer relations, information, language, qualifications, restrictions (visas, permits)

Learning outcome	The learner will:
3. Know how to plan for employment in travel and tourism	
Assessment criteria	
The learner can: 3.1 Identify job roles which meet personal career ambitions 3.2 Know how to **assess** personal skills and qualities 3.3 Know how to **match** personal skills and qualities to specific job requirements 3.4 Identify career paths relevant to personal career ambitions	

Range
Assess Skill scan, self assessment, feedback from others **Match** Assess personal strengths and weaknesses in relation to job descriptions and person specifications

Learning outcome	The learner will:
4. Be able to plan for employment in travel and tourism	
Assessment criteria	
The learner can: 4.1 **Match** personal skills and qualities to job requirements 4.2 Prepare an **action plan** for future employment in travel and tourism	

Range
Match Assess personal strengths and weaknesses in relation to job descriptions and person specifications **Action plan** Selected job role, timescale -short term and long term targets, how to develop skills and qualities needed, how to work towards qualifications needed, how to gain relevant experience

Unit 106   The role of overseas resort representatives

UAN:	R/502/9506
Level:	Level 1
Credit value:	2
GLH:	18
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	This unit aims to provide the learner with a basic understanding of the role of the overseas resort representative.

Learning outcome	The learner will:
1. Understand the requirements of working as an overseas resort representative	

Assessment criteria

The learner can:

1.1 Describe different **roles** and **responsibilities** of overseas resort representatives

1.2 Explain the **advantages** of working as an overseas resort representative

1.3 Explain the **disadvantages** of working as an overseas resort representative

Range

Roles   Transfer, children's, resort, senior resort, club, entertainment

Responsibilities   Health and safety, sales, information, customer care, administration, safe-guarding, liaising with suppliers

Advantages   Weather, travel, meeting new people, opportunities for culture and languages, self development

Disadvantages   Home sick, long hours, problem customers, language, weather, culture, salary, seasonal, living conditions

Learning outcome	The learner will:
2. Know the components of a welcome meeting for a resort	

Assessment criteria

The learner can:

2.1 Identify the main **components** of a welcome meeting for a resort

2.2 Identify **information** that should be communicated at a welcome meeting

2.3 Describe the importance of creating a good impression

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Range
Components Welcome, introduction, house-keeping, information, sales, summary, farewell
Information Local facilities, transport, excursions, medical, emergency services, notice board, accommodation, visiting times, weather

Unit 107 Worldwide travel and tourism destinations

UAN:	T/502/9501
Level:	Level 1
Credit value:	4
GLH:	34
Assessment	This unit is assessed by a City & Guilds GOLA Online multiple choice test
Aim:	This unit enables learners to identify the major geographical and physical features of the world that are visited for the purposes of travel and tourism.

Learning outcome	The learner will:
1. Be able to use an atlas to locate and name geographical features and destinations of the world	
Assessment criteria	

The learner can:
1.1 Use an atlas to locate and name
    - **countries** of the world
    - **oceans and seas** of the world
    - **physical features** of the world
    - **islands** and major **island groups** of the world
    - **capital cities** of the world	

Range
Countries Algeria, Austria, Belgium, Czech Republic, Democratic Republic of Congo, Finland, France, Germany, Greece, Ireland, Italy, Norway, The Netherlands, Poland, Portugal, Russian Federation, Spain, Turkey, UK, Australia, Brazil, Canada, China, Egypt, India, Japan, Kenya, Madagascar, New Zealand, Peru, Republic of Chad, South Africa, Thailand, UAE, USA
Oceans and seas Atlantic, Pacific, Indian, Mediterranean, Caribbean
Physical features Mountain ranges (Alps, Himalayas, Rockies, Andes), mountains (Mount Everest, Mont Blanc, Ben Nevis, Mount Cook), rivers (River Nile, Amazon River, River Thames, River Rhine, Mississippi River)
Islands Sardinia, Corsica, Sicily, Malta, Cyprus
Island groups Balearics, Canaries, Caribbean, Greek, Hawaiian
Capital cities Bangkok (Thailand), Brussels (Belgium),Prague (Czech Republic), Helsinki (Finland), Oslo (Norway), Lima (Peru), New Delhi (India), Washington DC (USA), Beijing (China), Canberra (Australia), London (England), Dublin (Ireland), Paris (France), Madrid (Spain), Rome (Italy), Athens (Greece), Ottawa (Canada), Wellington (New Zealand), Pretoria (South Africa), Ankara (Turkey), Berne (Switzerland), Vienna (Austria), Cardiff (Wales), Edinburgh (Scotland)

Learning outcome	The learner will:
2. Know tourist destinations and tourist attractions of Europe	
Assessment criteria	
The learner can: 2.1 Identify the location of **European tourist attractions** 2.2 Identify the location of **European tourist regions** 2.3 Identify the location of **sun destinations** in Europe 2.4 Identify the location of **winter sports destinations** in Europe	

Range
European tourist attractions Theme parks: Port Aventura (Spain) Man-made: (Eiffel Tower, Louvre, (Paris, France), Acropolis (Athens, Greece), St. Marks Square (Venice, Italy), Alhambra (Madrid, Spain), Blue Mosque, (Istanbul, Turkey) Natural: Upper Rock Nature Reserve (Gibraltar) **European tourist regions** Neapolitan Riviera (Italy), Costa Blanca, Costa Brava, Costa del Sol, Balearics, Canaries (Spain), Algarve (Portugal), Greek Islands (Greece), Côte D'Azur (France), Alps (French, Italian) **Sun destinations** Torremolinos, Benidorm, Lloret de Mar (Spain), Rímini, Lido di Jésolo (Italy), Nice, Cannes (France), Albufeira (Portugal), Bodrum (Turkey) Faliraki, Kavos (Greece) **Winter sports destinations** UK, Italy, France, Spain, Austria

Learning outcome	The learner will:
3. Be able to locate selected tourist attractions worldwide	
Assessment criteria	
The learner can: 3.1 Identify the location of selected **tourist attractions** worldwide 3.2 Identify the location of selected **tourist areas** worldwide 3.3 Identify the location of selected **sun destinations** worldwide 3.4 Identify the location of selected **winter sports destinations** worldwide.	

Range
Tourist attractions Empire State Building, White House, Statue of Liberty (USA), Taj Mahal (India), Great Wall of China (China), Royal Grand Palace (Thailand), Grand Canyon, Niagara Falls (USA), Great Barrier Reef, Red Centre (Australia), Table Mountain (South Africa), Sugarloaf Mountain (Brazil), US Virgin Islands (Caribbean), Sun City (South Africa), Surfers Paradise, Whitsunday Islands (Australia) **Tourist areas & sun destinations** United States (Florida, California), Brazil (Rio de Janeiro), India (Goa), China (Beijing, Hong Kong), Sri Lanka, Thailand (Pattaya), Japan (Tokyo), Malaysia, Dubai (UAE), Australia (Sydney, Melbourne, Cairns/Barrier Reef, Perth, Uluru/Red Centre), Kenya (Mombasa), South Africa (Cape Town, Sun City, Durban), Hawaii, Caribbean **Winter sports destinations** USA, Canada

Unit 108   Package travel and tourism products and services

UAN:	K/502/9575
Level:	Level 1
Credit value:	3
GLH:	27
Assessment	This unit is assessed by a City & Guilds GOLA Online multiple choice test
Aim:	This unit is designed to give learners an opportunity to explore the range of products and services which can be sold in a retail travel agency. It is an ideal introduction to the world of travel for any learners intending to work in a leisure or business travel agency. In addition to this, the unit would also serve as ideal background knowledge for learners considering working in the airline industry, UK tourism, and tour operating. By the end of this unit learners will have an idea of the scope of product and service knowledge required to work in a travel agency.

Learning outcome	The learner will:
1. Know package holiday brochure information	
Assessment criteria	
The learner can: 1.1 Identify **major components** of a package holiday 1.2 Identify **types of package holidays** available to customers 1.3 Identify **resort information** given in package holiday brochures 1.4 Describe how to determine basic **holiday** costs	

Range
Major components Transportation (usually air for mass market), accommodation, significant ancillary product
Types of package holiday Summer sun, winter sun, ski, specialist, domestic, golden years/over 50s, coach tours, cruise
Resort information Climate charts, transfer times, activities, cost of living, characteristics etc
Holiday As per price panel for one adult for either one or two weeks. No supplements or insurance

Learning outcome	The learner will:
2. Know accommodation information	
Assessment criteria	

The learner can:

2.1 Identify different room **types**, room **facilities** and **meal bases**

2.2 Identify **abbreviations** used to describe room types, room facilities and meal bases

2.3 Identify accommodation **grading**

2.4 Identify **sources** of information available on hotel descriptions

Range

Types Single, double, triple/twin, family, suite

Facilities Private facilities, private bath, shower, toilet, TV, balcony/terrace, rooms with a view, wireless internet, tea/coffee making, mini-bar

Meal bases Full board, half board, bed and breakfast, room only

Abbreviations Room types (TW, TW3, DBL, SGL); Room facilities (PB, SH, WC, BALC, TERR, SV, Wi-Fi); Meal bases (FB, HB, BB, RO)

Grading Stars (1 star to 5 star)

Sources Brochures, leaflets, resort guides, internet, hotel group publications

Learning outcome	The learner will:
3. Know additional products and services	
Assessment criteria	

The learner can:

3.1 Identify additional **products and services**

3.2 Identify where to locate **sources** of information about additional products and services

3.3 Identify basic **terms and abbreviations** relating to additional products and services

3.4 Identify **how to determine costs** of additional products and services

Range

Products and services Car hire, UK airport hotel, foreign exchange, theatre bookings, insurance, pre-booked seats

Sources Brochures, internet, leaflets, manuals, local/national newspapers

Terms and abbreviations Premium, CDW, PAI, Rate of Exchange

How to determine costs Number of days/nights, location, number and age of people, extras requested

Unit 109 UK travel and tourism destinations

UAN:	D/502/9508
Level:	Level 1
Credit value:	4
GLH:	32
Assessment	This unit is assessed by a City & Guilds GOLA Online multiple choice test
Aim:	The aim of this unit is to introduce the learner to the UK as a tourism destination and the different types of destinations in the UK

Learning outcome	The learner will:
1. Be able to use an atlas to locate and name UK geographical features and destinations	
Assessment criteria	
The learner can: 1.1 Use an atlas to locate and name - **oceans and seas** around the UK - **major islands** of the UK - **major rivers and lakes** - **national parks** - **major mountains, ranges and hills** - **capital cities**	

Range
Seas/oceans North, Irish, English Channel, Atlantic
Major islands Isle of Wight, Isle of Man, Anglesey; Channel Islands (Jersey, Guernsey); Scilly, Orkney; Shetlands
Major rivers and lakes Thames, Avon, Severn, Mersey, Tyne, Trent, Loch Lomond, Loch Ness, Loch Neagh, Lake Windermere
Major mountains, ranges and hills Ben Nevis, Snowdon, Scafell Pike, Cairngorms, Lake District, Snowdonia, Pennines, Brecon Beacons
National parks Dartmoor, Exmoor, Peak District, Lake District, Snowdonia, Yorkshire Dales, The Broads, North Yorkshire Moors, New Forest, Pembrokeshire Coast, Brecon Beacons, Cairngorms, Loch Lomond and the Trossachs
Capital cities London, Belfast, Cardiff, Edinburgh

Learning outcome	The learner will:
2. Know tourist destinations in the UK	

Assessment criteria
The learner can:
2.1 Identify the location of **seaside resorts**
2.2 Identify the location of **cities/towns of historical interest**
2.3 Identify the location of **areas of natural beauty**
2.4 Identify the location of major transport **gateways**

Range
Seaside resorts Blackpool, Scarborough, Ayr, Newquay, Torquay, Bournemouth/Poole, Great Yarmouth, Llandudno, Skegness, Southend-on-Sea, St.Ives
Major tourist cities/towns of historical interest Bath, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Glasgow, Liverpool, London, Manchester, Newcastle, Nottingham, Oxford, York, Glastonbury, Harrogate, Inverness, Keswick, St. Austell, Stratford-Upon-Avon, Warwick, Windsor
Areas of natural beauty Areas of outstanding natural beauty, sites of specific scientific interest, eg Lands End, Giants Causeway, Cannock Chase, Isles of Scilly, North Pennines, Cotswolds, Forest of Bowland, Malvern Hills, Anglesey, Tamar Valley
Gateways UK airports (London - Stansted, Luton, London City, Heathrow, Gatwick), Birmingham, Manchester, Glasgow, Glasgow Prestwick, Newcastle, Edinburgh, Cardiff, Belfast (International, City); UK seaports (Portsmouth, Dover, Southampton, Plymouth, Harwich, Pembroke, Holyhead, Newcastle, Weymouth; Folkestone; Cairnryan, Liverpool, Douglas, Larne); Rail (Channel Tunnel)

Learning outcome	The learner will:
3. Know what attracts tourists to UK tourism destinations	

Assessment criteria
The learner can:
3.1 Identify **sources** of information on UK tourism destinations
3.2 Identify what is meant by **domestic** and **overseas** tourists
3.3 Identify **reasons** why people visit the UK
3.4 Describe **tourist attractions** in and around a given UK tourist destination

Range
Sources Maps and atlases, tourist guides, leaflets, trade directories, trade press, internet, tourist information centres, colleagues, principles eg tour operators, hotels, etc
Domestic Visitors from within one's own country
Overseas Visitors from abroad/outside own country
Reasons Leisure, Business, Visiting Friends or Relatives (VFR)
Tourist attractions Sporting venues, heritage & cultural sites, theme parks, man-made attractions, natural attractions

Unit 110 Promotional materials for travel and tourism

UAN:	J/502/9499
Level:	Level 1
Credit value:	4
GLH:	35
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	Learners will explore the range of promotional materials used by travel and tourism organisations. They will then plan, produce and display their own promotional materials.

Learning outcome	The learner will:
1. Know how promotional materials are used in the travel and tourism industry	

Assessment criteria

The learner can:

1.1 Identify **types** of promotional materials used by travel and tourism **organisations**

1.2 Identify **reasons** why different organisations use different methods of promotion

1.3 Identify different types of **customer** promotional materials are aimed at

1.4 Identify different types of promotional materials that can be used for promoting products and services in travel and tourism

1.5 Describe different **features** of promotional materials

1.6 Identify strengths and weaknesses of promotional materials

Range

Types Notice board, poster, window banner/card, window and door sticker, window display, pavement board, point of sale (leaflet, brochure, leaflet holder, calendar, pen, ticket wallet, baggage label), exhibition stand, computer generated information, video, television, internet

Organisations Transport operators, travel agents, tour operators, visitor attractions, tourist information centres, tourist boards, hotels, exhibition centres

Reasons Type of organisation, size of organisation, customer type, cost, location, duration (eg permanent, temporary, mobile)

Customer Groups, specific age groups, ethnic groups, family, single, religious, special interest

Features Layout, objective, design, colour

Learning outcome	The learner will:
2. Know how promotional materials for the travel and tourism industry are produced and displayed	
Assessment criteria	
The learner can:	

2.1 Explain the importance of planning the production of **promotional materials**

2.2 Identify what to include in a **plan** for producing a range of materials for promoting products or services

2.3 Identify possible **aims** for promotional materials

2.4 Identify **criteria** that can affect the production of promotional materials

2.5 Identify **resources** that are needed to produce promotional materials

2.6 Explain the **reasons** for selecting different promotional materials

2.7 Identify **stages** in the production of promotional materials

2.8 Describe the key features of a promotional display

Range

Promotional materials Notice board, poster, window banner/card, window and door sticker, window display, pavement board, point of sale (leaflet, brochure, leaflet holder, calendar, pen, ticket wallet, baggage label), exhibition stands, computer generated information, video, television, internet

Plan Aims, criteria, resources

Aims Provide information on new facilities/products, change of products/services (price, opening times, address etc), create awareness, sell product or service, provide support materials

Criteria Budget/cost, time, resources, expertise

Resources Types of materials/equipment to be used, cost, time, space required, stationery (e.g. pins, glue, staples, paper) , power (e.g. electricity)

Reasons Purpose and aims, target market, type of materials available, location, duration (e.g. permanent, temporary, mobile), information provided

Stages Plan, produce, review

Learning outcome	The learner will:
3. Be able to produce and display promotional materials for the travel and tourism industry	
Assessment criteria	

The learner can:

3.1 Produce **promotional materials** suitable for use by travel and tourism organisations

3.2 Display promotional materials

3.3 Review the effectiveness of the promotional display

Range
Promotional materials Notice boards, posters, window banners/cards, window and door stickers, window displays, point of sale (leaflets, brochures, leaflet holders, calendars, pens, ticket wallet, baggage label),exhibition stand, computer generated information, video, television, internet

Unit 111　　Travel and tourism itineraries

UAN:	Y/502/9507
Level:	Level 1
Credit value:	3
GLH:	27
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	The unit will give learners the opportunity to consider and explore what information is required when planning and preparing a travel and tourism itinerary, considering any restrictions that may influence the choice of products, services or destinations.

Learning outcome	The learner will:
1. Know how to prepare a travel and tourism itinerary	
Assessment criteria	
The learner can: 1.1 Explain the **purpose** of planning and preparing an **itinerary** 1.2 Identify the **contents** of a typical travel and tourism itinerary 1.3 Identify potential **restrictions** when planning an itinerary	

Range
Purpose　To provide detailed current and accurate information; to ensure that all customer needs have been met
Itinerary　Day trip, short break, city tour, beach holiday, theatre visit, stately home, theme park
Contents　timings, modes of transport, sightseeing, visitor attractions, meal arrangements, overnight accommodation, and services of guides and/or couriers
Restrictions　Time, budget, dates, special requirements, passport/visa

Learning outcome	The learner will:
2. Be able to prepare and present a travel and tourism itinerary	
Assessment criteria	
The learner can: 2.1 Identify **information** required when planning an itinerary 2.2 **Plan** and **cost** an itinerary for a short break to include: 　　　- transport 　　　- accommodation 　　　- activities/attractions 　　　- timings	

2.3 **Present** an itinerary to meet the needs of a customer

Range
Information Transportation (prices, timetables, hospitality and catering, motorway services, visitor attractions, opening hours, facilities), insurance and health and safety regulations, costs, organised excursions
Plan Research and compare
Cost To include all elements ie fares, overnight accommodation, meals and light refreshments, admission charges, services of guides and/or couriers, insurance
Present Verbally, in writing, relevant to customer needs, justification (how it meets customer needs), include relevant supplementary information

Unit 112   Recommending holidays to suit customers' needs

UAN:	J/502/9504
Level:	Level 1
Credit value:	4
GLH:	36
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	This unit aims to develop learners' knowledge of different types of holiday and holiday customer's needs in order to recommend a holiday which suits their needs.

Learning outcome	**The learner will:**
1. Know about different types of holiday	
Assessment criteria	
The learner can: 1.1 Identify different holiday types 1.2 Describe the **features** and **benefits** of different holiday types 1.3 Identify different **types of holiday** customer 1.4 Describe the requirements of different **types of holiday customers** 1.5 Explain how selected holidays match the needs of different types of holiday customers	

Range
Features Facts about the product or service being provided eg star rating, facilities of a hotel
Benefits The advantages the individual customer can gain from the product or service being provided eg proximity to the beach
Holiday types Long haul, short haul (Europe, Worldwide), domestic (to include short breaks, weekend breaks)
Types of holiday customer Individuals, families, couples, over 50s, special interest, people with specific needs, groups

Learning outcome	The learner will:
2. Be able to recommend package holidays for customers	
Assessment criteria	
The learner can:	
2.1 Identify the holiday requirements of a customer	
2.2 Use **sources of information** to recommend a holiday for a customer to meet their requirements	
2.3 Present **information** on the selected holiday to the customer	

Range
Sources of information
Brochures, websites, travel guides
Information
Date, departure and arrival airport, destination, type of accommodation, board arrangements, accommodation facilities, local attractions

Unit 113   Accessible travel and tourism

UAN:	**F/502/9498**
Level:	Level 1
Credit value:	4
GLH:	38
Assessment	This unit will be assessed by an assignment covering practical skills and knowledge.
Aim:	This unit aims to introduce the learners to a range of equal opportunities issues in relation to tourism and how customers with specific needs can access and enjoy tourism facilities.

Learning outcome	The learner will:
1. Know how to interpret information on the suitability of tourism venues for customers with specific needs	
Assessment criteria	
The learner can: 1.1 Describe the importance of tourism venues providing information for customers with **specific needs** 1.2 Identify **signs and symbols** for denoting accessibility and special facilities 1.3 Identify **organisations** that provide travel and tourism information for customers with specific needs 1.4 Identify **information sources** which are available to customers with specific needs	

Range
Specific needs Mobility, sensory, learning, dietary and allergic, different race or religion, cultural differences, local to your area
Signs and symbols International (eg wheelchair, visual, hearing), National (eg RADAR key scheme)
Organisations Tourism organisations (eg Visit Britain, regional tourism organisations), organisations for disabled customers (eg RADAR, Holiday Care, Royal National Institute for the Blind), Local authorities (eg destination guides), other organisations (eg National Trust, Forestry Commission, English Heritage, National Park Authority)
Information sources Internet, general tourism guides (eg brochures, leaflets, destination guides), guides specially for disabled customers, Tourist Information Centres

Learning outcome	The learner will:
2. Understand key services and facilities required by travel and tourism customers with specific needs	

Assessment criteria
The learner can:
2.1 Describe how travel and tourism **organisations** meet the **requirements** of customers with **specific needs**
2.2 Identify checks to confirm the provision of **services** for customers with specific needs
2.3 Identify **legislation** in relation to tourism for all
2.4 Explain **why** sometimes there may be limited access to facilities for customers with specific needs

Range
Organisations Visitor attraction, hotel, travel agency, tourist information centre, restaurant, exhibition centre, railway station, bus station, airport
Requirements Physical (eg dimensions required for wheelchair access), equipment (eg induction loops), customer service skills
Specific needs Mobility, sensory, learning, dietary, allergies, race, religion, cultural
Services Parking, accessibility, advance information (eg leaflets etc), signposting, catering, toilets, adapted communication, customer service skills
Legislation Equality Act 2010 (formerly Disability Discrimination Act / Equal Opportunities Act / Race Relations Act
Why Building and conservation regulations, legislation

Appendix 1   Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2   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.

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 such 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**: information on how to register for GOLA/e-volve assessments.

Useful contacts

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

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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 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 Land Based Services (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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