

Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-22)

Candidate logbook
501/1260/0

City Guilds

www.cityandguilds.com
June 2011
Version 1.1 (August 2013)

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 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).

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

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* (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

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.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0033

F +44 (0)20 7294 2413

www.cityandguilds.com

learnersupport@cityandguilds.com

Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-22)

Candidate logbook

City Guilds

WNW.dtyandguilds.com
1.me 2011
Version 1.1 (August 2013)

City & Guilds
Believe you can

City
Guilds

www.cityandguilds.com

Contents

1	About your candidate logbook	5
1.1	Contact details	5
1.2	Introduction to the logbook	6
2	About this qualification	7
2.1	What are Diplomas?	7
3	Using your logbook	8
Unit 4222-201	Introduction to communication in health, social care or children's and young people's settings	9
Unit 4222-202	Introduction to personal development in health, social care or children's and young people's settings	11
Unit 4222-203	Introduction to equality and inclusion in health, social care or children's and young people's settings	13
Unit 4222-205	Principles of safeguarding and protection in health and social care	16
Unit 4222-206	The role of the health and social care worker	18
Unit 4222-207	Implement person centred approaches in health and social care	20
Unit 4222-208	Contribute to health and safety in health and social care	23
Unit 4222-209	Handle information in health and social care settings	26
Appendix 1	Summary of City & Guilds assessment policies	28

City & Guilds
Believe you can

City
Guilds

www.cityandguilds.com

1 About your candidate logbook

1.1 Contact details

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete your Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland. It contains forms you can use to record and organise your evidence.

There are 76 units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

About City & Guilds

City & Guilds is your awarding body for this Diploma. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website www.cityandguilds.com.

2 About this qualification

2.1 What are Diplomas?

The Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

Diplomas are work based qualifications, so you should choose a qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for your assessment.

The qualification sits on the Qualifications Credit Framework. For more information on the Framework please visit www.cityandguilds.com/

3 Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

Candidate recording forms

City & Guilds has developed these recording forms for you and your assessor to use.

Candidate and centre contact details

Record these details on the form at the beginning of the logbook.

Unit record form

The unit record is used to record all of the work activities and tasks you do as you complete the unit. There is one unit record for each unit. There is also a diagram to explain how to use this form.

Unit assessment and verification declaration

At the end of each unit, you and your assessor will sign this form to show that you both agree that your evidence meets the standards.

Please photocopy these forms as required.

Unit 4222-201 Introduction to communication in health, social care or children's and young people's settings

Level: 2
Credit value: 3
UAN: F/501/5465

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate			
	1.2 Explain how effective communication affects all aspects of own work			
	1.3 Explain why it is important to observe an individual's reactions when communicating with them			
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences			
	2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences			
	2.3 Show how and when to seek advice about communication			
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication			
	3.2 Demonstrate how to reduce barriers to communication in different ways			
	3.3 Demonstrate ways to check that communication has been understood			

	3.4 Identify sources of information and support or services to enable more effective communication			
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'			
	4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working			
	4.3 Describe situations where information normally considered to be confidential might need to be passed on			
	4.4 Explain how and when to seek advice about confidentiality			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name..... Signature..... Date
(only if sampled)

Unit 4222-202 Introduction to personal development in health, social care or children’s and young people’s settings

Level: 2
Credit value: 3
UAN: L/601/5470

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role			
	1.2 Identify standards that influence the way the role is carried out			
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work			
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice			
	2.2 Assess how well own knowledge, skills and understanding meet standards			
	2.3 Demonstrate the ability to reflect on work activities			
3. Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development			
	3.2 Describe the process for agreeing a personal development plan and who should be involved			
	3.3 Contribute to drawing up own personal development plan			

4. Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding			
	4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding			
	4.3	Show how feedback from others has developed own knowledge, skills and understanding			
	4.4	Show how to record progress in relation to personal development			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name..... Signature..... Date
(only if sampled)

Unit 4222-203 Introduction to equality and inclusion in health, social care or children’s and young people’s settings

Level: 2
Credit value: 2
UAN: R/601/5471

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination 			
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting			
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination			
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role			
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences			
	2.3 Describe how to challenge discrimination in a way that encourages change			

3. Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion			
	3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name..... Signature Date
(only if sampled)

Unit 4222-204 Introduction to duty of care in health, social care or children’s and young people’s settings

Level: 2
Credit value: 1
UAN: H/601/5474

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care..

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the implications of duty of care	1.1 Define the term ‘duty of care’			
	1.2 Describe how the duty of care affects own work role			
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual’s rights			
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas			
3. Know how to respond to complaints	3.1 Describe how to respond to complaints			
	3.2 Identify the main points of agreed procedures for handling complaints			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate’s name Signature Date

Candidate’s Unique Learner Number

Assessor’s name Signature Date

Internal Verifier’s name Signature Date
 (only if sampled)

Unit 4222-205 Principles of safeguarding and protection in health and social care

Level: 2
Credit value: 3
UAN: A/601/8574

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 			
	1.2 Identify the signs and/or symptoms associated with each type of abuse			
	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse			
2. Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused			
	2.2 Explain the actions to take if an individual alleges that they are being abused			
	2.3 Identify ways to ensure that evidence of abuse is preserved			

3. Understand the national and local context of safeguarding and protection from abuse	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse			
	3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse			
	3.3	Identify reports into serious failures to protect individuals from abuse			
	3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse			
4. Understand ways to reduce the likelihood of abuse	4.1	Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person centred values • encouraging active participation • promoting choice and rights 			
	4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse			
5. Know how to recognise and report unsafe practices	5.1	Describe unsafe practices that may affect the well-being of individuals			
	5.2	Explain the actions to take if unsafe practices have been identified			
	5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name..... Signature..... Date
(only if sampled)

Unit 4222-206 The role of the health and social care worker

Level: 2
Credit value: 2
UAN: J/601/8576

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship			
	1.2 Describe different working relationships in health and social care settings			
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role			
	2.2 Access full and up-to-date details of agreed ways of working			
	2.3 Implement agreed ways of working			
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others			
	3.2 Demonstrate ways of working that can help improve partnership working			
	3.3 Identify skills and approaches needed for resolving conflicts			
	3.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts 			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date.

Candidate's Unique Learner Number ..

Assessor's name Signature Date.

Internal Verifier's name Signature Date.
(only if sampled)

Unit 4222-207 Implement person centred approaches in health and social care

Level: 2
Credit value: 5
UAN: A/601/8140

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement person centred approaches.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand person centred approaches for care and support	1.1 Define person-centred values			
	1.2 Explain why it is important to work in a way that embeds person centred values			
	1.3 Explain why risk-taking can be part of a person centred approach			
	1.4 Explain how using an individual's care plan contributes to working in a person centred way			
2. Be able to work in a person-centred way	2.1 Find out the history, preferences, wishes and needs of the individual			
	2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual			
3. Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support			
	3.2 Establish consent for an activity or action			
	3.3 Explain what steps to take if consent cannot be readily established			

4. Be able to encourage active participation	4.1 Describe how active participation benefits an individual			
	4.2 Identify possible barriers to active participation			
	4.3 Demonstrate ways to reduce the barriers and encourage active participation			
5. Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices			
	5.2 Use agreed risk assessment processes to support the right to make choices			
	5.3 Explain why a worker's personal views should not influence an individual's choices			
	5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6. Be able to promote individuals' well-being	6.1 Explain how individual identity and self esteem are linked with well-being			
	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being			
	6.3 Support an individual in a way that promotes a sense of identity and self esteem			
	6.4 Demonstrate ways to contribute to an environment that promotes well-being			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name Signature Date.
(only if sampled)

Unit 4222-208 Contribute to health and safety in health and social care

Level: 2
Credit value: 4
UAN: R/601/8922

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a health or social care work setting			
	1.2 Describe the main points of the health and safety policies and procedures agreed with the employer			
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting 			
	1.4 Identify tasks relating to health and safety that should not be carried out without special training			
	1.5 Explain how to access additional support and information relating to health and safety			
2. Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities			
	2.2 Explain how and when to report potential health and safety risks that have been identified			

	2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns			
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting			
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur			
4. Be able to reduce the spread of infection	4.1 Demonstrate the recommended method for hand washing			
	4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work			
5. Be able to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling			
	5.2 Explain principles for moving and handling equipment and other objects safely			
	5.3 Move and handle equipment or other objects safely			
6. Know how to handle hazardous substances and materials	6.1 Identify hazardous substances and materials that may be found in the work setting			
	6.2 Describe safe practices for: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials 			

7. Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> starting spreading 			
	7.2 Outline emergency procedures to be followed in the event of a fire in the work setting			
	7.3 Explain the importance of maintaining clear evacuation routes at all times			
8. Be able to implement security measures in the work setting	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> Premises Information 			
	8.2 Implement measures to protect own security and the security of others in the work setting			
	8.3 Explain the importance of ensuring that others are aware of own whereabouts			
9. Know how to manage own stress	9.1 Identify common signs and indicators of stress			
	9.2 Identify circumstances that tend to trigger own stress			
	9.3 Describe ways to manage own stress			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name..... Signature..... Date
(only if sampled)

Unit 4222-209 Handle information in health and social care settings

Level: 2
Credit value: 1
UAN: J/601/8142

Unit aim

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the need for secure handling of information in health and social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care			
	1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting			
2. Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information			
	2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information			
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible			
	3.2 Follow agreed ways of working for: <ul style="list-style-type: none"> • recording information • storing information • sharing information 			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date.

Internal Verifier's name Signature Date.
(only if sampled)

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website www.cityandguilds.com, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds N/SVQs are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the N/SVQ allows for this. This must be agreed before you start your N/SVQ.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website www.cityandguilds.com, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website www.cityandguilds.com or is available from the City & Guilds Customer Relations Team or your centre.

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, Registrations/enrolment, Certificates, 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, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0033
F +44 (0)20 7294 2413
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training

WL-02-4222