# Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-32)

## Candidate logbook
501/1200/4

## Mandatory Units

**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).

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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.

**Publications**

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# Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-32)

**Candidate logbook**

**City Guilds**

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# 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 3 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 104 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 3 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 4222-205   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<br>The learner will: | Assessment criteria<br>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:<br>• Physical abuse<br>• Sexual abuse<br>• Emotional/psychological abuse<br>• Financial abuse<br>• Institutional abuse<br>• Self neglect<br>• 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:<br>• working with person centred values<br>• encouraging active participation<br>• 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<br>The learner will: | Assessment criteria<br>To do this you must: | Portfolio reference | Evidence/<br>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:<br>• partnership working<br>• 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.

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Candidate's Unique Learner Number ..

Assessor's name ...................................... Signature .............................................. Date.

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

# Unit 4222-301 Promote communication in health, social care or children's and young people's settings

**Level:** 3

**Credit value:** 3

**UAN:** J/601/1434

## 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 explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

| Learning outcomes<br>The learner will: | Assessment criteria<br>To do this you must: | | Portfolio reference | Evidence/<br>Assessment method type | Assessment date |
|---|---|---|---|---|---|
| 1. Understand why effective communication is important in the work setting | 1.1 | Identify the different reasons people communicate | | | |
| | 1.2 | Explain how communication affects relationships in the work setting | | | |
| 2. Be able to meet the communication and language needs, wishes and preferences of individuals | 2.1 | Demonstrate how to establish the communication and language needs, wishes and preferences of individuals | | | |
| | 2.2 | Describe the factors to consider when promoting effective communication | | | |
| | 2.3 | Demonstrate a range of communication methods and styles to meet individual needs | | | |
| | 2.4 | Demonstrate how to respond to an individual's reactions when communicating | | | |
| 3. Be able to overcome barriers to communication | 3.1 | Explain how people from different backgrounds may use and/or interpret communication methods in different ways | | | |
| | 3.2 | Identify barriers to effective communication | | | |

| | | | | |
|---|---|---|---|---|
| | 3.3 Demonstrate ways to overcome barriers to communication | | | |
| | 3.4 Demonstrate strategies that can be used to clarify misunderstandings | | | |
| | 3.5 Explain how to access extra support or services to enable individuals to communicate effectively | | | |
| 4. Be able to apply principles and practices relating to confidentiality | 4.1 Explain the meaning of the term confidentiality | | | |
| | 4.2 Demonstrate ways to maintain confidentiality in day to day communication | | | |
| | 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns | | | |

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

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(only if sampled)

# Unit 4222-302 Engage in personal development in health, social care or children's and young people's settings

**Level:** 3
**Credit value:** 3
**UAN:** A/601/1429

**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 considers personal development and reflective practice, which are both fundamental to such roles.

| Learning outcomes<br>The learner will: | Assessment criteria<br>To do this you must: | | Portfolio reference | Evidence/<br>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 work role | | | |
| | 1.2 | Explain expectations about own work role as expressed in relevant standards | | | |
| 2. Be able to reflect on practice | 2.1 | Explain the importance of reflective practice in continuously improving the quality of service provided | | | |
| | 2.2 | Demonstrate the ability to reflect on practice | | | |
| | 2.3 | Describe how own values, belief systems and experiences may affect working practice | | | |
| 3. Be able to evaluate own performance | 3.1 | Evaluate own knowledge, performance and understanding against relevant standards | | | |
| | 3.2 | Demonstrate use of feedback to evaluate own performance and inform development | | | |

| 4. Be able to agree a personal development plan | 4.1 | Identify sources of support for planning and reviewing own development | | | |
|---|---|---|---|---|---|
| | 4.2 | Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities | | | |
| | 4.3 | Demonstrate how to work with others to agree own personal development plan | | | |
| 5. Be able to use learning opportunities and reflective practice to contribute to personal development | 5.1 | Evaluate how learning activities have affected practice | | | |
| | 5.2 | Demonstrate how reflective practice has led to improved ways of working | | | |
| | 5.3 | 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.

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(only if sampled)

# Unit 4222-303 Promote equality and inclusion in health, social care or children's and young people's settings

**Level:** 3

**Credit value:** 2

**UAN:** Y/601/1437

**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 covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

| Learning outcomes<br>The learner will: | Assessment criteria<br>To do this you must: | | Portfolio reference | Evidence/<br>Assessment method type | Assessment date |
|---|---|---|---|---|---|
| 1. Understand the importance of diversity, equality and inclusion | 1.1 | Explain what is meant by<br>• Diversity<br>• Equality<br>• Inclusion | | | |
| | 1.2 | Describe the potential effects of discrimination | | | |
| | 1.3 | Explain how inclusive practice promotes equality and supports diversity | | | |
| 2. Be able to work in an inclusive way | 2.1 | Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role | | | |
| | 2.2 | Show interaction with individuals that respects their beliefs, culture, values and preferences | | | |
| 3. Be able to promote diversity, equality and inclusion | 3.1 | Demonstrate actions that model inclusive practice | | | |
| | 3.2 | Demonstrate how to support others to promote equality and rights | | | |
| | 3.3 | Describe how to challenge discrimination in a way that promotes change | | | |

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

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(only if sampled)

# Unit 4222-304 Principles for implementing duty of care in health, social care or children's and young people's settings

**Level:** 3
**Credit value:** 1
**UAN:** R/601/1436

**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 considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

| Learning outcomes<br>The learner will: | Assessment criteria<br>To do this you must: | Portfolio reference | Evidence/<br>Assessment method type | Assessment date |
|---|---|---|---|---|
| 1. Understand how duty of care contributes to safe practice | 1.1 Explain what it means to have a duty of care in own work role | | | |
| | 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals | | | |
| 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care | 2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights | | | |
| | 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care | | | |
| | 2.3 Explain where to get additional support and advice about conflicts and dilemmas | | | |
| 3. Know how to respond to complaints | 3.1 Describe how to respond to complaints | | | |
| | 3.2 Explain 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 ..

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

# Unit 4222-305 Promote person centred approaches in health and social care

**Level:** 3
**Credit value:** 6
**UAN:** Y/601/8145

## 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 and promote person centred approaches.

| Learning outcomes<br>The learner will: | Assessment criteria<br>To do this you must: | Portfolio reference | Evidence/<br>Assessment method type | Assessment date |
|---|---|---|---|---|
| 1. Understand the application of person centred approaches in health and social care | 1.1 Explain how and why person-centred values must influence all aspects of health and social care work | | | |
| | 1.2 Evaluate the use of care plans in applying person centred values | | | |
| 2. Be able to work in a person-centred way | 2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs | | | |
| | 2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation | | | |
| | 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences | | | |
| 3. Be able to establish consent when providing care or support | 3.1 Analyse factors that influence the capacity of an individual to express consent | | | |
| | 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 implement and promote active participation | 4.1 Describe different ways of applying active participation to meet individual needs | | | |

| | | | | | |
|---|---|---|---|---|---|
| | 4.2 | Work with an individual and others to agree how active participation will be implemented | | | |
| | 4.3 | Demonstrate how active participation can address the holistic needs of an individual | | | |
| | 4.4 | Demonstrate ways to promote understanding and use of 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 own role and authority to support the individual's right to make choices | | | |
| | 5.3 | Manage risk in a way that maintains the individual's right to make 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 the links between identity, self image and self esteem | | | |
| | 6.2 | Analyse factors that contribute to the well-being of individuals | | | |
| | 6.3 | Support an individual in a way that promotes their sense of identity, self image and self esteem | | | |
| | 6.4 | Demonstrate ways to contribute to an environment that promotes well-being | | | |
| 7. Understand the role of risk assessment in enabling a person centred approach | 7.1 | Compare different uses of risk assessment in health and social care | | | |
| | 7.2 | Explain how risk-taking and risk assessment relate to rights and responsibilities | | | |
| | 7.3 | Explain why risk assessments need to be regularly revised | | | |

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

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

# Unit 4222-306 Promote and implement health and safety in health and social care

**Level:** 3
**Credit value:** 6
**UAN:** F/601/8138

## 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 promote and implement health and safety in their work setting.

| Learning outcomes<br>The learner will: | Assessment criteria<br>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 | 1.1 Identify legislation relating to health and safety in a health or social care work setting | | | |
| | 1.2 Explain the main points of health and safety policies and procedures agreed with the employer | | | |
| | 1.3 Analyse the main health and safety responsibilities of:<br>• self<br>• the employer or manager others in the work setting | | | |
| | 1.4 Identify specific tasks in the work setting that should not be carried out without special training | | | |
| 2. Be able to carry out own responsibilities for health and safety | 2.1 Use policies and procedures or other agreed ways of working that relate to health and safety | | | |
| | 2.2 Support others to understand and follow safe practices | | | |
| | 2.3 Monitor and report potential health and safety risks | | | |
| | 2.4 Use risk assessment in relation to health and safety | | | |
| | 2.5 Demonstrate ways to minimise potential risks and hazards | | | |

| | | | | | |
|---|---|---|---|---|---|
| | 2.6 | Access additional support or information relating to health and safety | | | |
| 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 | Explain procedures to be followed if an accident or sudden illness should occur | | | |
| 4. Be able to reduce the spread of infection | 4.1 | Explain own role in supporting others to follow practices that reduce the spread of infection | | | |
| | 4.2 | Demonstrate the recommended method for hand washing | | | |
| | 4.3 | Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work | | | |
| 5. Be able to move and handle equipment and other objects safely | 5.1 | Explain the main points of legislation that relates to moving and handling | | | |
| | 5.2 | Explain principles for safe moving and handling | | | |
| | 5.3 | Move and handle equipment and other objects safely | | | |
| 6. Be able to handle hazardous substances and materials | 6.1 | Describe types of hazardous substances that may be found in the work setting | | | |
| | 6.2 | Demonstrate safe practices for:<br>• Storing hazardous substances<br>• Using hazardous substances<br>• Disposing of hazardous substances and materials | | | |
| 7. Be able to promote fire safety in the work setting | 7.1 | Describe practices that prevent fires from:<br>• starting<br>• spreading | | | |

| | | | | | |
|---|---|---|---|---|---|
| | 7.2 | Demonstrate measures that prevent fires from starting | | | |
| | 7.3 | Explain emergency procedures to be followed in the event of a fire in the work setting | | | |
| | 7.4 | Ensure that clear evacuation routes are maintained at all time | | | |
| 8. Be able to implement security measures in the work setting | 8.1 | Demonstrate use of agreed procedures for checking the identity of anyone requesting access to:<br><br>• Premises<br>• Information | | | |
| | 8.2 | Demonstrate use of 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 stress | 9.1 | Describe common signs and indicators of stress | | | |
| | 9.2 | Describe signs that indicate own stress | | | |
| | 9.3 | Analyse factors that tend to trigger own stress | | | |
| | 9.4 | Compare strategies for managing 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.

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(only if sampled)

# Unit 4222-307 Promote good practice in handling information in health and social care settings

**Level:** 3
**Credit value:** 2
**UAN:** J/601/9470

## Unit aim
This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

| Learning outcomes<br>The learner will: | Assessment criteria<br>To do this you must: | Portfolio reference | Evidence/<br>Assessment method type | Assessment date |
|---|---|---|---|---|
| 1. Understand requirements for handling information in health and social care settings | 1.1 Identify legislation and codes of practice that relate to handling information in health and social care | | | |
| | 1.2 Summarise the main points of legal requirements and codes of practice for handling information in health and social care | | | |
| 2. Be able to implement good practice in handling information | 2.1 Describe features of manual and electronic information storage systems that help ensure security | | | |
| | 2.2 Demonstrate practices that ensure security when storing and accessing information | | | |
| | 2.3 Maintain records that are up to date, complete, accurate and legible | | | |
| 3. Be able to support others to handle information | 3.1 Support others to understand the need for secure handling of information | | | |
| | 3.2 Support others to understand and contribute to records | | | |

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.

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# Useful contacts

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