



City & Guilds Awards and Certificates in Personal and Social Skills (5546)

Qualification Handbook for Centres

March 2026 Version 1.8

Qualification at a glance

Subject area	Employability
City & Guilds number	5546-31, 32, 3445
Age group approved	All
Entry requirements	No preconditions for entry
Assessment	Portfolio
Fast track	Available
Support materials	Centre handbook Unit packs
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Version and date	Change detail	Section
1.2 August 2014	Barred combination table updated	4.5 Barred combination table
	Removed outdated paragraph regarding teacher requirements	4.2 Resource requirements
	Correct unit numbering of 421	2.1 Qualification structure 4. Units
1.3 August 2014	Unit 502 credit value updated	4. Units
1.4 June 2015	Unit 406 replaced with 462	4.3 List of units
1.5 August 2016	Amendments to qualification reference numbers	2.1 Qualifications structure
1.6 February 2022	GLH & TQT Clarified and Highlighted City & Guilds added to titles City & Guilds address amended QCF references removed	2.1 Qualification structure Throughout Last page Throughout
1.7 July 2024	Update of Quality Assurance Statement Removed withdrawn units and pathways	Centre Requirements Throughout
1.8 March 2026	Reference CGLI and the Charity removed	Throughout



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1 Introduction



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

Area	Description
Who are the qualifications for?	These qualifications are aimed at anyone who wants to live a more independent life, progress in education and / or their employment prospects; get into a job, develop on the job or move onto the next job, as they progress along the career ladder.
What do these qualifications cover?	<p>Personal and Social Skills qualifications form a key part of City & Guilds Work Skills for Work & Life offer.</p> <p>The qualifications support individuals in learning and developing the key skills, qualities and attitudes which are wanted by all employers.</p> <p>The qualifications have been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today's employment market, also meeting the needs for study programmes and traineeships.</p>
What opportunities for progression are there?	These qualifications can assist learners' chances of progressing in education and gaining employment in any industry.

2 Introduction to the qualifications

This handbook contains the information that centres need to offer the following qualifications:

Qualification title	GLH	TQT	City & Guilds no.	Qualification accreditation number
Introductory Awards				
City & Guilds Level 1 Introductory Award in Personal and Social Skills	9	20	5546-31	601/3673/X
Level 1 Awards				
City & Guilds Level 1 Award in Personal and Social Skills	32	60	5546-32	601/3536/0
Certificates				
City & Guilds Entry Level Certificate in Personal and Social Skills (Entry 3)	100	150	5546-34/45	601/3533/5
City & Guilds Level 1 Certificate in Personal and Social Skills	100	150	5546-34/45	601/3535/9

This suite of qualifications has been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs. They recognise the personal skills, qualities and attitudes required by employers across vocational sectors. These qualifications are also suitable for those learners who intend to progress to further learning. There are no pre-conditions for entry and there is no minimum level of literacy or numeracy required. Qualification providers can deliver these qualifications alongside a language, literacy or numeracy qualification.

The units in these qualifications fall into two categories:

Employability/Personal and Social Development (PSD) units

These comprise the majority of the units and are all assessed by learner portfolio.

The aims of these qualifications are to:

- meet the needs of learners who wish to seek, gain and retain employment or progress to further learning
- allow learners to learn, develop and practise the skills required for employment
- provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence
- form the basis of Foundation Learning programmes (in England).

2.1 Qualification structure

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

This section provides information about the full qualifications which may be awarded to learners successfully completing the required combinations of units and/or credits as shown below.

Introductory Award – 5546-31

City & Guilds Level 1 Introductory Award in Personal and Social Skills (601/3673/X)

Learners must achieve a minimum of 2 credits from units 402, 404, 410-412, 416, 418, 421, 422, 423, 425, 426, 428-440, 442-446

Plus **702** for certification.

Award – 5546-32

City & Guilds Level 1 Award in Personal and Social Skills (601/3536/0)

Learners must achieve a minimum of 6 credits from units 402, 404, 410-412, 416, 418, 421, 422, 423, 425, 426, 428-440, 442-446.

Plus **719** for certification.

Certificates – 5546-34/45

Note: The following qualifications contain barred units. Please refer to Section 4.5 of this handbook or the Walled Garden.

City & Guilds Entry Level Certificate in Personal and Social Skills (Entry 3) (601/3533/5)

Learners must achieve a minimum of 15 credits, of which:

- a minimum of 11 credits must come from units 302, 304, 311, 312, 313, 317, 319, 321, 323, 324, 325, 326, 327
- a minimum of 4 credits must come from units (202, 204, 207, 210, 211, 212, 213, 214, 302, 304, 311, 312, 313, 317, 319, 321, 323, 324, 325, 326, 327, 402, 404, 410-412, 416, 418, 421, 422, 423, 425, 426, 428-440, 442-446).

Plus **740** for certification.

City & Guilds Level 1 Certificate in Personal and Social Skills (601/3535/9)

Learners must achieve a minimum of 15 credits, of which:

- a minimum of 11 credits must come from units 402, 404, 410-412, 416, 418, 421, 422, 423, 425, 426, 428-440, 442-446

- a minimum of 4 credits must come from units (302, 304, 311, 312, 313, 317, 319, 321, 323, 324, 325, 326, 327, 402, 404, 410-412, 416, 418, 421, 422, 423, 425, 426, 428-440, 442-446, 502, 507, 514, 515, 518-521).

Plus **741** for certification.

Certificates of unit credit

Certificates of Unit Credit (CUC) will be issued to learners listing each successfully completed unit even if a full qualification is not attempted. Learners who complete a full qualification will receive, in addition to their certificate, a CUC listing each unit achieved.

Certification modules

Although all unit achievements will be recorded on a Certificate of Unit Credit (CUC), learners will only receive a full qualification certificate if the relevant Award Module or Certificate Module is claimed **in addition** to the units the learner has achieved.

Please ensure that these modules are only claimed once learners have achieved sufficient credits at a high enough level to entitle them to that qualification.

Qualification	Certificate module
Introductory awards	
City & Guilds Level 1 Introductory Award in Personal and Social Skills	5546-702
Awards	
City & Guilds Level 1 Award in Personal and Social Skills	5546-719
Certificates	
City & Guilds Entry Level Certificate in Personal and Social Skills (Entry 3)	5546-740
City & Guilds Level 1 Certificate in Personal and Social Skills	5546-741

Barred combinations

Units that have a significant overlap in content are **barred combinations**. Learners can take units that are barred and they will appear on the learner's Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.

Full details of the barred combinations can be found in **Section 4.5** of this document.

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 1 Introductory Award in Employability Skills	9	20
City & Guilds Level 1 Award in Employability Skills	29	60
City & Guilds Entry Level Certificate in Employability Skills (Entry 3)	93	150
City & Guilds Level 1 Certificate in Employability Skills	77	150

2.2 Opportunities for progression

These qualifications provide a solid grounding in generic employability and personal development skills, which will enable progression to employment and/or to further learning including qualifications such as:

- Functional Skills
- Essential Skills Wales
- Essential Skills (Northern Ireland)
- vocational qualifications

The Work-based experience unit provides valuable preparation for employment as it enables learners to prepare for, attend and review work experience. The Candidate Project unit is particularly relevant to learners who wish to progress to further learning since it can be used to plan, carry out and evaluate a piece of research.

3 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

To offer the 5546 qualifications, existing City & Guilds customers will need to gain qualification approval. New centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

3.1 Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal quality assurer (this can be the same person as the quality assurance co-ordinator).

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

Trainer/tutors must be competent and confident to a level above that which they are assessing.

Assessors and internal quality assurer

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Continuing professional development (CPD)

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

3.2 Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

3.3 Learner entry requirements

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

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

Please see Section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions

These qualifications are suitable for the 14-16, 16-18, 18+ and 19+ age ranges ie for both young people and adults.

4 Units

4.1 Availability of units

The units for these qualifications are available in the following handbooks:

- Entry 2 Unit Handbook for Centres
- Entry 3 Unit Handbook for Centres
- Level 1 Unit Handbook for Centres
- Level 2 Unit Handbook for Centres

4.2 Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds unit number
- title
- level
- credit value
- Unit accreditation number (UAN)
- unit aim
- Guided Learning Hours (GLH)
- learning outcomes and assessment criteria
- how the unit is assessed.

4.3 List of units

This is a list of all the units in 5546-31-32-34/45:

Unit	QAN	Title	Credit value	GLH
Entry Level 2 Units				
202	D/506/2783	Personal finance	1	10
204	F/506/2646	Effective communication	2	13
207	T/502/0863	Improve personal manner and conduct	2	20
210	M/502/0862	Identify hazards in familiar settings	2	20
211	L/506/2651	Working as part of a group	2	18
212	Y/506/2782	Healthy living	1	10
213	R/501/6920	Personal skills	3	22
214	K/502/0861	Make a familiar journey safely	2	20
Entry Level 3 Units				
302	H/506/2784	Personal finance	1	10
304	Y/505/4648	Effective communication	2	11
311	A/506/2726	Working as part of a team	3	24
312	H/506/2722	Healthy living	2	16
313	T/505/4656	Personal presentation and hygiene	2	15
317	M/506/2724	Rights, responsibilities and citizenship	3	25
319	J/501/6946	Candidate project	3	20
321	M/501/6942	Community project	3	24
323	T/505/4642	Attitudes and values for personal development	1	10
324	K/506/2785	Take part in leisure activities	1	10
325	R/506/2652	Recognise the benefits of leisure time	1	10
326	Y/502/0841	Plan and make a journey using public transport	2	20
327	T/502/0782	Lift and handle safely	2	20
Level 1 Units				
402	T/506/2708	Managing personal finance	3	20
404	R/506/2702	Effective communication	2	13
407	K/505/4654	Interview skills	3	18

Unit	QAN	Title	Credit value	GLH
408	J/506/2731	Searching for a job	2	20
410	L/506/2732	Keeping safe	3	26
411	L/505/4663	Working as part of a team	3	25
412	D/504/8169	Contribute to own healthy living	2	20
416	J/505/4662	Rights, responsibilities and citizenship	3	20
418	Y/501/6899	Candidate project	3	20
421	T/501/6893	Community project	3	22
422	J/505/4743	Selfassessment and development	3	25
423	M/506/2710	Recognise the benefits of having work/life balance	2	9
425	Y/506/2703	Effective skills, qualities and attitudes for learning and work	2	14
426	A/501/6894	Contributing to a team	3	20
428	J/506/2700	Business and customer awareness	1	7
429	Y/506/2698	Alternatives to paid work	2	11
430	M/506/2786	Dealing with problems	1	10
431	L/506/2701	Developing personal confidence	1	10
432	T/506/2711	Understanding assertive behaviour	1	10
433	R/506/2733	Coping with change	2	20
434	R/505/4664	Interpersonal relationships	2	14
435	D/506/2699	Awareness of equality and diversity	2	17
436	F/600/7804	Valuing equality and diversity	2	16
437	K/600/6193	Understanding the language and culture of a community	3	26
438	H/501/6887	Supporting others	3	22
439	D/506/2704	Environmental awareness	2	12
440	H/506/2705	Family relationships	1	10
442	T/506/2787	Introduction to alcohol awareness	3	30
443	K/506/2706	Introduction to decision-making	1	9
444	M/506/2707	Introduction to drug awareness	2	12
445	L/506/2665	Understanding crime and its effects	3	18
446	F/506/2789	Using materials and equipment for a practical activity	1	10
462	L/507/0295	Applying for a job	2	16

Level 2 Units

502	T/600/6195	Effective skills, qualities and attitudes for learning and work	3	22
507	Y/506/2717	Improving practical skills and techniques	3	19
514	R/506/2716	Healthy living	2	11
515	L/506/2715	Exploring equality and diversity	2	12
516	T/506/2790	Using tools and equipment	1	10
517	F/506/2663	Managing time in the workplace	1	8
518	R/600/7791	Managing personal finance	3	26
519	M/600/7796	Dealing with challenges	2	17
520	T/600/7797	Managing yourself	3	24
521	T/600/7802	Introduction to sustainable development and global citizenship	3	26

4.4 Summary of assessment methods

The Unit handbooks explain how each unit is assessed. All the units are assessed by learner portfolio of evidence.

Time constraints

All assessments must be completed and assessed within the learners' period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assessments.

4.5 Barred combination table

Unit	Level	Unit Title	Barred with
202	E2	Personal finance	302, 402
204	E2	Effective communication	304, 315, 322, 404
207	E2	Improve personal manner and conduct	N/A
210	E2	Identify hazards in familiar settings	N/A
211	E2	Working as part of a group	311, 411
212	E2	Healthy living	312, 412
213	E2	Personal skills	N/A
214	E2	Make a familiar journey safely	N/A
302	E3	Personal finance	202, 402, 518
304	E3	Effective communication	204, 315, 322, 404
311	E3	Working as part of a team	211, 411, 426
312	E3	Healthy living	212, 412, 514
313	E3	Personal presentation and hygiene	N/A
317	E3	Rights, responsibilities and citizenship	318, 416, 417, 441
319	E3	Candidate project	418, 505
321	E3	Community project	320, 419, 421
323	E3	Attitudes and values for Personal Development	425, 502
324	E3	Take part in leisure activities	N/A
325	E3	Recognise the benefits of leisure time	N/A
326	E3	Plan and make a journey using public transport	N/A
327	E3	Lift and handle safely	N/A
402	L1	Managing personal finance	202, 302, 518
404	L1	Effective communication	304, 315, 322, 504
410	L1	Keeping safe	N/A
411	L1	Working as part of a team	311, 426
412	L1	Contribute to own healthy living	312, 514
416	L1	Rights, responsibilities and citizenship	317
418	L1	Candidate project	319, 505
421	L1	Community project	320, 321, 419
422	L1	Self assessment and development	N/A

Unit	Level	Unit Title	Barred with
423	L1	Recognise the benefits of having a work/life balance	N/A
425	L1	Effective skills, qualities and attitudes for learning and work	323, 502
426	L1	Contributing to a team	311, 411
428	L1	Business and customer awareness	N/A
429	L1	Alternatives to paid work	N/A
430	L1	Dealing with problems	519
431	L1	Developing personal confidence	N/A
432	L1	Understanding assertive behaviour	N/A
433	L1	Coping with change	N/A
434	L1	Interpersonal relationships	N/A
435	L1	Awareness of equality and diversity	515
436	L1	Valuing equality and diversity	515
437	L1	Understanding the language and culture of a community	515
438	L1	Supporting others	N/A
439	L1	Environmental awareness	N/A
440	L1	Family relationships	N/A
442	L1	Introduction to alcohol awareness	N/A
443	L1	Introduction to decisionmaking	N/A
444	L1	Introduction to drug awareness	N/A
445	L1	Understanding crime and its effects	N/A
446	L1	Using materials and equipment for a practical activity	N/A
502	L2	Effective skills, qualities and attitudes for learning and work	323, 425
507	L2	Improving practical skills and techniques	N/A
514	L2	Healthy living	312, 412
515	L2	Exploring equality and diversity	435, 436, 437
518	L2	Managing personal finance	302, 402
519	L2	Dealing with challenges	430
520	L2	Managing yourself	N/A
521	L2	Introduction to sustainable development and global citizenship	N/A

4.6 Evidence requirements for portfolio assessed units

All the units are assessed by learner portfolio. The portfolio is the term given to the collection of evidence which shows that the learner has met the assessment criteria.

Usually evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out activities in the learning and/or work environment.

Evidence is not required in a pre-set format and may be of many types and from diverse sources.

Examples of types of evidence include:

- learner statement
- notes
- letter
- email
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- calculations
- expenditure record
- audio/video recorded discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- model
- sculpture
- screen dumps (print screen).

Please note that centres are not restricted to the types of evidence listed above.

As no set level of literacy is required for entry to this qualification, learners can demonstrate competence in different ways. For example, 'list' is an item by item record and learners can:

- produce a handwritten or typed list
- list items orally (evidenced by audio, video or written record by assessor or witness)
- tick or highlight a worksheet
- arrange word cards (evidenced by photograph or sticking cards on paper)
- collect items (for portfolio or photograph).

Except where the assessment strategy/qualification criteria for a specific qualification states otherwise, videos or photographs of minors could be used as the medium to present evidence as part of a portfolio for a qualification. In these cases both the approved centre and the learner have responsibilities in terms of meeting any child protection legislation and seeking to safeguard the interests of the minor.

As a minimum, the approved centre must inform the learner that he/she must:

- obtain written permission from the minor's parent/guardian prior to collecting the evidence and include this permission in the portfolio
- have a valid reason to use photographs or video recordings as part of the evidence in the portfolio
- keep photographs or video recordings secure from unauthorised access, whether stored electronically or in hard copy.

The approved centre must retain sufficient written records of compliance with the above.

It is the responsibility of the approved centre to ensure that learners who use images of minors as evidence for a qualification meet the requirements of child protection legislation. As a minimum requirement, the approved centre should stipulate the need for the learner to obtain the consent of the minor's parent or guardian prior to collecting the evidence.

It is important that it is clear that this is simply guidance as to best practice. This is not advice as to how to ensure compliance with legislation.

4.7 Recording forms

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

City & Guilds endorses several e-Portfolio systems, including our own Learning Assistant. Further details are available at: www.cityandguilds.com/eportfolios .

Although it is expected that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier before they are used by learners and assessors at the centre.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of his/her programme to ensure he/she is entered for an appropriate type and level of qualification.

The initial assessment should identify:

- specific training needs the learner has, and the support and guidance he/she may require when working towards his/her qualifications. This is sometimes referred to as diagnostic testing.
- units the learner has already completed, or credit he/she has accumulated which is relevant to the qualifications he/she is about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications he/she will work towards, his/her responsibilities as a learner and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

5.2 Recommended delivery strategies

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

Centres may design course programmes of study in a way that:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

If centres choose to offer the Planning for Progression Units (201, 301 and 401) it is recommended that they are delivered first as an introduction to the qualification. The remainder of the units may be delivered holistically.

Centres may deliver this qualification on a full-time or part-time basis.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the Essential/Functional Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

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 Centre document library on <https://www.cityandguilds.com> or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Handbook: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

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people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

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