Higher Level Qualifications
Level 4 Professional Development Award (3519)

Handbook

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Handbook

(Revised July 2005)

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Award specifications:
(for scheme co-ordinators and tutors)

1 Introduction to the Professional Development Award
City & Guilds

City & Guilds is the leading provider of vocational qualifications in the United Kingdom. Our qualifications assess skills that are of practical value in the work place. They are recognised for their quality and are valued by employers in every sector of business. With over 500 qualifications to choose from, there should be one to match everyone's needs, whatever the situation. Whether in work, looking for work, at college, an employer, college or training provider, we have the qualifications that make a difference.

What is the purpose of this Handbook?

The Handbook has been designed for use by scheme organisers, tutors, and training managers, and provides:
• details of the requirements for achievement of the Award;
• advice about how to manage programme delivery;
• information on providing guidance and support to candidates;
• guidelines for quality assurance and assessment;
• administrative procedures for registration and certification.

Particular audiences have been 'signposted' to different sections, and there is a selection of material that centres may choose to use with candidates in the final section. This includes information about the Award, together with exemplar forms that can be used by candidates and tutors/mentors through the progressive stages of the Award.

What is the Professional Development Award?

The Professional Development Award enables the individual to play a key part in his or her own development. It provides the opportunity for important transferable knowledge and skills gained in the workplace or through a variety of structured activities to be formally recognised.

Formerly known as the Personal Development Award, the change in title appropriately reflects the level of the award and the expectation that personal development will usually relate to professionally-structured activities or opportunities for continuing professional development within the workplace. **Therefore, where the term 'professional' is used in this Handbook, it still relates to a wider context of personal learning & development.**

Who is the Professional Development Award for?

The Award has been designed by the Higher Level Qualifications Department within City & Guilds for:
• undergraduates and postgraduates within Higher Education Institutions;
• students on Level 4, or above, programmes within Further Education colleges;
• employees engaged in Continuing Professional Development programmes;
• volunteers involved in professionally structured and supported programmes.

How does it work?

In order to achieve a Professional Development Award it is necessary to:
• carry out a self-audit;
• set goals;
• review progress on an on-going basis and then;
• carry out an evaluation following completion of the work placement or activity.

The Professional Development Award has already been used to accredit learning from experience in a variety of contexts, including:
• alongside a traditional module, to accredit development through a range of practical/interpersonal activities;
• paid employment;
• short-term work or placement experience (whether paid or unpaid);
• learning from experience while studying overseas;
• voluntary or student union activity
• or a wide range of other activities undertaken by students when fulfilling the demands of a degree programme.

Subject to the guidance on minimum hours (see page 36) activities may vary both in duration and in quality: from day to day work experience for those in full-time employment and HE students working for the student union to coaching sports activities; from acting as a volunteer in a youth centre to restaurant work, etc. Some may be obviously compatible with the demands of a degree programme; others will have no direct link with a given academic course.

While it is preferable for candidates to focus on one activity/placement for this programme, it is recognised that under certain circumstances this may not be possible or appropriate for all. Evidence may therefore be drawn from other areas/activities, although a central focus should be identified (eg a student who has a part time job and also draws upon a voluntary role as a student tutor – or vice versa). Where this is the case, their log and report can refer to more than one experience, although only the primary focus will be recognised on the certificate.

The context chosen may be something in which the candidate is already engaged and which s/he now chooses to use consciously and explicitly to support their professional development (such as an established part time employment opportunity), or a new opportunity (such as a volunteering or placement opportunity). Because it involves the collection of evidence and upon ongoing reflection upon experience, it is not appropriate for the programme to be achieved retrospectively.

Evidence from existing programmes strongly suggests that a key element in maximising value from the Award is that the context chosen should be one in which the candidate has some degree of control over how they tackle the tasks at hand.

Achievement of the Award should demonstrate to potential and actual employers that key work-related skills and experience have been acquired (also see Frequently Asked Questions, page 39). For those in full-time employment, the assessment of work-based learning required by this Award could contribute to the foundations of Continuous Professional Development.

How is the Professional Development Award assessed?

By means of:
- A professional***** development plan
- A log/diary of progress supplemented by evidence of skills/knowledge gained;
- A word-processed report (approx. 2000-3000 words) on the experience.

This evidence is assessed by a tutor/assessor and internally moderated within the Centre. Overall standards and processes are monitored and maintained by a City & Guilds external moderator.

How is achievement recognised?

Candidates who meet the requirements of the qualification will receive a City & Guilds certificate as formal recognition of their professional development. It will also indicate the context (for example, Education) in which the Award was achieved.

What other related qualifications are offered by City & Guilds?

City & Guilds Senior Awards
City & Guilds offers a series of awards under its Royal Charter. The Senior Awards provide a way of gaining recognition for professional development at three levels.
Licentiateship (LCGI) – Foundation Degree/first line management
Graduateship (GCGI) – Honours Degree/ middle management
Membership (MCGI) – Masters Degree / strategic management

For more information on these awards please contact senior@city-and-guilds.co.uk or 0207 294 3474.

* As explained in the Introduction, the term 'professional' here relates to a wider context of personal learning & development.

Key Skills

The Professional Development Award provides opportunities for candidates to develop some of the skills assessed in the Key Skill units of:

• Improving Own Learning and Performance
• Working with Others
• Problem Solving.

If the Key Skills standards are to be used, it is important to select the level which is most appropriate to the individual's needs, but in most cases this is likely to be Level 4. It would then be necessary to map work produced for the Professional Development Award against the Key Skills requirements to identify additional criteria that needed to be covered to fulfil the latter.

In-house programmes

Some HEIs have their own programmes for key and/or graduate skills development. Where a direct relationship to the HE curriculum is proposed, mapping skills against relevant subject benchmark statements may be useful, while encouraging tutors to use both subject-specific skills audits and 'generic' skills audits (ie key skills) would complement the notion of transferability.

2 Candidate requirements: What the candidate must do

(NB Evidence must demonstrate that candidates have engaged in all areas within this list in order to qualify for the Award. A candidate version of this checklist appears on page 43, and an adaptation for use by tutors to provide formative feedback, on page 45).

The candidate must:	Evidence must show the candidate can:
2.1 Produce a **plan** for their own professional development	• research the requirements of the targeted/current job or activity • match personal/professional experience, knowledge and skills against the estimated demands of the targeted/current job or activity • identify personal expectations, needs and goals • plan how identified goals may be achieved, using support from others, as appropriate
2.2 **Log** and **critically review** progress, and include some independent evidence of skills and knowledge gained	• record assistance or barriers to the realisation of goals • critically reflect on learning and professional progression by comparing initial self-assessment with current findings • include some independent third party evidence alongside their own material • assess personal contribution to the quality of the experience
2.3 Produce a word-processed **report** on professional development	• clearly describe outcomes • evaluate personal and professional development • analyse the extent to which goals have been met, including any changes in personal expectations, problems that arose and how they were overcome • describe and assess the degree of personal/professional development achieved, identifying achievements and the implications of the experience for further development/progression

3 What the candidate needs to know

3.1 In order to produce a plan for their own professional development, the candidate needs to know how to:
- identify a relevant work-related situation or structured activity which will provide an opportunity for professional development
- establish the professional and technical requirements of the selected job or activity
- carry out an objective self audit of existing personal/professional knowledge and skills relevant to the demands of job
- set realistic targets for achievable personal/professional goals, needs and expectations

3.2 In order to log and critically review progress (including some independent evidence of skills and knowledge gained) the candidate needs to know how to:
- devise a method for tracking personal/professional progress by use of a log/diary
- identify the appropriate personnel to assist in the development of methods used and monitor progress
- identify opportunities for the collection of evidence and the monitoring of progression
- establish the extent to which personal/professional goals, needs and expectations are being realised in relation to the plan
- identify the additional knowledge and skills obtained during the experience (whether employment related or in terms of unexpected professional benefits)
- identify the contribution made to personal/professional development by the demands of the experience
- identify how feedback from others contributes to self-development

3.3 In order to produce a word-processed report on professional development, the candidate needs to know how to:

- carry out an assessment of the contribution made in a work situation or related activity to professional development, in terms of:
  - an increase in knowledge and its applications
  - further professional and academic progress
  - the identification of professional opportunities at work
  - the development of self knowledge, as evidenced, for example, by the ability to work with and learn from others, overcome barriers, take responsibility for own actions, achieve goals and realise expectations
- review the methods used to track and monitor progress
- evaluate their own personal/professional development in order to establish how skills and knowledge can be applied constructively to future working environments. This will include the ability to:
  - differentiate their own personal/professional needs and goals from those of others
  - examine the extent to which learning takes place as a result of interaction between themselves and the environment
  - use their own experience to monitor changes in their attitudes, motivation, behaviour towards others and ability to fulfil their own responsibilities
  - identify the ways in which they were able to contribute to the quality of their experience
  - improve their ability to manage themselves in the workplace/within the context of their activities

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The approval process:
(for scheme co-ordinators)

4 Centre approval

The Professional Development Award is 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 the City & Guilds *Providing City & Guilds qualifications – A guide to centre and scheme approval,* which may be obtained, together with supplementary HLQ information, 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 both initial centre approval [City & Guilds Form CAP] as well as scheme approval [City & Guilds Form SAP]. These applications should be made simultaneously.

Centres that already have City & Guilds centre approval still need to obtain scheme approval for the Professional Development Award. In this case, only the Form SAP should be completed.

For new centres, there is a one-off centre approval fee which will include scheme approval for the Professional Development Award. For existing centres, there is a scheme approval fee.

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.

City & Guilds reserves the right to withdraw approval from the centre if circumstances alter from those agreed in the original submission or if there is a breakdown in the quality assurance system that jeopardises a candidate's successful completion of the qualification to the required standard.

4.1 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 Professional 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 Professional Development Award, although there may be duplication of roles ie 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 (including completion of Form APU – Approval Update – to notify City & Guilds of any changes in details previously provided) 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

In addition, 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
- sufficient and appropriate to meet the requirements of the specification
- at the correct level
- free from assessor bias

The role of the 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's evidence demonstrates that the criteria of the Professional Development 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

Centre experience suggests that more than one tutor should be designated, even where one staff member takes the lead. Some centres choose to set up a small team of Tutors. This ensures that the programme does not falter if one staff member is absent due to ill health, and allows centres to separate the support and formal assessment roles if this is seen as desirable. If some element of 'double marking' is undertaken – at least in the early stages – this also contributes to a supportive environment in which shared understandings of the CGLI approach and criteria can be developed amongst team members.

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 Professional 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 the 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.

Registration and certification:
(for administrators and scheme co-ordinators)

6 Administrative procedures

Candidates undertaking the Professional 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 Professional 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 Vocational 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 Higher Level Qualifications Department of City & Guilds has developed this Award, and City & Guilds has copyright on the copyright on the content. Consequently, the award material cannot be used if not primarily as the Professional Development Award. Candidates undertaking this Award in conjunction with another programme must, therefore, be able to gain stand-alone certification for it.*

The *Vocational 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 *Vocational Directory*.

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

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

7 Summary of registration and certification procedures

Registration
Complete Form S (Named Registration), please see sample on page 21, inserting:
- the centre number and centre name
- complex number **3519-04** and the name of the qualification: Professional Development Award.
- 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

Note: NO component numbers should be recorded.

Centre will receive:

Candidate enrolment number(s) from City & Guilds (where applicable)

Invoice from City & Guilds for the candidate fees (see 3519 Directory Page for fee details)

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.

Certification
Complete Form S (Results), please see sample on p21, inserting:
- centre number and centre name
- complex number **(3519-04)** and name of qualification **(Professional Development Award)**
- each candidate enrolment number
- each candidate's name, sex and date of birth
- the **appropriate component number** (please see list of component numbers on next page) followed by 'P' in the subsequent box.

Note: no failures should be recorded

When final results have been agreed by the external moderator, return Form S (Results) to City & Guilds Entries & Results Processing Dept

Centre will receive:

Notification of Candidate Results issued by City & Guilds

Certificate(s) issued by City & Guilds

List of component numbers for Professional Development Award

Component number	Vocational context in which work experience/activity carried out for PDA
001	Art and Design
002	Business Administration
003	Care
004	Construction
005	Education
006	Engineering
007	Horticulture
008	Hospitality and Catering
009	Leisure and Tourism
010	Media Studies
011	Retail
012	Sport and Recreation
013	Telemarketing
014	Law
015	Voluntary Work
016	Information Technology
017	Counselling Skills
018	Working with Children
019	Science
020	Training
021	Management
022	Environmental Issues
023	Sustainable Development
024	Information Management
025	Project Management
026	Marketing

Centres should contact the Higher Level Qualifications Department if they require an additional vocational context to be recognised.

City & Guilds — Form S – registration, results and dated entry submission

This form will be scanned. Please use BLOCK CAPITALS. Please send this form to: City & Guilds, Data Processing, 1 Giltspur Street, London EC1A 9DD.
If you have any questions about how to fill in this form, please phone Entries and Results Customer Support on 020 7294 2787. Please read the guidance notes over the page before you fill in this form.

Centre number: 0 1 2 3 4 5
Award number: 3 5 9 0 4

Sub [ ]
Centre name: UPTOWN COLLEGE
Award title: PROFESSIONAL DEVELOPMENT AWARD

Phone number: 020 7123 4567
Centre contact name: (CO-ORDINATOR'S NAME)

Syllabus code: [ ]
Purchase order number or customer reference: [ ]

Tick one of these boxes → Named registration [ ] · Results [✓] · Dated examination [✓] – [ ] Month
Block registration [✓] – [ ] Number of registrations needed

The candidate's name is not necessary when you have given the enrolment number. (Please use BLOCK CAPITALS)

Insert enrolment number if known (use BLOCK CAPITALS)	Candidate name	Sex	Date of birth	Ethnic code	Particular requirements	Funding code	Duplicate to above
A B C 1 0 2 1	MICHAELTOWENNE	M	28 01 81	see overleaf			✓
E N R	DAWNIEDWARDSME	F F	16 03 80	see overleaf			
E N R	PHILLIPAJENKINS	M	10 10 80	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			
E N R	CANDIDATE NAME	M/F	DD MM YY	see overleaf			

I confirm that the candidates above are entered in line with City & Guilds regulations.

Your signature: .... Page 1 of 1 Date: 21/11/03 Counter signature (if needed) ....

Send the top copy to City & Guilds. Keep the second copy for your own records.

City&Guilds

Form S – *registration, results and dated entry submission*

This form will be scanned. Please use BLOCK CAPITALS. Please send this form to: City & Guilds, Data Processing, 1 Giltspur Street, London EC1A 9DD.
If you have any questions about how to fill in this form, please phone Entries and Results Customer Support on 020 7294 2787. Please read the guidance notes over the page before you fill in this form.

Centre number: `0 1 2 3 4 5`

Sub: [ ]

Centre name: `UPTOWN COLLEGE`

Phone number: `020 7123 4567`

Centre contact name: `(CO-ORDINATOR'S NAME)`

Award number: `3 5 1 9 0 4`

Award title: `PROFESSIONAL DEVELOPMENT AWARD`

Syllabus code: [ ]

Purchase order number or customer reference: [ ]

Tick one of these boxes →

Named registration [✓] — Results [✓] — Dated examination [✓] — Block registration [✓] – [ ] Month

Number of registrations needed: [ ] – [ ]

Insert enrolment number if known (use BLOCK CAPITALS). The candidate's name is not necessary when you have given the enrolment number. (Please use BLOCK CAPITALS)

Enrolment number	Candidate name	Sex	Date of birth	Ethnic code	Particular requirements	Funding code	Duplicate to above
A B C 1 0 2 1	MICHAEL TOWENNE	M/F M	28 01 81	see overleaf			✓
N Q R 0 2 0 0	DAWNIE EDWARDSME	M/F F	16 03 80	see overleaf			
N Q R 2 5 3 4	PHILIPA JENKINS	M/F M	10 10 80	see overleaf			

I confirm that the candidates above are entered in line with City & Guilds regulations.

Your signature: .... Page ..... 1 ..... of ..... 1 ..... Date: ... 14/ 5 /.. 04 .. Counter signature (if needed) ....

Send the top copy to City & Guilds. Keep the second copy for your own records.

SPECIMEN

Managing delivery: (for tutors)
Main stages in running the
Professional Development Award

8 Stage 1: The briefing session

We recommend that tutors hold a Briefing Session (either with a group of candidates or on an individual basis) to discuss approaches and describe the requirements. The session should cover:
- the purpose of the award and why the award may be of interest;
- what candidates will need to do to achieve the award as detailed in the Award Specifications. This is particularly important if the Award is being offered within the academic curriculum alongside a traditional module;
- ways in which candidates can record their experience;
- the mechanism for candidate/tutor interaction and support;
- the need for candidates to carry out a self-audit as the next step in the process;
- the need to agree a title for individual awards.

9 Stage 2: The self-audit and professional* development plan

Stages 1 and 2 may be combined in a single session, or run as two sessions quite close together.

Candidates will need to carry out an audit of their existing skills and knowledge base in order to establish their reasons for undertaking the award and what they hope to gain from it. This will form the basis for the professional development plan. This will require them to:
- research/review the requirements of the targeted/existing job or activity;
- match personal/professional experience, knowledge and skills against the estimated/current demands of the targeted/existing job or activity. This may also involve candidate review of their preferred learning style(s);
- identify the relationship between the qualities they require to succeed in the workplace and those required to obtain a degree (where they are in an HE environment).

One outcome of a self-audit could be the preparation of a Curriculum Vitae (CV). For those already in work the opportunity could be taken to review and update their CV. Candidates may require some tutor support to enable them to carry out such a Self-Audit.

Candidates will also need to produce a Professional Development Plan. This will require them to:
- identify personal/professional expectations, needs and goals in relation to the job or activity;
- plan how identified goals may be achieved using support from others as appropriate.

The Self-Audit and Professional Development Plan Review Sheet in the Candidate Information section has been provided to assist in the above process.

As explained in the Introduction, the term 'professional' here relates to a wider context of personal learning & development.

Centre feedback on the above stages suggests:
a preference for *'more… in the way of front-loading. For example, encouraging the use of a learning contract prior to commencing work on the Award, and following this with a skills audit'.*

'One-to-one support is needed especially in the early stages'.

'The City & Guilds assessment criteria and guidance need to be included in the assignment briefing given to students.'

10 Stage 3: The collection of evidence and the maintenance of a log/diary

While undertaking the job or activity the candidate should collect any items of evidence that could help to log day to day events, or provide a record of progress made. Useful examples could include job descriptions, work instructions, details of any training provided, any health and safety details distributed, e-mail correspondence which indicates tasks/activities undertaken. In addition, there should be some evidence giving details of reflection on the experience together with some third party evidence supporting the candidate's personal/professional development such as witness testimony, performance review/feedback, etc. Candidates may wish to use a diary or simply note down experiences and knowledge gained on an ongoing basis with relevant dates.

Candidates might find it useful to consider the following in relation to themselves:
• the additional knowledge gained concerning the ways in which both work and the company are organised to include: use of team work, presence of a hierarchy of management, the use of shift systems;
• the conditions of work eg health and safety regulations, amount of space given for work stations;
• how personnel are treated, including the degree of freedom to use initiative. Some degree of opportunity to use initiative is likely to be important in all environments use for the collection of evidence for the PDA;
• the effect of the environment on the individual's approach to and methods of working, such as the effect on self-confidence, time management, the ability to differentiate one's own needs against those of others, and learn from others.

The **Log Checklist and Third Party Supporting Statement forms** in the Candidate Information section have been provided to assist in the above process.

Centre feedback highlights the importance of this stage:

'… encouraging people to log entries as soon as possible after the event'.

'Early feedback on initial log entries helps tutors identify support needs for students and has more effective impact on subsequent activity'

11 Stage 4: Evaluation at the end of the experience

In order for candidates to produce a reflective, coherent and self-analytical report they should review their experience and evidence to consider:

- the effectiveness of the original self preparation and professional development plan;
- the extent to which original goals were realised, any changes in expectations or problems which arose and how they were overcome;
- the relationship between the qualities they require to succeed in the workplace and those required to obtain a good degree (where they are in an HE environment);
- the additional knowledge they have gained concerning how work is organised and operated in a given environment and the effect this has on the work force;
- their personal contribution to team working, such as good time-keeping and the maintenance of good relationships with supervisors, colleagues/peers, and clients;
- the nature of lessons learnt from the experience including the contribution to self development, increase in self confidence, ability to communicate;
- their experience of the process of completing the PDA – so the identification of professional strengths and weaknesses, the value of using the self-monitoring approach;
- the contribution made by the experience to future self-development and career progression;
- how their experiences can be applied constructively to future working environments.

For mature candidates the methods of analysis will be much the same as those listed above. Much of what is required can be captured by standard appraisal procedures such as goal setting and the monitoring of how targets were achieved and barriers were overcome. In addition, it may be useful to identify particular events such as in-service training, crisis management or the sudden allocation of additional responsibilities, to examine the extent to which goals and expectations needed to be re-evaluated.

It may be helpful to spend time giving some consideration to the demands of the report which require an assessment of personal learning which is not always a routine part of work experience, but is increasingly becoming an important feature of career appraisal systems and professional development. The **culmination of the Experience: producing a reflective, coherent and self-analytical report** in the Candidate Information section has been provided to assist here.

12 Stage 5: Assessment of evidence produced for the Professional Development Award

The aim is not to assess competence to do a 'job' (whether in the form of paid employment or not) but the extent to which the candidates plan, monitor, reflect on, evaluate and learn from their experience. The purpose of the assessment process is, therefore, to confirm that candidates have fulfilled the requirements specified in the *'Candidate requirements: what the candidate must do'* under the Award Specifications.

The assessment process has three elements:
- In the first instance, candidates must produce the evidence ie the professional development plan, log and report.
- This evidence must then be assessed by the tutor to establish that the assessment criteria have been achieved.
- Finally, evidence should be checked in relation 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 straightforward. The tutors may have observed the activity being undertaken by the candidate. More commonly, work will be done away from the centre, and here further checks may be necessary, such as questioning the candidate or obtaining witness testimony.

Ideally, the collection of supporting third party evidence should 'fall out' of the activity(ies) in which the candidate is involved, or be able to be obtained with a little planning and negotiation. In some contexts organisations may not wish to release material to which the candidate has contributed on grounds of commercial sensitivity, in which case other evidence that the candidate has been involved in such work (such as supervisor testimony) might be needed.

Candidate independence
In assessing whether work can genuinely be attributed to a candidate, a tutor must take into account any support provided by a tutor or colleague. Achievement is on the basis of the candidate independently meeting the requirements.

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

Sufficiency of evidence
Tutors 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 internal co-ordinator in a centre to ensure that evidence would be judged in the same way by all assessors. It is therefore important that those involved have opportunities to meet and discuss to ensure that the requirements are being interpreted reliably throughout the centre.

13 Benefits of the programme

The rate of return to the participant will depend upon the effort put into the programme, but in most cases the experience will:
• enhance the candidate's ability to reflect upon their skills and capabilities
• help them to set aims and objectives
• provide evidence relevant to employability, which can be used in the development or updating of a CV;
• contribute to professional self-development;
• lead to certification by City & Guilds, a market leader in the field of vocational education.

In the case of mature candidates seeking continuous personal and professional development one of the benefits of this Award is that it can provide the opportunity to develop the ability to view personal experience more purposefully and use skills that form an integral part of degree and professional development programmes.

One centre has translated the list above into 'candidate-speak' as:
• Take charge of your own self development
• Gain credible evidence of employability
• Learn to set aims and objectives
• Identify and develop your knowledge and skills
• Think through your experience and articulate it
• Evaluate your achievements and strengths
• Plan for future personal and professional development
• Receive a well recognised City & Guilds Certificate

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Frequently asked questions

How are people using the Professional Development Award?
The Professional Development Award provides a flexible framework that can be applied to a range of contexts. For example:

Centre A began to use the PDA to support students undertaking full-time summer placements in local businesses. Each placement lasted 6-12 weeks. Applicants were selected by interview from a shortlist presented to the employer. Those accepted were introduced to PDA requirements during an induction day before joining the company. This included help with identifying their current skill levels and setting suitable goals. They completed the self-audit and development plan during the first week. A visit part way through the placement was used to address any problems they had, particularly in terms of being reflective rather than descriptive, which was commonplace. There were opportunities for e-mail and telephone contact throughout and the portfolios were submitted 4 weeks after the placement ended. Initially, all work was double assessed as a means of developing early consistency and supporting team development. On average 15 students participated each year, of which almost all completed the PDA successfully.

Additional funding has now been secured for another five years. The centre plans to use the PDA with vacation placements and also, from Autumn 2003, to support participants in the early stages of a new graduate programme.

At **Centre B**, students are introduced to the PDA through a programme of workshops including 'making your part-time and/or extra-curricular activities count' run by the Skills Centre. They are later provided with details of the PDA introductory session. After this, those keen to pursue the award are encouraged to produce a draft plan for personal development and CV, submitted online to the PDA tutor for feedback, with an agreed time scale for responding online (though there are also opportunities for face-to-face meetings). Subsequently, after most participants have begun the planning and logging process, a group meeting is held. This enables students to share ideas with one another, present draft work and show third party evidence gathered so far. A third and final group session on report writing is held when students have finished their period of experience. This session concentrates on reflective writing and the importance of self-analysis and evaluation. Students hand in to a deadline, their work is double marked and a sample of work goes to an external moderator.

New developments include marketing leaflets to staff, contacts with particular departments who regularly recruit students and the university JOBLINK, with the university work placement officer, and with a university department who would like to run the PDA with a group of their students.

Centre C has piloted the Award with a group of 60 business studies students. The Award was integrated into one of the student's modules (a 15-credit module at HE Level 2) and its assessment. The students were expected to create their professional development plans around an experience that they were undertaking as part of their degree programme, in this case, raising money for charity. They were expected to keep a log pertaining to the experience and then reflect on this afterwards, and in relation to the content of their module.

Currently, this centre is also using the Award to support the accreditation of extra-curricular activity, such as part-time employment and voluntary work.

Centre D (recently approved) is planning to use the PDA to support graduates on a wide range of placements nationally and with local Millennium Volunteers.

How many hours is it necessary to spend on the award?
It is difficult to strike a balance between, on the one hand, considering the amount of time needed to achieve the objectives of the Award and, on the other, ruling out centres who may otherwise be able to run the programme effectively. One hundred hours is suggested as an indicative minimum time spent on a work or community based experience (including volunteering or student union activity). As already indicated, 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.

Why does City & Guilds not insist on standard paperwork, especially for the log/diary?
Exemplar paperwork is provided, though tutors – and candidates – are free to develop their own. Experience demonstrates that candidates bring many different recording styles to the Award, and helping candidates develop a style that works for them is what matters.

Could you provide some good examples of logs/diaries and final reports?
Candidates and staff often value exemplars to check that they are 'on the right track'. Whilst it is not possible to make available completed logs/diaries and reports as they belong to candidates rather than City & Guilds, centres are often very willing to share their experience and pass on ideas. City & Guilds can put new or potential centres in touch with centres already successfully delivering the course.

What do candidates need to think about when considering contexts to use for the Professional Development Award?

As explained in the introduction of this Handbook, the context(s) chosen may come from a range of settings, including:

- paid employment;
- short-term work or placement experience (whether paid or unpaid);
- learning from experience while studying overseas;
- voluntary or student union activity.

It may be an area in which the candidate is already engaged and which s/he chooses now to use consciously and explicitly to support their professional* development (such as an established part time employment opportunity), or based on a new opportunity (such as a volunteering or placement opportunity).

One central area should be identified, although evidence may also be drawn from other areas (eg a student who has a part time job and also draws upon a voluntary role as a student tutor – or vice versa).

A key element in maximising value from the Award is choosing a context in which the candidate has some degree of control over how they tackle the tasks with which they are confronted.

Because the Award depends upon the collection of evidence and upon ongoing reflection upon experience, it is not appropriate for use retrospectively.

How can we encourage students to be reflective rather than descriptive in what they produce?

This is also a key issue, and an orientation which is more difficult for some rather than others. It may be that:

- the process can be modelled by staff within Stages 1 or 2;
- early formative feedback can offer concrete ideas to candidates on how to improve;
- it can be emphasised that the focus should be upon the individual in the group rather than the actions of any particular group;
- candidates can be encouraged to emphasise writing in the first person and to think about what they learned from situations, although some may find it difficult at first.

This is not an issue confined to the PDA, and an illustration of how one Centre has addressed this is provided in the exemplar Learning Diary in the final section.

* As explained in the Introduction, the term 'professional' here relates to a wider context of personal learning & development.

How much information should be included in a portfolio?
The need here is to be **selective**. Don't be tempted to suggest that candidates include copies of everything they have done. One piece of evidence can convey several things about them. Candidates need to make sure that they clearly structure their portfolios so that someone who has not been involved as they developed it can easily understand and find their way around it.

What should students write about in their final reports?
The focus of this should be upon **their** experience of the activity(ies) they undertook, and what they got from this in terms of personal/professional development. They should be encouraged to concentrate not on describing what they did (see above paragraph on reflective writing), but on emphasising how the experience has supported their development. The tutor should be able to help with this, the initial self audit and professional development plan will provide a reference point in helping them to look back at their original intentions, and support material is available ('the culmination of the Experience: producing a reflective, coherent and self-analytical report'). Finally, candidates should be encouraged to remember that we all often learn more when unexpected challenges arise, or things don't go according to plans or intentions.

What links might tutors make to the HE progress file?
HE Progress Files are:
• a transcript recording student achievement which should follow a common format devised by institutions collectively through their representative bodies;
• a means by which students can monitor, build and reflect upon their personal development (Personal Development Planning/Recording).

Personal Development Planning, or PDP, offers:
1 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'
2 objectives relating explicitly to student development – to improve the capacity of students to understand what and how they are learning, and to review, plan and take responsibility for their own learning; and
3 a timescale for implementation with students (by 2005/6 academic year) agreed by the sector through its representative bodies.

Centres who have implemented the Award have recognised the contribution it can make to the development of the PDP/R element of the HE Progress File, and commented upon its relationship to appraisal and Continuing Professional Development opportunities many graduates will encounter in their careers.

How does the Professional Development Award link to HE credit systems?
Whilst there are no formalised equivalences, it is possible to build the PDA into a module alongside the academic requirements, so that the student achieves both academic credit and a PDA, and the module (and the resources that are provided to deliver it) supports both, with certification costs being met by students. Similarly, the PDA can be adopted as the assessment requirement for a curriculum activity, such as a placement activity or time abroad that is credit rated.

In addition, you may wish to retain the PDA as an additional award, eg for part-time work experience or voluntary activity, helping those students who take advantage of it offer a convincing answer to the question – 'so you have a degree, what else?'

What will employers make of it?
As one Centre expresses:

'…in an ever increasingly competitive employment market, the City & Guilds [Professional Development] Award will add weight to a CV. It will be demonstrable evidence to a future employer that the applicant is taking seriously his or her own personal development needs. '

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Support material:
for candidates and tutors

Summary of support materials available to candidates

*(Use of this material is **not** mandatory, although most centres should find it of some use. Sometimes customisation is required.)*

Material provided	Might be used
Outline of Requirements for the Professional Development Award	At an initial Briefing Session, or the Meeting on Self-Audit, as means of orienting you to the award requirements.
The City & Guilds Professional Development Award; Tutor formative feedback form	Whilst compiling your Portfolio, as a means of structuring formative feedback and ensuring continuing attention to scheme requirements.
City & Guilds Professional Development Award: Self-Audit and Professional Development Plan Review Sheet for candidates	Within Stage 1 of the scheme, and as a point of reference as the experience develops, and the students goals and targets change accordingly. Within Stages 4 and 5 as a point of reference.
Collection of Evidence/Maintenance of Log Checklist for candidates	As a support for Stage 3.
Exemplar Learning Diary materials	As a support for Stage 3.
Third Party Supporting Statement Form	As a quick means of adding to your evidence, so Stage 5. But bear in mind that some evidence might be better collected in Stage 3, for example if you change supervisors during a placement.
The culmination of the Experience: Producing a reflective, coherent and self-analytical report	As a template to use in reviewing the experience for your final report upon the experience.

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Professional Development Award: Outline of requirements for candidates

You must:	Evidence must show you can:
produce a **plan** for your own professional* development	• research the requirements of the targeted/current job or activity • match professional experience, knowledge and skills against the estimated demands of the targeted/current job or activity • identify professional expectations, needs and goals • plan how identified goals may be achieved, using support from others, as appropriate
Log and **critically review** progress, and include some independent evidence of skills and knowledge gained	• record assistance or barriers to the realisation of goals • critically reflect on learning and professional progression by comparing initial self-assessment with current findings • include some independent third party evidence alongside your own material • assess professional contribution to the quality of the experience
Produce a **report** on professional * development	• clearly describe outcomes • evaluate personal and professional development • analyse the extent to which goals have been met, including any changes in expectations, problems that arose and how they were overcome • describe and assess the degree of professional development achieved, identifying professional achievements and the implications of the experience for further development/progression

As explained in the Introduction, the term 'professional' here relates to a wider context of personal learning & development.

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Tutor formative feedback form

The candidate must:	Evidence (showing the candidate can):	Tutor comment:
2.1 Produce a **plan** for their own professional development	• research the requirements of the targeted/current job or activity • match personal/ professional experience, knowledge and skills against the estimated demands of the targeted/current job or activity • identify personal/ professional expectations, needs and goals • plan how identified goals may be achieved, using support from others, as appropriate	
2.2 **Log** and **critically review** progress, and include some independent evidence of skills and knowledge gained	• record assistance or barriers to the realisation of goals • critically reflect on learning and personal and professional progression by comparing initial self-assessment with current findings • include some independent third party evidence alongside their own material • assess personal contribution to the quality of the experience	

The candidate must:	Evidence (showing the candidate can):	Tutor comment:
2.3 Produce a **report** on professional development	• clearly describe outcomes • evaluate personal and professional development • analyse the extent to which goals have been met, including any changes in expectations, problems that arose and how they were overcome • describe and assess the degree of professional development achieved, identifying professional achievements and the implications of the experience for further development/ progression.	

Any other comments:

Candidate's name

(Signature)

Date

Tutor's name

(Signature)

Self-audit and professional development plan review sheet for candidates

Candidate's name _____   Date _____

Brief description of job or activity. This might include:
- hours of work, or voluntary activity etc,
- duties;
- individual or team work;
- level of responsibility;
- reporting structure;
- skills and knowledge needed (eg food and cash handling, the ability to deal with customers, work at speed, maintain ethical boundaries).

Personal assessment against targeted/current job/role requirements or activities. May include:
- review of current position and details of any prior experience in this or a similar area if relevant;
- details of relevant knowledge and skills;
- consideration of any match between degree programme requirements and those of targeted/current job/role;
- identification of new knowledge and skills that may be required (such as knowledge of work culture/working practices, IT skills, presentation skills, team-building skills, leadership skills);
- identification of sources of information and resources and opportunities for gaining new knowledge and skills.

Personal expectations, needs and goals *(eg increase in self-confidence, more knowledge of working environment, improved practical skills etc)*

Description of how identified goals may be achieved, using support from others as appropriate, and identification of potential barriers to goal achievement.

Collection of evidence/maintenance of log checklist for candidates

During the job or activity, the following information should be logged, and/or collected:
- additional information about activity/job *(eg training undertaken, internal circulars, instructions, memos)*

- additional knowledge and skills gained *(eg health, safety and hygiene regulations, methods of food handling, costing structures, allocation of workloads, methods of remuneration, working relationships, quality assurance procedures, IT skills, leadership skills)*

- the effect of the job/activity on personality, methods of working etc

- problems/difficulties encountered and the way in which they have been tackled

- the degree to which personal & professional goals/expectations are being met

- an ongoing assessment of one's own personal contribution to the quality of the experience

- independent third-party evidence that additional knowledge and skills have been gained *(eg brief statement from supervisor, appraisal form etc)*

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Exemplar learning diary materials

Date _____

(Use additional sheet/s, as necessary)

Describe what you have been involved in

How did it go? (please explain)

How do you feel about it?

Would you have done anything differently?

What skills/knowledge have you used?

What do you think you have learnt?

Is there anything you need?

Reproduced, with permission, from 'Learning and Recognition in SCA'
(Student Volunteering England)

Learning diary
Example

Date: 12th May 2003

Describe what you have been involved in
Tee shirt printing at the youth club with a group of 10 young people aged between 12 and 14. The club is on a housing estate in the inner city and has been run by students for the last 4 months.

How did it go? (please explain)
The session went well. The young people were really excited about having their own tee shirts printed with their own designs.

How do you feel about it?
I felt good, but a little worried when they were all trying to do everything at once and it was getting a bit out of hand, but I was pleased when they calmed down after I explained that if they carried on we would all have to stop the activity.
It felt great to be able to pass on my skills in printing.

Would you have done anything differently?
I would have had fewer people in the art room at one time, and brought more equipment so more of the group could take part.

What skills/knowledge have you used?
Communication: I gave the group clear instructions on how to print at the start of the session.
Negotiation: when I chatted to the group and told them they would have to calm down
Planning: getting all the equipment and resources together for the session
Craft skills: the knowledge and skills I already had in screen-printing

What do you think you have learnt?
That if I do plan ahead for a session at the club I feel more confident about running it myself, also that people do enjoy craft activities if they actually work and the results are effective!

Is there anything you need?
More ideas for future sessions and perhaps some training in other art and craft skills

Third party supporting statement form

Candidate's name

_____

Brief description of job or activity and duration (please provide dates) to include:
- hours of work,
- duties,
- individual or team work,
- level of responsibility,
- reporting structure,
- skills and knowledge needed (eg food and cash handling, the ability to deal with customers, work at speed)

I confirm that the named person carried out the job/activity as described above.

Name

_____

Position

_____

Signature

_____

Date

_____

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The culmination of the experience:
Producing a reflective, coherent and self-analytical report – for candidates

Aspects of your experience you might want to focus on	Key points for your report
The effectiveness of your original self preparation and professional development plan	
The extent to which your original goals were realised, any changes in expectations or problems which arose and how they were overcome	
(If a student now), your sense of the relationship between the qualities required to succeed in the workplace and those required to obtain a good degree	
Any additional knowledge gained concerning how work is organised and operated in a given environment and the effect this has on the work force	
A crucial one – your personal contribution to team working, such as, good time keeping, and the maintenance of good relationships with supervisors, colleagues/peers and clients	
Lessons learnt from the experience (including contribution to self-development, increase in self-confidence, ability to communicate).	
Your experience of the process of completing the PDA – so the identification of personal strengths and weaknesses, the value of using a self monitoring approach	
The contribution you feel the experience has made to your future self-development and career progression. How can these experiences be applied constructively to future working environments?	

Remember:
- **That this is not intended to be another piece of academic work.**
- **The Assessor will not be marking how <u>well</u> you did, though you might want to put this in, but on the nature of your experience and what you <u>learned</u> from it, about yourself and the context you worked within.**

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