

Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs) (4338-04)

October 2011 Version 1.0



Welcome

Qualification at a glance

Subject area	Children
City & Guilds number	4338
Age group approved	16+
Entry requirements	No specific requirements
Assessment	Please see the individual units for information
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs)	4338-04	600/3131/1



Contents

1	Introduction	4
	Structure	4
2	Centre requirements	5
	Approval	5
3	Delivering the qualification	7
	Initial assessment and induction	7
4	Assessment	8
	Assessment principles	8
5	Units	12
Unit 400	Build and maintain relationships in work with parents	13
Unit 401	Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs	18
Unit 402	Work with families with complex and multiple needs to reduce and prevent anti-social behaviour and increase positive behaviour	23
Appendix 1	Sources of general information	26



1 Introduction

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

Area	Description
Who is the qualification for?	The qualification is aimed at key workers delivering intense support to families with multiple and complex needs. Key workers may be working in family intervention projects or social care settings using the family intervention model.
What does the qualification cover?	This qualification was developed to address the needs of practitioners providing intense support to families, for example in family intervention work. The new award focuses on the skills and knowledge required to provide sustained, intensive, whole family support in a multi-agency setting.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (3978)

Structure

To achieve the **Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs)**, learners must achieve **12** credits from the mandatory units listed below.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
H/502/3998	400	Build and maintain relationships in work with parents	6
F/503/4538	401	Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs	4
J/503/4539	402	Work with families with complex and multiple needs to reduce and prevent anti-social behaviour and increase positive behaviour	2



2 Centre requirements

Approval

If your Centre is approved to offer the qualification 3599-04 - Level 4 Work with Parents, you will receive automatic approval for the 4338-04 Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs).

If your centre is currently approved to offer:

- 3599-01 Level 2 Award in Work with Parents
- 3599-02 Level 3 Award in Work with Parents
- 3599-03 Level 3 Certificate in Work with Parents
- 3599-05 Level 3 Certificate in Work with Parents - Parent Support Adviser Pathway

you can apply for the new 4338-04 Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs) 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.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

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 verification is in line with best practice, and that it takes account of any national or legislative developments.

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

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.

3 Delivering the qualification



Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.



4 Assessment

Level 4 Award in Work with Parents (Intense support for families with multiple and complex needs)

Unit	Unit title	Assessment method
400	Build and maintain relationships in work with parents	Portfolio
401	Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs	Portfolio
402	Work with families with complex and multiple needs to reduce and prevent anti-social behaviour and increase positive behaviour	Portfolio

Assessment principles

There will be a combination of assessment methods for this qualification which meets the requirements of the combined competence and knowledge units. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. The competence assessment for this qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit'.

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions

City & Guilds will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

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 everyday practice of staff.

The prime source of evidence for competency based Learning Outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely expert witnesses may provide testimony for the occupationally specific units.

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods. The use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace. It may also ensure that children's/young people's privacy and confidentiality are not infringed.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios. Centre staff should guide candidates to ensure excessive evidence gathering is avoided.

Competence based assessment must include direct observation by an Assessor or Expert Witness Testimony as the main source of evidence. Simulation is not allowed unless stated in a unit. Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units, where assessor observation is not required. The qualified and occupationally competent assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios. Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of children, young people and their families must be upheld.

Knowledge evidence requirements

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore most usually knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge.

Assessors must retain records of questions and answers or the focus and outcomes of professional discussion. Professional discussion, where

used, must be conducted by candidates' assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates.

The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions. Its value at level 3 is limited given that observation is the major assessment requirement. It would however be appropriate for use at level 4.



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 400

Build and maintain relationships in work with parents

UAN:	H/502/3998
Level:	Level 4
Credit value:	6
GLH:	24
Relationship to NOS:	This unit is linked to WWP 301, Principles and Values statement for WWP sector, also WWP 310.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development
Aim:	This unit is about building helpful and effective relationships with parents in order to work with them in a positive way.

Learning outcome
The learner will: 1. Understand the principles and values that underpin work with parents
Assessment criteria
The learner can: 1.1 analyse the principles and values that underpin the National Occupational Standards for Work with Parents 1.2 summarise what is meant by evidence-based practice 1.3 explain and justify ways in which individuality, difference and diversity can be respected and celebrated in work with parents 1.4 review ways in which equality of opportunity, inclusion, and non-judgemental and anti-discriminatory practice can be promoted and supported in work with parents.

Learning outcome
The learner will: 2. Understand the nature of an effective relationship with parents
Assessment criteria
The learner can: 2.1 analyse the ethos of the partnership model of working with parents 2.2 explain, justify and demonstrate how parents can be assisted to appreciate the benefits of parenting services for themselves and their children 2.3 analyse the importance of trust in developing relationships with parents 2.4 summarise the importance and role of ground rules for service delivery.

Learning outcome
The learner will: 3. Understand how barriers to participation for parents can be overcome
Assessment criteria
The learner can: 3.1 review key barriers to participation for parents and ways in which they can be overcome 3.2 review and demonstrate strategies to support parents to overcome barriers they encounter.

Learning outcome
The learner will: 4. Understand how to negotiate and/or agree the basis of relationships with parents
Assessment criteria
The learner can: 4.1 analyse how roles, responsibilities and the purpose of the relationship are clarified 4.2 review and demonstrate strategies for developing trust in relationships with parents 4.3 explain, justify and apply rules governing confidentiality and data protection and the limits of confidentiality 4.4 explain, justify and demonstrate how the aims, outcomes and procedures of the relationship are negotiated and/or agreed 4.5 review factors to be considered when recording information.

Learning outcome
The learner will:
5. Understand how to agree the boundaries of the relationship
Assessment criteria
The learner can:
5.1 review and demonstrate how to clarify the boundaries of the relationship
5.2 explain, justify and demonstrate how ground rules are clarified.

Learning outcome
The learner will:
6. Understand how to maintain the relationship with parents
Assessment criteria
The learner can:
6.1 explain, justify and demonstrate ways of maintaining contact with parents, identifying any limits of contact
6.2 analyse and demonstrate how to review progress
6.3 explain and justify when it is appropriate to signpost parents to other services.

Learning outcome
The learner will:
7. Understand how to reflect on own practice in building and maintaining relationships with parents
Assessment criteria
The learner can:
7.1 explain and justify why practitioners working with parents should reflect on their practice
7.2 review own practice in building and maintaining relationships with parents, making modifications as required.

Evidence requirements**Suggested evidence**

Centres should note the suggested evidence identified for Unit 400 is **not** an exhaustive list.

Outcome 1 professional discussion, written report covering assessment criteria and/or reflective account

Outcome 2 observation of practice, reflective account, professional discussion

Outcome 3 observation of practice, professional discussion, written report showing strategies

Outcome 4 observation of practice, reflective account, professional discussion

Outcome 5 observation of practice, reflective account, professional discussion

Outcome 6 observation of practice, written report covering assessment criteria, professional discussion

Outcome 7 observation of practice, professional discussion, work product eg: showing reporting of any modifications that were required.

Guidance**Suggested good practice**

It should be recognised that those working towards build and maintain relationships in work with parents at level 4 may fall into one of two brackets. Learners may have completed a level 3 award and are progressing onto level 4 or learners that may have joined a programme of study directly at level 4, to enhance non-specific Work with Parents qualification. By whatever pathway learners come to be studying at level 4, it is vital that they understand the importance of embedding these important aspects of all Work with parents into their everyday practice before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that there are a variety of settings within the sector and the candidate will need to differentiate from one provision to another, and have a clear understanding of the different kinds of settings, and the limits to their own role.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in a supportive group or individual environment where work with parents has been the fundamental aim is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of building and maintaining relationships in a Work with Parents' service at level 4.

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Unit 401

Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs

UAN:	F/503/4538
Level:	Level 4
Credit value:	4
GLH:	35
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development
Aim:	The aim of this unit is to develop the skills, knowledge and understanding required to work persistently and proactively with families with complex and multiple needs. The learners will be expected to work collaboratively with other agencies to assess, provide and co-ordinate intensive support to meet the identified needs of these families.

Learning outcome
The learner will: 1. Understand complex and multiple needs and their impact
Assessment criteria
The learner can: 1.1 analyse what is meant by complex and multiple needs 1.2 analyse the origins and cycles of complex and multiple needs in families 1.3 explain the impact of complex and multiple needs on family dynamics and social/community relationships.

Learning outcome
The learner will: 2. Be able to use persistent and proactive methods to engage with families who have complex and multiple needs
Assessment criteria
The learner can: 2.1 evaluate the suitability of different persistent and proactive approaches when engaging with families

- | |
|---|
| <p>2.2 use persistent and proactive approaches to enable engagement with families</p> <p>2.3 review the use of persistent and proactive approaches in engaging with families.</p> |
|---|

Learning outcome

The learner will:

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| <p>3. Understand a whole family approach to developing resilience, self-reliance and independent action</p> |
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Assessment criteria

The learner can:

- | |
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| <p>3.1 analyse whole family approach in contrast to other approaches to family support</p> <p>3.2 explain resilience, self-reliance and independent action in relation to family functioning</p> <p>3.3 use the whole family approach in building resilience, self-reliance and independent action</p> <p>3.4 evaluate the use of whole family approach in building resilience, self-reliance and independent action.</p> |
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Learning outcome

The learner will:

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| <p>4. Be able to work with families in a multi-agency context to develop and implement collective agreements</p> |
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Assessment criteria

The learner can:

- | |
|---|
| <p>4.1 explain the processes used to secure multi-agency collective agreement on changes expected from families</p> <p>4.2 produce a multi-agency collective agreement on changes expected from families</p> <p>4.3 enable the sequencing, co-ordination of support and establishment of time-limited goals within the multi-agency collective agreement.</p> |
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Learning outcome

The learner will:

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| <p>5. Be able to facilitate change with families who have complex and multiple needs within agreed timescales</p> |
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Assessment criteria

The learner can:

- | |
|---|
| <p>5.1 work with a range of likely consequences and enforcement actions which families may face if changes are not evident</p> <p>5.2 assess and monitor progress to motivate families to commit to and achieve goals</p> <p>5.3 evaluate how the use of assessment and monitoring contributes to motivating families to commit to and achieve goals.</p> |
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Learning outcome
The learner will:
6. Be able to enable families with complex and multiple needs to take responsibility in managing and prioritising appointments
Assessment criteria
The learner can:
6.1 analyse the impact on the family of compliance and non-compliance with agency appointment requirements
6.2 enable families with complex needs to understand the importance of compliance with agency appointment requirements
6.3 enable families to independently comply with agency appointment requirements.

Learning outcome
The learner will:
7. Know how to work collaboratively with other agencies in engaging and supporting families when working with families with multiple and complex needs
Assessment criteria
The learner can:
7.1 explain the roles of other agencies supporting families and their systems of engagement and support
7.2 explain how other agencies can be supported in engaging families and shaping services to meet families' needs
7.3 explain how the engagement of other agencies in supporting families can be sustained.

Learning outcome
The learner will:
8. Be able to reflect on own practice in use of persistent and proactive intervention methods when working with families
Assessment criteria
The learner can:
8.1 critically reflect on own practice in use of persistent and proactive intervention methods.

Unit 401

Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs

Supporting information

Guidance

Where families has been used throughout this unit it refers to families with complex and multiple needs

Families has been used to mean the unit that exists around the child(ren) where an adult assumes a parental role and extended relations contribute to the dynamics and functioning of the unit, whether biological or co-habiting, or not.

Complex and multiple needs of families includes a combination of

- persistent offending behaviour
- persistent anti social behaviour
- prejudiced behaviour
- mental health issues
- drugs and alcohol issues
- domestic violence
- safeguarding issues
- vulnerability
- poverty
- debt
- worklessness

Analyse the origins of complex and multiple needs as presented in one family. This should relate to a family being worked with, or a case study and can focus on individuals within the family, or the family as a whole.

Family dynamics is used to mean the way in which family members communicate and co-exist.

Social/community relationships refers to the relationships the family may have within their immediate and wider community

Persistent and proactive approaches include

- working from within the family at flexible times and using flexible, innovative and creative approaches
- working with the family over an extended period of time
- being consistent and insistent as required
- helping to establish basic family routines
- directly supporting the family with practical tasks and challenges
- modelling behaviour
- advocating on behalf of the family or family members
- actively monitoring progress and sharing the results of such
- utilising plain speaking and honesty in explaining consequences and actions required

Whole family approach means working collaboratively with the family through the development of an empathetic knowledge and understanding of the family's view of their world. Such approaches which recognise and build on parent, child and family strengths – 'strength based'.

Resilience, self-reliance and independent action refers to the capacity of families and individuals within families to manage day to day life and responsibilities, relying on their own abilities and taking responsibility for their own actions.

Family intervention refers to structured and planned work with families, particularly those with high levels of need or multiple problems, with the aim of enabling positive changes in the lives of family members.

Multi-agency collective agreements refers to agreements reached between the support worker and families, including the agreement and engagement of all agencies involved in supporting or working with the families or individuals, including those with statutory powers and the right to implement sanctions. These agreements are usually recorded in a 'support plan' or action plan.

Enforcement actions cover the range of sanctions that families may be facing, for example due to anti-social or offending behaviour. These might include: Anti-Social Behaviour Orders; demoted tenancies; eviction and court orders such as parenting orders or youth rehabilitation orders; etc.

Systems of engagement and support includes their processes of communication with families, support thresholds, policies and practice regarding the attendance and/or take up of appointments and thresholds/criteria for disengagement or implementing actions or sanctions relating to non-attendance of appointments or 'no shows'.

Unit 402

Work with families with complex and multiple needs to reduce and prevent anti-social behaviour and increase positive behaviour

UAN:	J/503/4539
Level:	Level 4
Credit value:	2
GLH:	19
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development
Aim:	The aim of this unit is to develop the skills, knowledge and understanding required to work with families to reduce and prevent anti social behaviour and promote positive behaviour.

Learning outcome
The learner will: 1. Understand anti-social behaviour and its impact
Assessment criteria
The learner can: 1.1 explain a range of anti-social behaviour which presents in families 1.2 analyse the impact of different types of anti-social behaviour on family dynamics 1.3 analyse the impact of a range of anti-social behaviour on social and community relationships 1.4 analyse the impact of a range of anti-social behaviour on relationships with agencies.

Learning outcome
2. Be able to support families to address their anti-social behaviour and enable them to increase their positive behaviours
Assessment criteria
The learner can: 2.1 support families to understand the impact of a range of anti-social behaviour 2.2 support families to reduce anti-social behaviour and increase positive behaviour 2.3 evaluate approaches used to reduce anti-social behaviour and increase positive behaviour 2.4 evaluate approaches used to support families who make partial progress but continue to behave anti-socially.

Learning outcome
The learner will: 3. Be able to reflect on own practice in working with families who behave anti-socially
Assessment criteria
The learner can: 3.1 reflect on own practice when working with families to reduce and prevent anti-social behaviour and increase positive behaviour 3.2 evaluate own values, attitudes and beliefs when working with families who behave anti-socially.

Supporting information

Guidance

Family dynamics is used to mean the way that families communicate and exist together, and includes:

- The level of family coherence
- Parenting
- Relationships within the family
- Family well being
- Communication and interaction

In this context, **social and community relationships** refers to the relationships the family may have within their immediate and wider community.

In this context, **relationships with agencies** refers to the relationship a family has with agencies working with families.

Relationships with statutory agencies includes consideration of enforcement and support provision.



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.

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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
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Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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