QUALIFICATION HANDBOOK

Level 4 Award in Principles of Personalisation in Health and Social Care (3085-01)

Level 4 Award in Delivering Personalisation in Practice in Health and Social Care (3085-02)

August 2012 Version 1.0

City&Guilds

The Open University

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Qualification at a glance

Subject area	Personalisation in Health and Social Care
City & Guilds number	3085
Age group approved	16+
Fast track	Available
Support materials	Centre handbook Assessment pack Pocket Guide
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 4 Award in Principles of Personalisation in Health and Social Care	3085-01	600/5652/6
Level 4 Award in Delivering Personalisation in Practice in Health and Social Care	3085-02	600/5589/3

Contents

1   Introduction

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

Area	Description
Who is are these qualifications for?	These qualifications are designed for a broad range of learners including personal assistants, health and social care assistants, carers and service users. They are suitable as Continuing Professional Development in the area of personalisation and person centred care. Learners may have previously completed their N/SVQ in Health & Social Care at Level 3 or 4 or the QCF Diploma in Health & Social Care at level 3.
What do the qualifications cover?	The 3085-01 Award is a knowledge based qualification, suitable for learners who wish to extend their knowledge of personalisation. The 3085-02 Award includes both knowledge and competence and is therefore suitable for those learners delivering personalisation and person centred care.
Who did we develop the qualification with?	Developed in association with the Open University and Helen Sanderson Associates
What opportunities for progression are there?	These qualifications allow candidates to progress into employment or to the following City & Guilds qualifications: • Level 5 Diploma in Leadership and Management for Health & Social Care and Children and Young People's Services (3978).

Structure

To achieve the **Level 4 Award in Principles of Personalisation in Health and Social Care** (3085-01), learners must achieve **4 credits** from the mandatory unit. This is a knowledge based qualification.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
R/504/0232	001	Principles of personalisation in health and social care	4

To achieve the **Level 4 Award in Delivering Personalisation in Practice in Health and Social Care** (3085-02), learners must achieve **8 credits** from the mandatory units. This contains both knowledge and competence based units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
R/504/0232	001	Principles of personalisation in health and social care	4
Y/504/0233	002	Use person-centred practices to deliver personalisation in health and social care	4

2   Centre requirements

Approval

If your Centre is approved to offer any of the following qualifications:
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services England (3978)
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services Wales and Northern Ireland (3978)
- Level 4 NVQs in Health and Social Care (3172)
- Level 4 NVQ in Leadership and Management for Care Services (3078)

you can apply for the new Level 4 Award in Principles of Personalisation in Health and Social Care (3085-01) and/or Level 4 Award in Delivering Personalisation in Practice in Health and Social Care (3085-02) approval using the **Fast Track Approval Form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:
- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the Fast Track Form Guidance Notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

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 qualification before designing a course programme.

Resource requirements

Centre staffing

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but assessors cannot internally quality assure their own assessments.

Tutors

Tutors must be:
- occupationally knowledgeable in the area in which they are teaching or training
- have experience of providing training or be in the process of acquiring this experience.

Assessors and internal quality assurance staff

Assessors for Unit 002 must be occupationally competent **and** have one of the following qualifications:
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing
- A1 Assess Candidate Performance Using a Range of Methods
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status (eg PGCE)
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (or full Level 3/4 equivalents)
- Diploma in Teaching in the Lifelong Learning Sector
- Social Work Post qualifying Award in Practice Education/Teaching (CCETSW/GSCC)
- Teaching and Assessing in Clinical Practice (ENB 998)
- Mentorship in Clinical/Health Care Practice (NMC Principles and Standards).

Assessors for Unit 001 must be occupationally knowledgeable **and** have:
- any of the above qualifications **or**
- QCF Level 3 Award in Assessing Vocationally Related Achievement.

Expert witness

An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have **either** any qualification in assessment of workplace performance **or**
- a professional work role which involves evaluating the every day practice of staff.

Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:
- D34 or V1
- the V1 replacements eg the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to TAQA or other equivalent standards for quality assurance.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and quality assurance is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Candidates must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualifications.

As part of the assessment, to complete the 3085-02, candidates must be able to demonstrate competence within a real work environment

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

3 Delivering the qualification

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification Handbook	**www.cityandguilds.com**
Assessment Pack	**www.cityandguilds.com**
Fast Track Approval Form	**www.cityandguilds.com**
City & Guilds Pocket Guide Personalisation and Person-Centred Care	**www.cityandguilds.com** **www.amazon.co.uk**

A suggested reading list is included at the end of each unit under 'Supporting Information'.

Additional information

The Open University has developed an online learning resource which can be used in conjunction with the Level 4 Award in Principles of Personalisation in Health and Social Care. It is called 'GK096 Personalisation in Health and Social Care' However it is not a requirement and other resources may be available. This resource can be purchased from the Open University .

Recording documents

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

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

4 Assessment

Assessment of the qualification

Please see the table below which outlines how each unit is to be assessed.

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
001	Principles of personalisation in health and social care	Assignment	www.cityandguilds.com
002	Use person-centred practices to deliver personalisation in health and social care	Portfolio	n/a

Assessment strategy

Unit 001 is assessed by an assignment externally set by City & Guilds. The assignment is marked internally using the guidance provided and verified externally.

Unit 002 is assessed by portfolio. The evidence must be generated from real work activities (evidence of performance).

For Unit 002, observation by either an assessor or expert witness is required. Additional sources of evidence may be used and these may include:
- work products
- witness testimony
- professional discussion
- questioning.

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 not allowed for this qualification.

5 Units

Availability of units

Below is a list of the learning outcomes for all the units.

Structure of units

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

Unit 001   Principles of personalisation in health and social care

UAN:	R/504/0232
Level:	Level 4
Credit value:	4
GLH:	26
Aim:	This unit provides learners with an understanding of the knowledge and principles upon which personalisation in health and social care is based. The unit sets the current practice of personalisation firmly within the wider health and social care policy context.

Learning outcome
The learner will:
1   Know the historical and legislative background to personalisation
Assessment criteria
The learner can:
1.1   describe the implications of key phases in the development of welfare policy in the UK:
• medical and social models
• consumerist approaches
• disabled peoples' movement
1.2   define **current and developing policies** for personalised services in your nation
1.3   identify the **legal and ethical issues** relating to personalisation.

Range
Current and developing policies may include:
• national, local and organisational policy relating to personalisation.
• Putting People First (England)
• Think Local Act Personal (England)
• personal health budgets
• medical and social models of disability and their reflection in policy.

Legal and ethical issues may include:

- Human Rights Legislation
- Health and Social Care Legislation
- Equality Legislation
- Care Councils Codes of Conduct/Standards of Conduct
- Ethics and values of health and social care.

Learning outcome
The learner will:
2   Understand the meaning of personalisation in health and social care settings
Assessment criteria
The learner can:
2.1   analyse key concepts central to personalisation: • coproduction   • citizenship v professional gift models   • choice and control
2.2   describe the processes that are used to deliver personalisation: • assessment/self-assessment   • resource allocation   • support planning   • reviewing
2.3   distinguish between the different **types of budgets** used to deliver personalisation
2.4   describe the application of **tools** which support personalised or person-centred support, planning and review
2.5   differentiate the issues of personalisation taking into account the **diversity of service users** in a range of **contexts**.

Range
Types of budgets may include: • individual budgets,   • individual budgets for families who have children with disabilities   • personal budgets   • personal health budgets   • direct payments   • individual service funds   • virtual individual budgets   • indirect payments.

Tools may include:
- good days, bad days, and routines
- top tips
- relationship circle
- communication charts
- decision-making profiles
- doughnut
- matching support
- working not working.

Diversity of service users
- People with mental health problems.
- People with long-term conditions.
- People with physical disabilities.
- People with learning difficulties.
- Older people.
- Children and young people.

Contexts may include:
- people in recovery
- people receiving reablement
- people living in long-term care
- people receiving end of life care
- people living in their own home.

Any of these contexts may be categorised as health and/or social care.

Learning outcome
The learner will:
3   Understand the concept of outcomes in the context of personalisation
Assessment criteria
The learner can:
3.1   define the term **outcomes**
3.2   explain the link between outcomes and personalised services
3.3   distinguish between outcomes-based and needs-led thinking in health and in social care
3.4   assess the impact on service users and professionals of an outcomes-focused approach
3.5   explain the links between outcomes-based approaches and the promotion of **well-being.**

Range

Outcomes may include:
    • autonomy
    • personal comfort
    • economic participation
    • social participation.
 	
The shift to outcomes may be seen as supporting the right of all adults to self-determination and control of their life through the six keys to citizenship:
    • Community life
    • Self-determination
    • Support
    • Direction
    • Home
    • Money.
 	
Well-being may be promoted through the 'five ways':
    • Connect
    • Be active
    • Take notice
    • Keep learning
    • Give.

Learning outcome
The learner will: 4   Understand the interplay between rights and risks within the context of personalisation
Assessment criteria
The learner can: 4.1   explain the relationship between risks and rights 4.2   identify the perceived and actual risks associated with personalisation from the perspective of the service and that of the service user 4.3   analyse **different approaches** to addressing risk 4.4   apply the **principles of the Mental Capacity Act** in the context of personalisation.

Range

Different approaches may include local children's and adults safeguarding arrangements and risk enablement panels
 	
The five **principles of the Mental Capacity Act** are:
    • Presumption of capacity
    • Being supported to make own decisions
    • Right to make unwise decisions
    • Best interests
    • Less restrictive option.

Learning outcome
The learner will: 5   Understand the workforce challenges associated with personalisation

Assessment criteria
The learner can: 5.1   evaluate the impact of personalisation on own role 5.2   analyse the **role** and responsibilities of **key players** within the context of personalisation 5.3   identify barriers to working together across health, social care, the independent and third sectors 5.4   propose strategies to remove or minimise barriers to working together across health, social care, the independent and third sectors.

Range

Key players may include:
    • service user
    • carer
    • commissioner
    • health professional
    • social worker
    • home care/health care assistant
    • personal assistant.
 	
Roles taken by these and other players might include:
    • care broker
    • support planner
    • advocate
    • personal assistant.
plus any other new roles involved in delivering personalised services.

Learning outcome
The learner will:
6   Understand the concepts of social capital, social networks, community capacity and associated ideas
Assessment criteria
The learner can:
6.1   analyse the importance of social capital in the context of personalisation
6.2   explain the impact of social networks on your role
6.3   analyse the importance of community capacity in the context of personalisation.

Acknowledgements

Unit 001   Principles of personalisation in health and social care

Supporting information

Guidance

Assessment criteria 2.1 and 2.4

For guidance on person-centred tools see p100 Maclean S., (2011), *Personalisation and Person-Centred Care,* London, City and Guilds. In particular note the comment there that 'it is important that care staff make use of the tools utilised in their service and that they have specific knowledge on how these tools should be used with individuals'.

Useful books/Websites

Alakeson, V., (2007), *Putting Patients in Control: The Case for Extending Self-direction into the NHS*, The Social Market Foundation.

Alaszewski, H. and Alaszewski, A., (2005), *'Person centred planning and risk: challenging the boundaries'* in Cambridge, P. and Carnaby, S. (eds) Person Centred Planning and Care Management with People with Learning Disabilities, London, Jessica Kingsley.

Boyle, D. and Harris, M., (2009), *The Challenge of Co-production: How Equal Partnerships between Professionals and the Public are Crucial to Improving Public Services*, NESTA.

Glasby, J.and Littlechild, R., (2009), *Direct Payments and Personal Budgets: Putting Personalisation into Practice*, second revised edition, Bristol, Policy Press,.

Glendinning, C., Challis, D., Fernández, J.-L., Jacobs, S., Jones, K., Knapp, M., Manthorpe, J., Moran, N., Netten, A., Stevens, M. and Wilberforce, M., (2008), *Evaluation of the Individual Budgets Pilot Programme: Summary Report*, Social Policy Research Unit, University of York.

Henwood, M. and Hudson, B., (2007), *Here to Stay? Self-directed Support: Aspiration and Implementation*, Towcester, Melanie Henwood Associates.

Maclean, M., (2011) *The City and Guilds Pocket Guide: Personalisation and Person-Centred Care*, London, City and Guilds

Putnam, R. (2001). *'Social capital measurement and consequences'*, *Canadian Journal of Policy Research*, vol. 2, no. 1, pp. 41–51.

Think Local Act Personal

Social Care Institution for Excellence

Unit 002 Use person-centred practices to deliver personalisation in health and social care

UAN:	Y/504/0233
Level:	Level 4
Credit value:	4
GLH:	25
Aim:	This unit sets the current practice of personalisation firmly within the wider health and social care policy context. The unit is designed to allow learners to demonstrate how they deliver personalisation and person centred practices using a range of tools and approaches

Learning outcome
The learner will:
1   Be able to put person-centred values into practice
Assessment criteria
The learner can:
1.1   identify the values central to personalisation:
• independence and rights
• coproduction, choice and control
• inclusive and competent communities
1.2   demonstrate how person-centred values are delivered through own practice:
• independence and rights
• coproduction, choice and control
• inclusive and competent communities
1.3   use **person-centred practices** to agree **outcomes.**

Range

Person centred practices could include the use of person-centred thinking tools such as:
    • working and not working from different perspectives
    • person-centred review.
 	
Outcomes may include:
    • autonomy
    • personal comfort
    • economic participation
    • social participation
as the 'golden thread' of the self-directed support process.

Learning outcome
The learner will: 2   Be able to implement person-centred thinking to deliver personalised services

Assessment criteria
The learner can: 2.1   identify what is important to and for the service user using **person-centred tools** 2.2   demonstrate how to enhance the **service user's voice, choice, and control** 2.3   use **person-centred thinking tools** to learn about the service user 2.4   produce a detailed person-centred **description/support plan.**

Range

Person-centred tools to identify what is important to and for the service user may include using any of the following:
    • good days and bad days
    • routines
    • top tips ('the two minute drill')
    • relationship circle
    • what to do when I am becoming unwell.
 	
The following tools may be used for to enhance the **service user's voice, choice, and control:**
    • communication charts
    • decision-making profile
    • decision-making agreement.

The following **person-centred thinking tools** may be used to achieve deeper learning about the service user:

- learning log
- histories
- hopes and dreams
- presence to contribution.

A person-centred **description or support plan** may contain some of the following:

- What is important to the service user (person-centred description)?
- What does the service user want to change (working and not working from different perspectives)?
- How will the service user be supported (person-centred description)?
- How will the service user spend any personal budget?
- How will support be managed?
- How will the service user stay in control of their life (communication charts/decision making agreements)?
- Action plan.

Learning outcome
The learner will:
3   Be able to use person-centred thinking tools for on-going implementation of support plans
Assessment criteria
The learner can:
3.1   enable the service user to take the **action needed** to implement their support plan and achieve their required outcomes
3.2   **clarify responsibilities** in delivering the support plan and achieving outcomes identified by the service user
3.3   use person-centred practices in the context of different **support arrangements**
3.4   explain how person-centred practices are adapted to people in diverse **contexts**.

Range
Action needed may include:

- recruiting your own staff
- payroll, contracts and/or accountancy
- developing a personalised rota
- getting paid work
- connecting with the community
- circles of support
- quality assurance (Is the service doing what you want it to?)
- managing and developing your staff
- service development
- forward planning
- advocacy.

Appropriate person-centred thinking tools to **clarify responsibilities** may include:

- matching tool/doughnut
- decision-making agreement
- developing a personalised rota.

Different **support arrangements** must relate to service user's individual needs and might include:

- what funds can be spent on
- where and who to get help from
- where to find information
- personal budgets as a direct payment
- individual service funds (one way to manage a personal budget)
- using 'Just Enough Support' and assistive technology.

Contexts may also include services or settings such as:

- people in recovery
- people receiving reablement
- people living in long-term care
- people receiving end of life care
- people living in their own home.

Any of these contexts may be categorised as health and/or social care.

Learning outcome
The learner will:
4   Be able to provide practical assistance with updating and reviewing support plans
Assessment criteria
The learner can:
4.1   use **person-centred practices** to continuously update the information in a support plan to reflect the service user's choices
4.2   enable the service user to **prepare** for their review in a way that maximises their control
4.3   **facilitate** a person-centred review
4.4   identify the **actions** that need to happen to achieve the outcomes identified at a review.

Range
Person-centred practices to continuously update information may include:

- working and not working from different perspectives
- 4 plus one questions
- learning logs.

Prepare
Review preparation may include determining date, time and venue, as well as attendees, and helping the service user to prepare and to plan what s/he wants to talk about.

Facilitate
Facilitation might include supporting the service user during the person-centred review focusing on outcomes and keeping the service user at the centre so as to ensure that control and decision-making is retained by them.

Actions may include:
- ensuring that the review is recorded so as to keep the service user's views at the centre,
- identifying what is working and not working from different perspectives,
- recording the service user's outcomes for the next year.
- being clear who will do what by when to achieve the outcome, and the implications of this for the roles of staff (eg and a personalised rota).

Learning outcome
The learner will:
5　Be able to take a person-centred approach to risk
Assessment criteria
The learner can:
5.1　apply a **person-centred approach** to risk
5.2　determine the steps required in order to establish **shared decision-making**.

Range
Person-centred approaches to risk might include those which balance positive risk taking and minimising harm eg using tools such as the happy/safe grid, matching person-centred approach to risk with the 'holy grail'.
The following tools may support shared **decision-making**:
- decision-making profile - decision making agreement chart - mental capacity tool.

Learning outcome
The learner will:
6   Be able to promote well-being and community membership

Assessment criteria
The learner can:
6.1   support service users in identifying outcomes which promote their **well-being**
6.2   **develop** the service user's social capacity, support networks and membership of their community
6.3   identify ways in which service users can **maintain and widen** their involvement in and contribution to their community.

Range
Well-being may be promoted through the 'five ways'

- Connect
- Be active
- Take notice
- Keep learning
- Give

Develop
Tools to support social capacity, support networks and membership of community may include:

- inclusion web
- community map
- relationship circle
- presence to contribution.

Tools to support service users to **maintain and widen** their involvement in, and contribution to, their community may include:

- gifts to contribution
- community map
- presence to contribution.

Acknowledgements

The examples of tools and person-centred practices in the range were drawn from:

The examples of outcomes were drawn from:

The references to ways of wellbeing were drawn from:

Unit 002   Use person-centred practices to deliver personalisation in health and social care

Supporting information

Guidance

Assessment criteria 1.3

For guidance on person-centred tools see p100 Maclean S., (2011), *Personalisation and Person-Centred Care,* London, City and Guilds. In particular note the comment there that 'it is important that care staff make use of the tools utilised in their service and that they have specific knowledge on how these tools should be used with individuals'.

Useful Books/Websites

Bennett, T., Cattermole, M. and Sanderson, H., (2009), *Outcome-focused Reviews: A Practical Guide*, London, Department of Health.

Bowers,H., Bailey,G., Sanderson,H., Easterbrook, L., and Macadam,A., (2008), *Person Centred Thinking with Older People, Practicalities and Possibilities*, Stockport, Helen Sanderson Associates Press.

Cambridge, P. and Carnaby, S., (eds), (2005), *Person Centred Planning and Care Management with People with Learning Disabilities*, London, Jessica Kingsley.

Department of Health, (2008), *Good practice in support planning and brokerage,* London, DH.

Department of Health, (20120), *Personalisation through Person-Centred Planning* (2010), DH.

LGIU/Governance International, (2012), *Making Health and Social Care Personal and Local: Moving from Mass Production to Co-Production,* London. LGIU.

Maclean, M., (2011) *The City and Guilds Pocket Guide: Personalisation and Person-Centred Care*, London, City and Guilds

Sanderson, H., Lewis. J.,(2011), *A Practical Guide to Delivering Personalisation: Person-centred Practice in Health and Social Care*, Jessica Kingsley, London

www.in-control.org.uk

www.helensandersonassociates.co.uk

Appendix 1 Sources of general information

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

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.

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

City & Guilds
Believe you can

www.cityandguilds.com

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, e-assessment, 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