

# **3519 Personal Development Award**

## **Levels 2 and 3**

Qualification handbook

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# **3519 Personal Development Award Levels 2 and 3**

Qualification handbook

(September 2004)

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## **Personal Development Award Levels 2 and 3**

### **1. Introduction**

#### **What is a Personal Development Award?**

A Personal Development Award offers a means of recognising and valuing learning which takes place outside formally accredited programmes of study or beyond school or college gates. It is intended to encourage 14-19 year old students in schools and colleges to make the most of their experiences gained outside GCSE, GCE, or GNVQ programmes. The flexibility of the approach means the Award could also be used by adult learners, for example, those returning to study.

To achieve this end young people participating in the Award are encouraged to:

1. review relevant aspects of their development, skills and capabilities;
2. use this review as a means of developing their personal potential.

The award is of interest to those who undertake a wide range of activities, which could include:-

- leadership, citizenship, and/or entrepreneurship programmes in schools, colleges, or other learning environments
- voluntary activity in the community
- part-time paid work.

Participation in these kinds of learning environments give students experiences that vary in duration and quality, but all have the potential to support personal development. The structured framework offered by this award, provides the individual with the opportunity to get the most benefit from the activities they undertake. In order to achieve the award, it is necessary, with support, to carry out a self audit and set goals, monitor progress on an on-going basis and then review and reflect on the experience.

#### **Who is the Personal Development Award for?**

The award is aimed at those who

- want to add to their personal knowledge in order to progress into employment or further/higher education
- show academic promise, but want to improve their ability to communicate, and work with, others;
- relate well to others, but find it difficult to focus their energies,
- find learning within the formal curriculum to be a challenge but wish to make better use of wider learning opportunities.

#### **What are the benefits for participants?**

The programme which supports the Personal Development Award:

- provides a supportive structure for development;
- allows students to find out about their own strengths and weaknesses through feedback;
- supports the balancing of personal expectations as against those of others;
- helps students cope with barriers to progression;
- fosters individual decision making.

It also supports the understanding of the need for reliability and consistency, especially in working practice.

The development of this knowledge and skills can contribute to growing self confidence and progression towards

- qualifications recognised within the National Framework
- recognition of knowledge, skills and experiences valued by an employer
- the self awareness, leadership and management skills required for success in any aspect of life.

### **Relationship with QCA National Framework of Qualifications**

The Personal Development Award consists of a **single unit**, which uses an evolving understanding of the learning environment by encouraging the use of it to develop

- growth in self understanding
- the ability to learn from, listen to and communicate with others
- self organisational skills
- the ability to balance personal needs against the requirements of others
- the ability to manage responsibilities.

It is designed to underpin the Key Skills of

- Communication
- Working with Others
- Improving you own learning and performance

AND thereby facilitate access to all qualifications in the National Framework at Levels 1, 2 and 3.

### **Contribution to moral, spiritual and ethical development**

This award is intended to contribute to the citizenship agenda. It supports the development of self knowledge, tolerance and the realisation of the requirement to accommodate the needs of others.

### **Timescales**

While the background and learning conditions of candidates will vary widely, it is estimated that the number of 'learning hours' will be within the range of a minimum of 60 to about 120 hours at each level. By learning hours we mean the length of time an individual devotes to activities included within the programme. This may be drawn from more than one experience/context. It should not take place over a period of more than one year, as then it would be less than two hours per week or, on the other hand, less than five weeks in total. Should centres wish to apply a different timeframe to suit particular circumstances, it will be necessary for them to make a case as to how candidates will achieve the necessary standards within the period proposed. Such proposals will be further reviewed in the light of candidate achievement.

### **Aims of Assessment**

The aim of assessment is not to assess competence to do a particular job/ or participate in a particular activity, but the extent to which candidates can develop situational learning skills and use them to progress their personal development and reflective learning.

The purpose of the assessment process is for candidates to demonstrate that they have fulfilled the requirements specified in the '*What the candidate needs to do*' sections for each level.



The Personal Development Award at **Level 2** recognises the knowledge and skills which support all learning and thoughtful behaviour, which are often subsumed into other awards and therefore unacknowledged. Recognition in this context is intended to support student achievement and completion rates of a wide range of awards within the framework at this level.

The award at **Level 3** recognises the candidate's growth in confidence and their ability to balance the competing demands of formal and informal learning during the course of a learning programme. Another important factor is the individual's awareness of how opportunities provided by informal learning (such as part-time work or voluntary activity) to develop personal qualities could contribute to wider success across all aspects of life, including formal learning.

The difference in level is reflected in:

- the existing level of educational attainment of the candidate, and the next level to which they might be aspiring;
- the extent to which the candidate takes responsibility for planning, monitoring and assessing their own personal development;
- the demands of the context through which they are undertaking the award and the level of support they receive whilst undertaking the activities;
- the candidate's involvement in completing the various interview record forms;
- the level of detail required in reporting at each stage;
- the quantity and quality of evidence expected.

### **Method of Assessment**

The method of assessment used is similar to the system of appraisal often used in the work place. It is based on a system of documented interviews between the tutor and the candidate to assess the personal progress made by the candidate. This supports the process of personal development by:

- allowing for mutual negotiation of the learning and assessment environment
- enabling the candidate to take greater responsibility for their own assessment
- emphasising the recording of, and commenting on, their experiences by candidates
- allowing the candidate to benefit from feedback from a number of sources
- facilitating the transition from formal learning into work.

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## 2. Level 2 - Personal Development Award

### 2.1 Level 2 - What the candidate needs to do

The candidate must	Evidence must show that the candidate can, with support
2.1.1 (Based on an <b>initial interview</b> ) With support from another person, identify and agree a <b>development plan</b>	<ul style="list-style-type: none"> <li>• identify personal expectations, needs and goals</li> <li>• identify and agree (a) challenging learning environment(s)/relevant structured activities which will provide an opportunity for personal development</li> <li>• identify the duties and responsibilities associated with this/these</li> <li>• balance time requirements of learning environment(s) with other responsibilities</li> <li>• develop a plan which includes their personal needs, expectations, achievable goals, and time schedules</li> <li>• Agree a means of monitoring progress which the candidate can manage, with support, as necessary</li> </ul>
2.1.2 With support from others, <b>record and monitor progress</b> in preparation for and as part of an <b>interim review</b>	<ul style="list-style-type: none"> <li>• consult with others in order to select relevant information to record</li> <li>• monitor and record the extent to which goals and time schedules are being met</li> <li>• identify any difficulties encountered</li> <li>• identify possible sources of support if required</li> <li>• collect independent evidence from others alongside their own material to record their approach to responsibilities and tasks/duties<sup>1</sup></li> </ul>
2.1.3 With support from another person, <b>assess their own personal development</b> as part of a <b>final review</b>	<ul style="list-style-type: none"> <li>• identify what was done well within the required time limits e.g. ability to work with and learn from others, take responsibility for their actions, and balance conflicting requirements</li> <li>• describe the extent to which personal expectations and needs were met, and goals achieved</li> <li>• establish the extent to which the expectations of others were met</li> <li>• identify the level of support gained from others</li> <li>• describe their increase in self confidence</li> <li>• establish areas of improvement required to support further personal progression</li> <li>• use experience gained to identify opportunities for progression</li> </ul>

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<sup>1</sup> Particularly in the event of a candidate leaving the programme at this stage

## 2.2 Level 2 - The collection of evidence

2.2.1 The Level 2 Personal Development Award is designed to promote the personal development of the candidate. Evidence, as outlined in the previous section 2.1 'What the candidate needs to do', will be provided by the candidate, the award tutor and an independent third party 'assessor'.

*Evidence provided by the Candidate and the Award Tutor* should take the form of:

- **three record forms** (see Section 2.5 'Level 2 - Interview Record Forms') on the candidate's personal development, completed during a series of candidate interviews
  - the first record form (A) is completed to set out a '**Development Plan**'
  - the second record form (B) provides an '**Interim Review of Progress**' and, at the same time, provides evidence of achievement to date for those candidates who are unable to complete the programme at that moment in time, but may wish to progress at a later stage
  - the third record form (C) provides a culminating '**Personal Development Record of Achievement**' in relation to both the objectives set and possible future progression

*Evidence provided by an independent third party assessor (such as a volunteer co-ordinator or work place/training supervisor)* should take the form of:

- a '**Third Party Evaluation**', confirming candidate performance and behaviour

*Supplementary evidence provided by the candidate* of ongoing progress, for the purposes of the Interim and Final Reviews could be recorded on:

- '*Level 2 - Interim Review of Progress*' (Record Form B) at the back of the Handbook. Alternatively, a centre-devised **tracking method** could be used, as long as the necessary monitoring evidence is recorded. At this level, however, the main emphasis is upon the joint completion of the record forms, and upon ensuring that the necessary evidence is recorded for the purposes of the Interim and Final reviews.

## 2.3 Level 2 - Summary of assessment process

The following table summarises the methods of assessment to be used and the types of evidence that should be produced for the Level 2 Personal Development Award.

The methods for gaining evidence for students in the event of non-completion are also indicated in the table at the 'Interim Review' stage.

<b>Initial Interview</b>	<b>Interim Review</b>	<b>Final Review</b>
<p><b>Focus for discussion/assessment</b></p> <ul style="list-style-type: none"> <li>• The task(s) to be undertaken</li> <li>• What is to be done by the candidate</li> <li>• What is to be done by others</li> <li>• Personal expectations, needs and goals</li> <li>• Timetable for completion</li> <li>• Method for monitoring progress, including continuing recording as appropriate.</li> </ul>	<p><b>Focus for discussion/assessment</b></p> <ul style="list-style-type: none"> <li>• Candidate records of progress to date               <ul style="list-style-type: none"> <li>- targets achieved</li> <li>- targets not yet achieved</li> </ul> </li> <li>• Any difficulties that have arisen</li> <li>• Additional support required</li> <li>• Adapting targets set for the future, as necessary</li> </ul>	<p><b>Focus for discussion/assessment</b></p> <ul style="list-style-type: none"> <li>• Targets achieved according to original plan</li> <li>• Any additional successes</li> <li>• Level of support required from/provided by others</li> <li>• Goals, needs and expectations that were realised and those not achieved</li> <li>• Things that could have been done better</li> <li>• Contribution of the experience to improved self-confidence</li> <li>• What would help with future improvement</li> <li>• Possible progression</li> </ul>
<p><b>Evidence Produced</b></p> <p>A <b><i>Development Plan</i></b> record form which sets out:</p> <ul style="list-style-type: none"> <li>• Personal expectations, needs and goals;</li> <li>• Details of task(s) and timetable for its/their completion</li> </ul> <p>To be completed by tutor in consultation with the candidate and signed by both</p>	<p><b>Evidence Produced</b></p> <p>An <b><i>Interim Review of Progress</i></b> record form consisting of</p> <ul style="list-style-type: none"> <li>• Records produced by or with the candidate, as appropriate, to support progress to date</li> <li>• Review of interim progress</li> </ul> <p>To be completed by tutor in consultation with the candidate and signed by both</p> <ul style="list-style-type: none"> <li>• <i>(Testimonial from an independent 'third party assessor' could be provided at this point in the event of candidate leaving programme prior to final assessment review)</i></li> </ul>	<p><b>Evidence Produced</b></p> <p>A <b><i>Personal Development Record of Achievement</i></b> record form consisting of:</p> <ul style="list-style-type: none"> <li>• Timetable/progress log completed by/with the candidate</li> <li>• Final assessment and review of personal development achieved signed by both tutor and candidate: (Part A) to be completed by tutor in consultation with the candidate, (Part B) to be completed by candidate, following any necessary consultation, (Part C) to be completed by tutor</li> <li>• Testimonial from third party assessor, possibly an employer/external referee</li> </ul>

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## 2.4 Level 2 - Interview Record Forms

The following record forms should be completed at the relevant interview stage.  
**Please use the Level 2 'Record Forms for Copying' at the end of the Handbook for actual completion as necessary space is provided.**

### 2.4.1 Initial interview

#### Record Form (A)

<b>Level 2 - Development Plan</b> <i>(to be completed by tutor in consultation with candidate, based on the Initial Interview)</i>
Candidate name
Tutor name
Project/task(s) agreed
Brief description of how the project was identified
Brief description of the project and the role and responsibilities of the candidate
Timetable for completion
Likely sources of support
Candidate goals and expectations
Agreed date for Interim review
Signature of Candidate
Signature of Tutor
Date

## 2.4.2 Interim review

### Record Form (B)

<b>Level 2 Interim Review of Progress</b> <i>(to be completed by tutor in consultation with candidate, based on the Interim Review)</i>
Candidate name  Tutor name
Project Targets or Task(s) achieved to date according to original timetable
Project Targets or Task(s) not yet achieved
Barriers to achievement and methods of overcoming them, including use made of support available
Additional knowledge/skills gained unexpectedly
Review of timetable with a view to re-scheduling if necessary
Review of personal goals and expectations including agreed changes where necessary
Comments by tutor as a result of discussion with candidate on ability to select realistic targets, plan of work to date, co-operate with others, overcome barriers. <i>(Reasons for inability to complete if relevant)</i>
Candidate Signature  Tutor Signature  Date

**In the event of non-completion independent witness testimony will be required to recognise progress up to this point - please see Form (d) 'Level 2 Independent Third Party Assessor'.**



### 2.4.3 Final Review

#### Record Form (C)

The following form is in three parts:

**Part 1** is to be completed by the tutor in consultation with the candidate. It consists of a summary of progress/achievement

**Part B** is a self assessment form to be completed by the candidate, with tutor support, and after consultation with others

**Part C** comprises a summary of candidate ability to

- manage themselves and their development in their chosen areas;
- demonstrate the ability to reflect on their actions, and learn from their experience;
- make a contribution in workplace, training or community situations, as appropriate

This is the responsibility of the tutor.

<b>Level 2 Personal Development Record of Achievement</b>	
<b>PART A:</b> <i>To be completed by tutor in consultation with the candidate, based on the Final Review.</i>	
Candidate name	
Tutor name	
Project/task(s) agreed	
The major achievements	
What was done well	
What were the major obstacles that had to be overcome	
Which aspects of support were the most helpful	
Possible areas for further improvement and progression	
<b>PART B:</b> <i>Candidate to complete self assessment part of the form, with necessary support from tutor, (following consultation with others including supervisors and fellow participants in programme)</i>	
Major lessons learnt	
Personal outcomes	
<i>NB The Tutor may need to help the candidate understand what is meant by the terms used</i>	
• growth in confidence	
• growth in ability to take more responsibility (including: self organisational skills, realisation of personal expectations, ability to balance own needs against those of others)	
• development of ability to listen to, and learn from others	
• growth in ability to use criticism constructively	
• development of ability to identify individual strengths and weaknesses	
• ability to identify opportunities for progression	
• Other additional comments, if any	

**PART C:** *To be completed by Tutor. Comments to include:*

- (i) the ability to establish project/task requirements, achieve deadlines, seek help from others, cope with criticism, work with others, take decisions, develop skills of reflection
  
- (ii) contribution to workplace, training or community situations, as appropriate, including development and demonstration of leadership skills if relevant

Tutor Signature

Candidate Signature

Date

#### 2.4.4 Independent Third Party Assessor

Independent evaluation should be provided by someone not involved in tutoring such as a supervisor in the work-related situation or a responsible person who is in a position to review candidate achievement.

This form is usually to be filled in by the independent assessor as part of the Final Review process (i.e. in advance of the Final Review Meeting). It could otherwise be completed at the Interim Review stage in the event of non-completion of the programme by a candidate in order to provide support towards a record of achievement and completion at a later date - please see (b) Interim Review.

#### Record Form (D)

<b>Level 2 Independent Third Party Evaluation</b> <i>(to be completed by independent assessor, please see above)</i>
Candidate name
Name of independent assessor
Project/task(s) agreed
The candidate's roles and responsibilities
The quality of the contribution made to include:  Time keeping  Ability to complete tasks  Ability to learn from others  Ability to overcome difficulties  Ability to work in co-operation with others
Signature of independent assessor
Date

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### 3. Level 3 Personal Development Award

#### 3.1 Level 3 - What the candidate needs to do

The candidate must	Evidence must show that the candidate can
<p>3.1.1 <b>Produce a plan</b> to support and monitor their personal development within a given timescale. Agree this with their award tutor during an <b>initial interview</b></p>	<ul style="list-style-type: none"> <li>• identify a relevant work-related situation or structured activity, which will provide an opportunity for personal development</li> <li>• identify any personal experience or technical abilities that could be relevant to the activity</li> <li>• identify personal expectations, needs and goals/objectives</li> <li>• identify challenges to realisation of goals/objectives and possible methods of overcoming them</li> <li>• set out achievable measurable targets within given timescales</li> <li>• devise and agree method(s) for tracking personal progress</li> <li>• agree a plan which reflects all of the above</li> </ul>
<p>3.1.2 With necessary support <b>implement</b> their plan and <b>monitor progress</b> in terms of their original goals and objectives. Agree this with their award tutor during the <b>interim review</b></p>	<ul style="list-style-type: none"> <li>• organise work to meet deadlines and balance conflicting interests and demands</li> <li>• identify any unanticipated challenges, and how these were tackled</li> <li>• describe any unanticipated benefits/outcomes</li> <li>• arrange suitable opportunities for obtaining feedback from others</li> <li>• check their performance meets personal demands and those of others</li> <li>• monitor progress and adjust plan, as necessary, in the event of changes in circumstances</li> <li>• collect independent evidence from others alongside their own material to record their approach to responsibilities and tasks/duties <sup>2</sup></li> </ul>
<p>3.1.3 Evaluate personal development as a result of experience gained, as part of a <b>final review</b></p>	<ul style="list-style-type: none"> <li>• describe how the learning experience was managed and use made of the opportunities that were offered</li> <li>• assess the extent to which own personal expectations and goals were met</li> <li>• describe any technical knowledge and skills gained</li> <li>• assess their ability to differentiate between their needs and those of others, make independent decisions and motivate themselves and others</li> <li>• describe any barriers to progression and comment on their ability to deal with them</li> <li>• seek information from relevant sources to establish evidence of their achievements, including how they have used their learning to meet new demands</li> <li>• evaluate the degree of personal development achieved, identifying personal achievements, strengths and weaknesses, and the implications of the experience for further development</li> </ul>

<sup>2</sup> Particularly in the event of a candidate leaving the programme at this stage

### 3.3 Level 3 -The collection of evidence

3.2.1 The Level 3 Personal Development Award is designed to promote the personal development of the candidate. Evidence, as outlined in the previous section 2.1 'What the candidate needs to do', will be provided by the candidate, the award tutor and an independent third party 'assessor'.

*Evidence provided by the Candidate and Award Tutor* should take the form of:

- **three record forms** (see section 3.5 'Level 3 - Interview Record Forms') on candidate's personal development, completed during a series of candidate interviews
  - the first record form (A) is completed by the candidate to set out a '**Development Plan**' and agreed by the tutor
  - the second record form (B) provides an '**Interim Review of Progress**' and, at the same time, provides evidence of achievement to date for those candidates who are unable to complete the programme at that moment in time, but may wish to progress at a later stage
  - the third record form (C) provides a culminating '**Personal Development Record of Achievement**' in relation to both the objectives set and possible future progression

*Evidence provided by an independent third party assessor (such as a volunteer co-ordinator or work place/training supervisor)* should take the form of:

- a '**Third Party Evaluation**', confirming candidate performance and behaviour

*Additional evidence provided by the candidate* of ongoing progress, for the purposes of the Interim and Final Reviews could be recorded on:

- '*Level 3 - Interim Review of Progress*' (Record Form B) at the back of the Handbook. Alternatively, a centre-devised **tracking method** could be used, as long as the necessary monitoring evidence is recorded. At this level, however, the main emphasis is upon the joint completion of the record forms, and upon ensuring that the necessary evidence is recorded for the purposes of the Interim and Final reviews.

### 3.4 Level 3 - Summary of assessment process

The following table summarises the methods of assessment to be used and the types of evidence that should be produced for the Level 3 Personal Development Award.

The methods for gaining evidence for students in the event of non-completion are also indicated in the table at the 'Interim Review' stage.

Initial Interview	Interim Review	Final Review
<p><b>Focus for discussion/assessment</b></p> <ul style="list-style-type: none"> <li>• The task(s) to be undertaken</li> <li>• What is to be done by the candidate</li> <li>• What is to be done by others</li> <li>• Personal expectations, needs and goals/objectives</li> <li>• Timetable for completion</li> <li>• Method for monitoring progress</li> </ul>	<p><b>Focus for discussion/assessment</b></p> <ul style="list-style-type: none"> <li>• Candidate records to support progress to date               <ul style="list-style-type: none"> <li>- targets achieved</li> <li>- targets not yet achieved</li> </ul> </li> <li>• Any difficulties that have arisen</li> <li>• Additional support required</li> <li>• Adapting targets set for the future, as necessary</li> </ul>	<p><b>Focus for discussion/assessment</b></p> <ul style="list-style-type: none"> <li>• Targets achieved according to original plan</li> <li>• Any additional successes</li> <li>• Level of support required from/provided by others</li> <li>• Goals, needs, and expectations that were realised and those not achieved</li> <li>• Things that could have been done better</li> <li>• Contribution of the experience to improved self-confidence</li> <li>• What would help with future improvement</li> <li>• Possible progression</li> </ul>
<p><b>Evidence Produced</b></p> <p>A <b>Development Plan</b> record form which sets out:</p> <ul style="list-style-type: none"> <li>• Personal expectations, needs and goals/objectives</li> <li>• Details of task(s) and timetable for its/their completion</li> </ul> <p>To be completed by the candidate in consultation with the tutor, and signed by both</p>	<p><b>Evidence Produced</b></p> <p>An <b>Interim Review of Progress</b> record form consisting of</p> <ul style="list-style-type: none"> <li>• Candidate records to support progress to date</li> <li>• Review of interim progress</li> </ul> <p>To be completed by candidate in consultation with the tutor and signed by both</p> <ul style="list-style-type: none"> <li>• <i>(testimonial from an independent 'third party assessor' could be provided at this point in the event of candidate leaving programme prior to final assessment review)</i></li> </ul>	<p><b>Evidence Produced</b></p> <p>A <b>Personal Development Record of Achievement</b> record form consisting of:</p> <ul style="list-style-type: none"> <li>• Timetable/progress log completed by the candidate</li> <li>• Final assessment and review of personal development achieved signed by both tutor and candidate, (Part A) to be completed by candidate in consultation with the tutor, (Part B) to be completed by candidate, following any necessary further consultation, (Part C) to be completed by tutor</li> <li>• Testimonial from third party assessor, possibly an employer/external referee</li> </ul>

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### 3.5 Level 3 - Interview Record Forms

The following record forms should be completed at the relevant interview stage.  
**Please use the Level 3 'Record Forms for Copying' at the end of the Handbook for actual completion as necessary space is provided.**

#### 3.5.1 Initial interview

##### Record Form (A)

<b>Level 3 - Development Plan</b> <i>(to be completed by candidate in consultation with the tutor, based on the Initial Interview)</i>
Candidate name
Tutor/Mentor name
Project/task(s) agreed
Brief description of how the project was identified, who was consulted (and how & why), and challenges anticipated
The role and responsibilities of the candidate
Timetable for completion
Likely sources of support
Candidate goals and expectations agreed
Agreed date for Interim review
Signature of Candidate
Signature of Tutor
Date

### 3.5.2 Interim review

#### Record Form (B)

<b>Level 3 Interim Review of Progress</b> <i>(to be completed by candidate in consultation with the tutor, based on the Interim Review)</i>
Candidate name
Tutor name
Project Targets or Task(s) achieved to date according to original timetable
Project Targets or Task(s) not yet achieved
Barriers to achievement and methods of overcoming them, including use made of support available
Additional knowledge/skills gained unexpectedly
Review of timetable with a view to re-scheduling if necessary
Review of personal goals and expectations including agreed changes where necessary
Comments by tutor as a result of discussion with candidate on ability to select realistic targets, plan of work to date, co-operate with others, overcome barriers. <i>(Reasons for inability to complete if relevant)</i>
Candidate Signature
Tutor Signature
Date

**In the event of non-completion independent witness testimony will be required to recognise progress up to this point - please see Record Form (D) 'Level 3 Independent Third Party Assessor'.**

**c) Final Review**

The following form is in three parts:

**Part A** is to be completed by candidate in consultation with the tutor. It consists of a summary of progress/achievement on which they can both agree

**Part B** is a self assessment form to be completed by the candidate, with tutor support, and after consultation with others as appropriate

**Part C** comprises a summary, completed by the tutor/mentor, of candidate ability to

- manage themselves and their development in their chosen areas;
- demonstrate the ability to reflect on their actions, and learn from their experience;
- make a contribution in workplace, training or community situations, as appropriate

<b>Level 3 Personal Development Record of Achievement</b>
<b>PART A:</b> <i>To be completed by the candidate in consultation with the tutor, based on the Final Review</i>
Candidate name Tutor name
Project/task(s) agreed
The major achievements
What was done well
The usefulness of the original plan produced:  Were the targets set realistic, did they need to be revised? If so why?
Ability of candidate to take responsibility for own work
Ability of candidate to work with others
Agreed areas for further development
Possible progression

**Part B:** Candidate to complete self assessment part of the form, with any necessary support from tutor, (following consultation with others including supervisors and fellow participants in programme)

The major lessons learnt

Personal outcomes

*NB The Tutor may need to help the candidate understand what is meant by the terms used*

- growth in self confidence

- growth in ability to manage personal responsibilities, including: self organisational skills, realisation of personal expectations, ability to balance own needs against those of others

- growth in ability to develop plan and achieve outcomes

- development of ability to listen to and learn from others

- growth in ability to use criticism constructively

- development of ability to identify individual strengths and weaknesses

- ability to take decisions

- ability to identify progression/development opportunities

- Other additional comments if any

**PART C:** To be completed by Tutor. Comments to include:

(i) the ability to establish project/task requirements, achieve deadlines, seek help from others, cope with criticism, work with others, take decisions, develop skills of reflection

(ii) contribution to workplace, training or community situations, as appropriate, including development and demonstration of leadership skills if relevant

Tutor Signature

Candidate Signature

Date

### (d) Independent Third Party Assessor

Independent evaluation should be provided by someone not involved in tutoring such as a supervisor in the work-related situation or a responsible person who is in a position to review candidate achievement outside the formal teaching environment.

This form is usually to be filled in by the independent assessor as part of the Final Review process. It could otherwise be completed at the Interim Review stage in the event of non-completion of the programme by a candidate in order to provide support towards a record of achievement and completion at a later date - please see (b) Interim Review.

<b>Level 3 Independent Third Party Evaluation</b> <i>(to be completed by independent assessor, please see above)</i>
Candidate name
Name of independent assessor
Project/task(s) agreed
The candidate's roles and responsibilities
The quality of the contribution made to include:  Time keeping  Ability to complete tasks  Ability to learn from others  Ability to overcome difficulties  Ability to work in co-operation with others
Signature of independent assessor
Date

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## 4 Centre approval

The Levels 2 & 3 Personal Development Awards are available to any organisation that can gain approval by City & Guilds to offer the programme. Quality assurance involves initial centre approval, scheme approval, the centre's own procedures for monitoring quality standards and City & Guilds ongoing monitoring by an external moderator.

Details of City & Guilds criteria and procedures can be found in *Higher Level Qualifications Centre Accreditation and Scheme Approval Forms and Procedures* which may be obtained from the Higher Level Qualifications Department at City & Guilds, 1 Giltspur Street, London EC1A 9DD.

Organisations not already approved to offer City & Guilds qualifications will be required to apply for centre approval [Form HLQ CAP] and scheme approval [Form HLQ SAP] normally simultaneously. There is a charge for initial centre approval but not for centres extending their range of provision to include the Personal Development Award.

Centres that already have City & Guilds centre approval still need to obtain scheme approval for the Personal Development Award. An application for scheme approval [Form HLQ SAP] will need to be completed.

The centre must provide the following requirements:

- facilities adequate for the operational and administrative requirements of the scheme and a centre co-ordinator who will be the point of contact for City & Guilds
- effective internal quality assurance procedures
- approved staff to conduct the assessments and deliver the programme
- facilities to offer appropriate assessments for the qualification for which they are approved.

An approval visit will be arranged and an external moderator will check that the centre has access to personnel, equipment, facilities and resources to provide appropriate delivery and assessments.

The centre must be able to provide secure arrangements for the storage of assessment documents and records, ensuring that there are appropriate opportunities for open communication between the course tutor, co-ordinator and moderator.

### Centre staff qualifications

It is likely that the centre staff involved in the delivery and internal moderation of the award will have 'A and V' units, or a comparable qualification in teaching or assessment, and/or relevant experience\* in mentoring and portfolio assessment in educational, industrial or commercial contexts.

*\*In cases where staff do not have any of the formal qualifications but extensive experience as outlined above, details will need to be discussed and agreed with the HLQ Quality Assurance Manager prior to the start of the programme.*

## 5 Arrangements for quality assurance

It is important that centres have in place effective internal quality assurance systems to ensure optimum delivery and accurate assessment of the Personal Development Award. Many institutions incorporate this within established QA provision. It is expected that the centre will appoint a scheme co-ordinator/internal moderator who will ensure that assessment is subject to a suitable and agreed system of internal moderation. In addition, City & Guilds will appoint an external moderator to monitor standards, provide advice and guidance, and confirm results.

The following personnel will be involved in the delivery and assessment of the Personal Development Award, although there may be duplication of roles i.e. tutor/co-ordinator where small groups are involved. The responsibilities of *co-ordinator*, *tutor* and *external moderator* are clarified below.

### Internal Co-ordination

The co-ordinator plays a key role in ensuring that the programme meets City & Guilds requirements.

#### The co-ordinator's role is to:

- liaise with City & Guilds and other agencies as appropriate
- ensure that staff are appropriately qualified to deliver and assess the qualification
- plan and manage the implementation of the scheme
- ensure that there are adequate resources – both staff and materials
- establish and monitor candidate support systems
- ensure that all staff carrying out assessment are familiar with and understand the specifications and assessment requirements
- discuss and ensure the implementation of any action agreed with the external moderator as a result of the outcomes of the approval or any other visits
- ensure that candidates' work is available and clearly organised and accessible for the external moderator
- ensure that all City & Guilds documentation is completed when required
- manage the internal moderation process within the centre
- ensure that there is a consistent interpretation of the requirements in the delivery of the award, through standardisation procedures and meetings
- ensure that policies for equal opportunities, complaints and appeals are effectively operated
- provide feedback or relevant documentation relating to standardisation procedures to the external moderator

The internal moderation process should provide a sampled check of all aspects of the assessment process and should take account of:

- all candidates for each student group
- all tutors
- all assessed work



## **Quality of Assessment**

In addition, evidence should be checked in relations to the following general principles:

### *Authenticity of evidence*

It is the responsibility of the tutor to check that the evidence produced is authentic. In some cases, this will be very straight forward. The tutors/teachers may have observed the activity being undertaken by the candidate and be in no doubt that it was the candidate's own work. If however, the work was away from school or college, further checks may be necessary, such as questioning the candidate or obtaining witness testimony

### *Currency of evidence*

The tutor/teacher must be satisfied that any evidence submitted is a true reflection of the candidate's attainment or ability.

### *Sufficiency of evidence*

Tutors/teachers need to judge that sufficient evidence has been accumulated to show that the assessment criteria have been met.

### *Reliability of evidence*

It is the responsibility of the tutors/teachers to co-ordinate their work to ensure that evidence presented by students would be assessed in the same way by all responsible for internal assessment.

Confidence in the validity, reliability, sufficiency and authenticity of the centre's assessment practice must be established by these internal checks. Consequently, they must show that work assessed as satisfactory or better is:

- the candidate's own work, where specified
- sufficient and appropriate to meet the requirements of the specification
- at the correct level
- free from assessor bias

In view of the heavy dependence on internally generated evidence, it is important that assessment of candidate achievement is

- supported by a testimonial provided by an independent third party assessor
- subject to internal moderation procedures prior to external moderation.

### **The role of the Award Tutor(s) is to:**

- ensure that each candidate is fully briefed on the purpose and requirements of the award and the assessment process
- provide each candidate with ongoing support and guidance
- assess the extent to which each candidate demonstrates that the criteria of the Award have been achieved
- provide each candidate with prompt, accurate and constructive feedback
- keep accurate and legible records
- assist in the centre's internal moderation by carrying out double marking, as required
- meet with the co-ordinator and other tutors (where appropriate) to monitor, agree and maintain standards

## **External Moderation**

In order to ensure quality assurance and the maintenance of standards, it is important that candidate evidence is monitored and reviewed both internally by the centre and externally by the City & Guilds external moderator.

The main duties of the external moderator are to monitor, evaluate and approve the assessments by means of a visit, or postal portfolio moderation, arranged on a mutually convenient date to ensure:

- continued compliance with centre approval criteria
- effective scheme co-ordination
- effective internal quality assurance systems by sampling assessment activities, methods and records
- consistent interpretation of the specified standards
- centre documentation meets the specified requirements
- effective appeals, complaints and equal opportunities provision
- all the candidates who have met the required criteria are correctly and consistently assessed and recorded as successful

In order to do this the external moderator will need to:

- ensure that staff involved in the delivery of the Personal Development Award interpret the criteria correctly and consistently
- check candidates' work to ensure that there is sufficient evidence to confirm that correct judgements have been made by individual assessors/tutors
- see evidence of internal moderation and standardisation procedures

## **Appeals**

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission. If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the external moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the external moderator and/or City & Guilds as appropriate.

City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to formally appeal to City & Guilds regarding assessment decisions using the designated procedures.

All appeals must be made to City & Guilds Head of Quality Services. Applications should be made as soon as possible after the assessment concerned, and, at the latest, within three months of the issue of the results.

## **Equal Opportunities**

Access to these qualifications is open to all entrants, irrespective of gender, race, creed, age or special needs. The course tutor will ensure that no candidate is subject to unfair discrimination on any of these grounds in relation to access to assessment. City & Guilds will monitor the administration of these qualifications through external moderation to ensure that this policy is adhered to.

## 6 Administrative procedures

Candidates undertaking the Personal Development Award must be registered for the programme through an approved City & Guilds centre. Centres are advised to register candidates within 2 months of starting the programme.

Candidates must be registered for the Personal Development Award using Form S (Registration) which records named individuals at least 28 days before the External Moderation visit.

Certification is available to all successful candidates who have achieved the criteria specified for the award and must be claimed within 12 months of registering candidates. **Please note that final results should not be submitted until they have been agreed by the external moderator.**

**It is extremely important that all the details on the forms are correct to ensure effective processing.**

Centres should always check carefully that the

- centre name and number have been included accurately;
- correct award number and award name are included;
- correct complex and component numbers have been used.

Each centre needs to include a batch header Form BC (summary of submitted forms) with each Form S (Registration) and Form S (Results) submission, which should be signed by the centre's local examinations secretary or the scheme co-ordinator.

City & Guilds dispatches a *Notification of Candidate Results* to the centre. Candidates then receive a Certificate, issued through the centre at which they were entered, indicating the context in which the Award was achieved.

Procedures for registration and certification for all City & Guilds awards are detailed in the *Directory of Awards*, which also includes examples of all the required forms and the requirements for Electronic Data Entry. A copy of the directory is sent to centres when they are formally approved as City & Guilds centres and is subsequently updated on an annual basis. Should you require an additional copy please contact the Publication Sales Department on 020 7294 2850.

The *Directory* includes specific procedures for appeals against results and sets out the circumstances under which appeals may be made, the information required, and procedures used to resolve them.

City & Guilds fully supports the principles of equal opportunities, and the requirements as they affect centres and assessment are outlined in the *Directory*.

Any queries regarding the issue of results must be conducted through the centre and made to City & Guilds, Operations Support on 0207 294 2787.

Please refer to the Summary of Registration and Certification Procedures overleaf for effective processing.

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## Personal Development Award: Registration & Certification Procedures

### To register candidates

Complete Form S, by inserting (in BLOCK CAPS):

- a tick in the *Named Registration* box
- the Centre Number and Centre Name
- the appropriate Award Number: **3519-02** for Level 2 or **3519-03** for Level 3 and Award Title: **Personal Development Award - Level 2 or Level 3**
- the Centre Contact (usually name of Centre Co-ordinator or Examinations Secretary) & phone number
- each candidate enrolment number, or 'ENR' to request an enrolment number for candidates who have not been issued with one by previously registering for any City & Guilds qualification
- each candidate's name, sex and date of birth, (optional) additional requirements
- details (i.e. signature, appointment etc) at bottom of the form

**Note: NO component numbers should be recorded at this stage.**

Return top copy of *Form S* (Named Registration) to the City & Guilds Data Processing Department and keep the second copy for your own records

Receive candidate enrolment number from City & Guilds (where applicable)

Receive an invoice from City & Guilds for the candidate fees (see 3519 Directory Page for fee details - Levels 2 and 3)

*At a mutually convenient date not less than four weeks and not more than 12 months after the date of registration, the External Moderator will arrange to visit the centre to check the quality of work and confirm whether certificates can be issued.*

### To claim certification for candidates

Complete Form S, by inserting (in BLOCK CAPS):

- a tick in the *Results* box
- the Centre Number and Centre Name
- the appropriate Award Number: **3519-02** for Level 2 or **3519-03** for Level 3 and Award Title: **Personal Development Award - Level 2 or Level 3**
- the Centre Contact (usually name of Centre Co-ordinator or Examinations Secretary) & phone number
- each candidate enrolment number
- each candidate's name, sex and date of birth
- the appropriate 'Component' number: **102** for Level 2 or **103** for Level 3 followed by 'P' in the subsequent ('Grade') box.
- details (i.e. signature, appointment etc) at bottom of the form

**Note: No failures should be recorded**

Return top copy of *Form S* (Results) to City & Guilds Data Processing Department, keep the second copy for your own records, **and send a photocopy to Moderator**

Notification of Candidate Results issued by City & Guilds

Certificates issued by City & Guilds

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## Record forms for copying

The following pages contain versions of the forms in this Handbook which may be photocopied and used for completion.

Alternatively, for an electronic version of these forms, please contact the Higher Level Qualifications Department at City & Guilds.

Please refer to the content of the Handbook for details of how the forms should be used.

### **Level 2**

Record Form (A): Development plan

Record Form (B): Interim review of progress

Record Form (C): Personal development record of achievement

Record Form (D): Independent third party evaluation

### **Level 3**

Record Form (A): Development plan

Record Form (B): Interim review of progress

Record Form (C): Personal development record of achievement

Record Form (D): Independent third party evaluation

<b>Level 2 - Development Plan</b> <i>(to be completed by tutor in consultation with candidate, based on the Initial Interview)</i>
Candidate name  Tutor name
Project/task(s) agreed
Brief description of how the project was identified
Brief description of the project and the role and responsibilities of the candidate
Timetable for completion

**1 of 2**

***Continued overleaf***



<b>Level 2 - Development Plan</b> <i>/continued</i>
Likely sources for support
Candidate goals and expectations
Agreed date for Interim Review
Signature of Candidate Signature of Tutor Date

**2 of 2**

**Level 2 Interim Review of Progress**

*(to be completed by tutor in consultation with candidate, based on the Interim Review)*

Candidate name

Tutor name

Project Targets or Task(s) achieved to date according to original timetable

Project Targets or Task(s) not yet achieved

Barriers to achievement and methods of overcoming them, including use made of support available

<b>Level 2 Interim Review of Progress</b> <i>/continued</i>
Additional knowledge/skills gained unexpectedly
Review of timetable with a view to re-scheduling, if necessary
Review of personal goals and expectations including agreed changes, where necessary
Comments by tutor as a result of discussion with candidate on ability to select realistic targets, plan of work to date, co-operate with others, overcome barriers. <i>(Reasons for inability to complete if relevant)</i>
Candidate Signature  Tutor Signature  Date

**2 of 2**

**Level 2 Personal Development Record of Achievement**

**PART A:** *To be completed by tutor in consultation with the candidate, based on the Final Review*

Candidate name

Tutor name

Project/task(s) agreed

The major achievements

What was done well

What were the major obstacles that had to be overcome

<b>Level 2 Personal Development Record of Achievement/continued</b>	
Which aspects of support were the most helpful	
Possible areas for further improvement and progression	
<b>PART B:</b> <i>Candidate to complete self assessment part of the form, with necessary support from tutor, (following consultation with others including supervisors and fellow participants in programme)</i>	
Major lessons learnt	
Personal outcomes <i>NB The Tutor may need to help the candidate understand what is meant by the terms used</i>	
• growth in confidence	
• growth in ability to take more responsibility (including: self organisational skills, realisation of personal expectations, ability to balance own needs against those of others)	
• development of ability to listen to, and learn from others	

2 of 3

*Continued overleaf*

<b>Level 2 Personal Development Record of Achievement</b> <i>/continued</i>	
• growth in ability to use criticism constructively	
• development of ability to identify individual strengths and weaknesses	
• ability to identify opportunities for progression	
• Other additional comments if any	
<b>PART C:</b> <i>To be completed by Tutor. Comments to include:</i>	
(i) the ability to establish project requirements, achieve deadlines, seek help from others, cope with criticism, work with others, take decisions, develop skills of self reflection	
(ii) contribution to community activity including development of leadership skills, if relevant	
Tutor Signature Candidate Signature Date	

**3 of 3**

<p><b>Level 2 Independent Third Party Evaluation</b>  <i>(to be completed by independent assessor, please see above)</i></p>
<p>Candidate name</p>
<p>Name of independent assessor</p>
<p>Project/task(s) agreed</p>
<p>The candidate's roles and responsibilities</p>
<p>The quality of the contribution made to include:</p> <p>Time keeping</p> <p>Ability to complete tasks</p> <p>Ability to learn from others</p> <p>Ability to overcome difficulties</p> <p>Ability to work in co-operation with others</p>
<p>Signature of independent assessor</p> <p>Date</p>





<b>Level 3 - Development Plan</b> <i>(to be completed by candidate in consultation with tutor, based on the Initial Interview)</i>
Candidate name  Tutor name
Project/task(s) agreed
Brief description of how the project was identified, who was consulted (and how & why), and challenges anticipated
Brief description of the project and the role and responsibilities of the candidate
Timetable for completion

**Level 3 - Development Plan***/continued*

Likely sources for support

Candidate goals and expectations

Agreed date for Interim Review

Signature of Candidate

Signature of Tutor

Date

**2 of 2**

**Level 3 Interim Review of Progress**

*(to be completed by candidate in consultation with tutor, based on the Interim Review)*

Candidate name

Tutor name

Project Targets or Task(s) achieved to date according to original timetable

Project Targets or Task(s) not yet achieved

Barriers to achievement and methods of overcoming them, including use made of support available

<b>Level 3 Interim Review of Progress</b> <i>/continued</i>
Additional knowledge/skills gained unexpectedly
Review of timetable with a view to re-scheduling, if necessary
Review of personal goals and expectations including agreed changes, where necessary
Comments by tutor as a result of discussion with candidate on ability to select realistic targets, plan of work to date, co-operate with others, overcome barriers. ( <i>Reasons for inability to complete if relevant</i> )
Candidate Signature  Tutor Signature  Date

**2 of 2**

**Level 3 Personal Development Record of Achievement**

**PART A:** *To be completed by candidate in consultation with Tutor, based on the Final Review.*

Candidate name

Tutor name

Project/task(s) agreed

The major achievements

What was done well

What were the major obstacles that had to be overcome

<b>Level 2 Personal Development Record of Achievement/continued</b>	
Which aspects of support were the most helpful	
Possible areas for further improvement and progression	
<b>PART B:</b> <i>Candidate to complete self assessment part of the form, with necessary support from tutor, (following consultation with others including supervisors and fellow participants in programme).</i>	
Major lessons learnt	
Personal outcomes <b>NB The Tutor may need to help the candidate understand what is meant by the terms used</b>	
• growth in confidence	
• growth in ability to take more responsibility (including: self organisational skills, realisation of personal expectations, ability to balance own needs against those of others)	
• development of ability to listen to, and learn from others	

<b>Level 3 Personal Development Record of Achievement</b> <i>/continued</i>	
• growth in ability to use criticism constructively	
• development of ability to identify individual strengths and weaknesses	
• ability to identify opportunities for progression	
• Other additional comments if any	
<b>PART C:</b> <i>Tutor comments to include:</i>	
(i) the ability to establish project requirements, achieve deadlines, seek help from others, cope with criticism, work with others, take decisions, develop skills of self reflection	
(ii) contribution to community activity including development of leadership skills if relevant	
Tutor Signature	
Candidate Signature	
Date	

**3 of 3**

<p><b>Level 3 Independent Third Party Evaluation</b>  <i>(to be completed by independent assessor, please see above)</i></p>
<p>Candidate name</p>
<p>Name of independent assessor</p>
<p>Project/task(s) agreed</p>
<p>The candidate's roles and responsibilities</p>
<p>The quality of the contribution made to include:</p> <p>Time keeping</p> <p>Ability to complete tasks</p> <p>Ability to learn from others</p> <p>Ability to overcome difficulties</p> <p>Ability to work in co-operation with others</p>
<p>Signature of independent assessor</p>
<p>Date</p>



