Professional Recognition Awards 9200

Recording forms for centres and candidates

Version 1.3 (March 2023)

City&
Guilds

Recording forms for candidate portfolios

City & Guilds has developed these recording forms to use for the Professional Recognition awards. It is strongly recommended that these forms or the e-portfolio method is used for the recording of evidence for these awards.

Evidence record for reflective account/professional discussions or questioning
- used to record a reflective account, professional discussions or questions and answer sessions for candidate delivered by the centre assessor.

Plan, review and feedback
This form has been designed to facilitate the planning of the qualification but is not a compulsory form.
- used to record what activities have to e achieved in order to gather evidence for the qualification. The form may be used to review evidence collected, record feedback and list outcomes.

Expert/witness status testimony form
- used to record the details of all those who have witnessed candidate evidence.

Evidence tracking form
- used to identify what standards each piece of evidence covers and where the evidence is located, including questioning records which are held elsewhere (for example, because they were conducted online).

Evidence form
- used to record what evidence is being used to cover which standards.

Version and date	Change detail	Section
1.1 Aug 2012	Introductory wording amended.	Recording forms for candidate portfolios
1.2 June 2013	Additional Example evidence included	Appendix 1
1.3 March 2023	Amended headings on recording forms ('customer' to 'stakeholder')	Evidence record; Appendix 1

Contents

Evidence record for professional discussions or questioning

Candidate name	

(Please tick one only)

Reflective Account ☐   **Professional Discussion** ☐   **Questions** ☐

Evidence Number: Title of Evidence:	Standard Statement references
The above is an accurate record **Candidate signature:**	**Date**

Evidence record for reflective account

Candidate name	
Date	

Standards:	Standard statement references
Commitment to Professional Standards	
Evidence reference:	
Communication and Information Management	
Evidence reference:	
Leadership	
Evidence reference:	
Professional Development	
Evidence reference:	
Working with Others	
Evidence reference:	
Managing Stakeholder Participation & Expectation	
Evidence reference:	

Plan, review and feedback

Candidate name	

This record can be used for single and multiple standard planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Standard Statement references

The above is an accurate record.

Candidate signature:	Date
Assessors signature:	Date

Expert/witness testimony form

Candidate name	
Expert/witness name	
Occupation and contact information	
Professional relationship with Candidate	

Expert/witness Testimony *

Expert/witness Signature		**Date**	

For Candidate use only

Standards and statements this testimony relates to:

* A letter or separate document from the witness may be attached to this form rather than the witness completing this form.

Evidence tracking form

Level: **Candidate Name:**   **Centre Assessor Name:**

Standard No. and Name:						
			Centre record of completion **Standards sign off**			
Ref	**Standard Statement**	**Evidence submitted**	**Ref No.**	**Met** **Y**	**N**	**Assessor Comments**

Candidate Declaration: I declare the evidence submitted to meet the standard requirements is my own work. I understand that the evidence must be provided to a representative from City & Guilds on request as part of the programmes quality assurance protocol.

Candidate signature:	**Date:**

Centre Assessor Declaration: I confirm that this candidate has achieved all the requirements of this standard with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the standard should sign this declaration.) Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Centre Assessors signature:	**Date:**

Evidence Form

Candidate name	

Evidence reference number	Details of evidence	Standard statement References

Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature (if sampled):	Date:

Appendix 1   Example evidence

Sample Evidence: Level 4, Leadership & Management	Standard statement references
Commitment to Professional Standards	
I am a Food Supervisor, working shifts in a large retail store in a City centre. I am responsible for managing the customer experience – everything from ensuring the prices are correct, the shelves are full, there are an adequate number of tills open & we do not have too much food going to waste on a daily basis. I manage a team of sales assistants (where the number may vary for 10 - 30 depending on the time of day and how busy the store is) I am responsible for training them, motivating them, disciplining them and managing their rotas. I am also responsible for allocating my teams daily jobs (shelf-filling, till management, customer service, labelling, vehicle unloading and warehouse management ,stock control,) and ensuring the section is run efficiently. I need to plan any stock changes or moves, new promotions or equipment maintenance ensuring that none of these changes affects our customers. I have to check that all our stock sheets reflect an accurate stock position & that the planned stock deliveries are enough for our weekly sales. I need to make sure I have enough staff to fill up the shelves at the quietest time of the day so our customers are not inconvenienced. I work closely with our warehouse teams to make sure stock flows efficiently onto the sales floor. I have a financial responsibility to ensure that we are meeting Department budgets. I do this by maximising sales through checking stock allocations, following Head office guidelines, ensuring accurate placement of product within the section plans especially with new promotions and minimising waste through poor handling. If the computer systems are not recording the stock level accurately I have to make manual stock adjustments to ensure the system works accurately. Occasionally I need to respond to store overstocks and I make sure products are given promotional space to clear and avoid waste.	4.1.1 Apply professional standards to my own working practise
I am dependent on my team to work with the public in providing a high quality service as befits a top end retailer. I do this by ensuring there is proper time for training and that they understand the reasons for our rigorous standards of high quality service, politeness to the customers at all times and self presentation .In addition I try to assist them when they are in difficulties with a customer or when they do not understand a routine or procedure .When the store is really busy at weekends or early evenings, I am very vigilant to ensure that the customer is always first. When we are particularly busy I may have to release staff from other duties to ensure till queues are reduced.	4.1.2 Support others to comply with professional standards
When an assistant is relatively new on the job I will either closely supervise them myself or alternatively get a more experienced assistant to 'tuck them under their wing'' for a couple of shifts. If this does not work I may have to give more stringent and close supervision. They have workbooks to complete to ensure all Health and Safety training has been given. I teach them to read stock plans, apply promotional ticketing and shelf edge pricing,	
There have been occasions when an assistant does not turn in to work or is frequently late, I have had to liaise with the HR team to help me find additional staff or advise me on the legal process of disciplinary procedure. Sometimes a sales assistant has a medical problem like depression – which can affect their work. This is difficult to spot and sometimes other staff are helpful in pointing out the need for help. .A word or two can help but often medical assistance is needed.	4.1.3 Identify and manage risks of non compliance in own area of responsibility

Occasionally the assistants will place the stock in any order on the shelves thus selling new stock first instead of managing date rotation effectively. I do spot check the shelves to ensure that this does not happen, I also routinely spot check pricing & promotional layouts. We check the number of lines out of stock especially key best seller lines & ensure that the stock allocation for the rest of the period is reviewed.	4.1.4 Manage a situation where there is a breach of professional standards
In a large section there can be a lot of teasing and sometimes hurtful comments or bullying. Cultural differences can be highlighted where humour is intended and can need careful managing. I have had to manage the individuals involved by either sitting them down together or in more extreme cases through disciplinary action.	4.1.5 Complete documentation and/or reports relevant to professional standards
On a daily basis I have large amounts of analytical data to respond to. I get daily feedback from computer data of sales, out of stocks, quality problems, overstocks etc. It is important to be able to quickly check unusual figures by exception and resolve issues. I have lots of data on hand to improve performance and maintain high levels of customer service. The supervisors are ranked in store and the best performer each month receives an award. I have received the award in 5 months out of the last twelve. Each individual member of my team has a yearly appraisal & a performance development plan. They are responsible for maintaining all their own training records. I have an additional half year assessment with each to deal with any issues that might be showing themselves. I prefer to deal with issues quickly, on the job & ensure they do not become major problems. The company employs independent 'mystery shoppers' to test my staff's attitude to the customer & the level of stock on the sales floor. Our score affects the entire stores standards and grading.	

Evidence reference:

4.1.1: Job Description, Organisation chart, Examples of weekly staff rotas,

4.1.2: Examples of monthly financial budgets & targets for section

4.1.3: New starter training pack and sample work book

4.1.4: Sample Disciplinary conversation notes

4.1.5: Copies of team appraisals, Training assessment for my team, Mystery shopper reports

Communication and Information Management	
Every day each Department gets computer sheets giving updated information about sales from Head Office. It is my responsibility to go through all the specific information for my department and update my Manager appropriately. The information details new product lines, new promotions, updates on availability and any section plan changes. We are informed about supplier availability issues or any lines that need to be removed because of quality problems. It is a job that needs a quick eye for detail & a good memory for changes; I enjoy checking for accuracy and know where to look for answers to problems or issues	4.2.1 Respond to the needs of a target audience by communicating in a form and manner which is appropriate to the task
At the beginning of every shift I see every one of my assistants - either individually or in small groups to advise them of particular issues like shortages or an impending fire drill or the need for someone to cover for someone else who is absent. Ensure that all staff receive the head office weekly news briefing	
As mine is a large city-centre store, we have a multi-ethnic workforce and I need to fully understand all my team's abilities. Although they all speak English there are some cultural differences which can occasionally lead to communication problems with customers or within the team. I keep close to these assistants to ensure that they understand their assignments and are properly understood by customers. Sometimes assistants need help with understanding the Company philosophy and the level of service we expect for our customers.	4.2.2 Managing barriers to communication constructively
In a large retailer with over 250 outlets and 70,000 employees there are regulations covering most situations.(Food hygiene standards, financial controls, HR policies, Health and Safety regulations, shift tasks) Whilst I cannot know them all, I do know where the procedures are held and in time I have had to work with most of them.	

Failure to apply the correct procedure will soon affect others as I am a small part of a more complex team. We regularly have visits from Head Office teams who ask us for feedback on policies & procedures as well as customer comments. They also check us on adhering to guidelines of store presentation, staff service or shelf presentation. See 2.3 above As we are selling food it is critical that products are stored at the correct temperatures and in a safe environment. All fridge & freezers are spot checked for consistent temperatures & have a rigorous maintenance schedule. All the backstage areas are carefully checked for rodent damage or damp similarly. All sales assistants complete modules on care of foods & compliance with legislation.	4.2.3 Apply relevant legislation, organisational policies and procedures when communicating with others
I have to be licensed to supervise the sales of Beer, Wine and Tobacco products to comply with legislation .This requires me to attend regular Company updating. I am also First Aid trained as we need to have a First Aider at hand on each shift.	4.2.4 Manage information in line with relevant legislation, organisational policies and procedures

Evidence reference:
4.2.1: Example of Head Office daily news & Christmas product relay

Leadership

When we are promoted one of the key competences which Managers are looking for is evidence of leadership skills. For most assistants who are promoted off the shop floor it is difficult to change behaviour and assume a different leadership role with old colleagues. This is most apparent the first time one has to be appraised or discipline someone you used to work alongside, This can be a painful experience for both sides. However I have been the leader in a Cub Pack for some years and a Junior Church leader. I am used to giving instructions to young people and expecting them to be obeyed. The most telling time for leadership is when the store is busy and all the assistants are fully occupied on tills but there is still other work on the sales floor. I have to decide on the optimum manning of tills or shelf stacking or customer service. Other situations that call for instant leadership are when a fridge breaks down, when there is a shop lifter, an unexpected visitor or a Fire Alarm.	4.3.1 Display appropriate leadership skills in own area of responsibility
I always get to work early and never leave until the job is done. I ensure my personal appearance is neat & tidy. When the assistants are rushed I will reprioritise or help shelf stack or even clear up after a spillage. I want to show them that by doing these tasks that no one can claim to stick rigidly to their job. I sometimes have to help the police/ security with shop lifters. Customers are sometimes very ill whilst shopping (heart attacks, strokes, and births) and going the extra mile at these critical times is key.	4.3.2 Lead others by example in meeting own performance targets, promoting good practice, innovation, and working within the remit of their role
Success for me is satisfied customers who want to come back and repeat the shopping experience at our store. One dissatisfied customer is likely tell 12 of their friends how bad their experience was. I cannot affect the pricing policy of the Company but I can help my team to give the customer a good buying experience. This requires us to fully understand the mission statement of our Company and to go out of our way to ensure everything is the best it can be for our customers. Our shoppers should receive the same buying experience whether they are in Newcastle or Newmarket.	4.3.3 Plan for the achievement of goals by identifying and managing barriers to success
One of the exciting things about working in retail is every day is different; some days the delivery vehicles are late because of snow or the local school has Nora virus and lots of staff have to stay home to look after children. Each day I have to reprioritise the tasks required & allocate staff to the most critical areas. I can change the balance of till operators to shelf fillers and relieve the pressure and waiting times of customers. Sometimes this is frustrating as the section does not look as good as it could do but keeping the customers happy is the most important thing.	4.3.4 Identify and manage resources to meet outcomes

Last year the store had a refit and I was given the role of planning the changes to the Food Section while the building work was in progress. I had to develop an interim plan for the work and the relocation of staff rest rooms whilst the new stores lift was being put in. The plan was stored on a computerised spreadsheet, each day I had to review progress with the Store Manager. I had to ensure that the workmen moved fridges and ambient racking so that the store was open for business as usual. I had to ensure that Health and Safety regulations were observed; partitions were built to ensure our customers were safe, the staff were briefed on go and no go areas and that managers were kept up to date with storage or delivery concerns. Sometimes deliveries had to be rescheduled and extra staff were required to work nights to complete major relays out of store hours. The refit was completed within the initial time plan.	4.3.5 Manage a project or task to achieve set outcomes in a timely manner
Evidence reference:	
Professional Development	
I am familiar with self appraisals because have been completing them for 5 years. I am aware of my strengths and my weaknesses and the need to develop a plan to address ones weaknesses. In addition we have just introduced across the Company the idea of 360 degree feedback sessions once per year. What is interesting about these sessions is that my team point out unexpected concerns, often things that seem trivial and of which you were totally unaware. When one receives 360 degree feedback for the first time it is hard not to dwell on the negative rather than accepting the mostly positive comments. My feedback shows that I am perceived to be very professional, good at prioritising and managing at busy periods. I am generally good natured and hardworking but I may be impatient with staff who do not learn as fast as I do. I have to learn alternative ways of teaching or mentoring and I am working with another section Supervisor to train our Christmas student intake. We also receive feedback as a management team from the staff survey which is undertaken yearly.	4.4.1 Analyse own performance and identify areas for improvement
I have asked to be placed on a team building course so that I may become more aware of how different personalities and skill sets affect the working of a group. This course is planned for February and I am looking forward to a week away with other supervisors.	4.4.2 Develop a plan to improve own knowledge and skills
As I work in a large store in a big city, I have the opportunity to progress and gain promotion within my own Company in the same area. My next promotion would be as a Manager in a Smaller Store with maybe 40 employees in total or possibly in a Motorway branch of my Company. I have set myself the task of completing all of the Company's supervisory training courses and then I will be ready for promotion. Some of these courses are off the job for a day or two and others can be completed on line. Our Company often asks for volunteers to help set up a new store; these are stressful hardworking assignments but a great challenge. Often you meet more Senior managers who can become sponsors in your career. I am also aware that a lot of my Company's business is conducted on line and I make it my business to keep abreast of the e-policies and their relevance to us in store I have my own training log which is regularly checked by the Store HR manager and trainer. I am half way through the training plan that I have established for myself. Whilst I do not have a formal mentor, I have a friend who was a graduate trainee manager and she and I talk about the job and discuss problems I experience. We try to meet monthly for a coffee and she helped me with my reaction to the 360 degree feedback experience.	4.4.3 Access opportunities for professional development
When I return from a training course I always sit down with my line manager to develop a plan to assess what I have learned and how I will put it into practise. One of my most difficult challenges was to be able to read the new daily print outs for sales, stock and waste. I seemed to have a block when I saw all those figures, but I made myself spend time everyday looking at small sections and I soon became able to	4.4.4 Evaluate the effectiveness of professional

recognise patterns and relate them to my shop floor actuality. I realise that theoretical learning has to be backed up with learning from experience on the shop floor.	development undertaken
I already have a CV(see attached) and a training record) and a Company training log (see 4.4.3)	
I am conscious that if I am to develop my career, I must gain some qualification since I did not progress beyond GCSE when I was at school. I have been on a number of training courses with the Company (Health and Safety, Food Hygiene, Marketing and Promotions, Leadership and Appraising your team, see attached list) I now wish to move on to a level 4 City & Guilds award which will recognise my skill level and accredit my experience in line management. This will give me a recognised qualification outside the Company in which I work.	4.4.5 Maintain a record of professional development

Evidence reference:

4.4.3 Copy of training log page

4.4.5 List of training courses attended

Working with Others

My staff give me instant feedback if I am not managing them well - as does my immediate boss - the Departmental Manager. Because customer demand is not a precise science from day to day priorities change. Staff will need to be moved around fairly frequently at short notice. Each person has their likes and dislikes in terms of tasks; some prefer to be on a till all day but others like to fill shelves. I have to use my powers of persuasion to move staff into jobs that need doing rather than the jobs they like. My strategic objective is to train them all to the same level so that they can do all the jobs. This is not always popular or possible. I have had three different bosses since I worked on Foods and I have got used to their different styles and personalities. Some like frequent daily contact with chats about promotions and sales facts whilst others prefer a more formal time each day where everything is discussed then are left to get on with their own role.	4.5.1 Constructively work with others to achieve set goals
I have noted that although I think that I am giving staff encouragement they always need more. I have to spend a lot of time motivating them by giving instruction and reassuring them that they are doing well. We work in an environment where customers want instant service and this can be tiring for staff who need to get their won work completed. Occasionally I organise a 'team night out 'or a birthday celebration when we go out for a drink or a curry. We welcome all the staff who work on Foods but the part timers seldom turn up. These evenings – once every four months are good for team bonding as the day-job rarely allows time to catch-up.	4.5.2 Give explicit encouragement, share expertise and motivate others within the work environment
Since I went on a Listening Skills two day course I find that I understand more about what my staff really feel and need. Sometimes people are shy about expressing opinions and the best way to get them to do so is to listen without immediately giving your opinion. Most of my daily job is done with verbal skills and very little is written down. I have to leave an update for the incoming shift supervisor and I have had no difficulties with issues which span different shifts I therefore think that we communicate well	4.5.3 Develop effective interpersonal skills to overcome conflict or differences in opinion which may impact on working relationships

Evidence reference:

Managing Stakeholder Expectation

In a retail store the customers are the buying public and they make their requirements clearly known to staff. If they are happy they rarely say anything. One of my biggest customers is my line manager and if I am going to be promoted I have to ensure that he/she is satisfied with my work. I always make time in my shift to	4.6.1 Assess who the stakeholder is and what the

allocate a period of at least ten minutes where we can go through staffing, profit plan, quality and waste issues. I also have other customers like suppliers who need to arrange deliveries or availability changes.	stakeholder expects
I very often find that even if the customer is wrong about a product (e.g. it is out of life when they tried to use it and it was poor quality)it may be easier to give a refund rather than to argue the point in the store for £1or £2 . My staff sometimes have to take make a decision but if I change it I always tell them why I have done so. Good customer relations are hard won but it is very easy to spoil a high quality reputation.	4.6.2 Develop and maintain good stakeholder relationships
The Company completes extensive and very professional Market surveys of customer satisfaction. In store we have immediate feedback from customers and mystery shoppers. Complaints are soon escalated if not dealt with appropriately.	
There are numbers of immediate feedback points on my performance such as the length of the queue s for the tills, amount of food in the shelves, the organisation of product waiting to come onto the sales-floor and amount of 'out of life' stock at the day's end. Managing these situations to give optimal customer service is my major concern. The most difficult time of the year for service is at a busy peak like Christmas. After the trading period we always have a review to think of anything we could have done better and put it into practise the next peak.	4.6.3 Collect and analyse information to measure stakeholder satisfaction 4.6.4 Identify and manage the implementation of improvements to stakeholder service
The Company has well established procedures for managing customer complaints and one of my priority jobs is to train new assistants in this process. From time to time Senior Managers from head office visit the store and they will stop and ask random customers what they think of the service they receive. This keeps us all on our toes.	
	4.6.5 Manage stakeholder complaints within own area of responsibility and in line with organisational and legal guidelines
Evidence reference:	

Sample evidence: Level 4, Leadership & Management	Standard statement references
Communication and Information Management	
In my role as Lead Trainer for Training & Training.co.uk I line managed several trainers who worked on a part time basis. Their patterns of work were fluid and changed every month dependent on the training courses we were delivering. This meant it was my responsibility to communicate with colleagues when their number of hours & work pattern changed.	
I was responsible for communicating the changes to ensure that all staff were aware of the situation and the customers received the contracted training in the correct rooms and at the correct times without any problems (ie the trainer forgot their work pattern and didn't turn up to work).	
When new work patterns were decided I would confirm all changes with my manager, to clarify who was working and when. I would then produce individual timetables/work patterns for each member of the training staff. I would also produce a timetable which detailed all trainers' activity during this period and in the training centre.	
I spoke with each trainer, explaining their new work pattern and handing them the hard copy of their individual work pattern. I would direct them to the overview timetable which I would place on the staff notice board. I spoke with each trainer in a private room, so if they had any potential problems with delivering the training, they were able to let me know in confidence & private.	
I would then email each trainer with an electronic copy of their individual work pattern and the overview of the training being delivered in the centre. It is company policy to ensure that each member of staff is formally informed of their work commitments (via email) so that there is a record of this communication. It is the employees' contractual obligation to check work emails every 3rd working day.	2.2
The three different forms of communication (notice board, email and face-to-face) were preferred by different members of the training staff, by communicating all three ways I was able to ensure all staff were made aware in their preferred method and there was a record of the communication.	2.3, 2.4
In addition I notified Reception of all the changes and gave them an overview timetable so they were able to answer any queries by training staff and/or clients.	2.1
Evidence reference: CV, Job Description, Expert witness statement, Email example, Individual work pattern example & Centre overview timetable & Company Communication policy document	

Sample evidence: Level 6, Leadership & Management	Standard statement references
Professional Development	
In my role at City & Guilds I am required to lead on several, complex projects. Last year as part of the annual planning stage my manager & I identified the need to conduct some large scale mapping projects which involved various tasks and actions overlapping and interdependent.	4.1
As part of the initial stage of the project I assembled a project steering group and carried out a skills scan. I felt it was necessary to increase my project management skills and that of members of the steering group, who would be responsible for the management of key aspects of the overall project. This was due to my team's experiences of projects in the previous 6 months; they were characterised by persistent slippage and delays with the scope of the previous projects being widened, and a general lack of confidence across the teams at the level of project management skills. This was also an area highlighted in the team's requested training plans.	4.1

4.2 |
| This became the first line in the project plan; to source and deliver project management training to members of the project steering group. I reviewed various materials and potential courses, including self study, online courses to face-to-face Prince 2 courses. In order to meet the needs of the project (& organisation) I arranged for a face to face 2 day course to be delivered in house & shadowed by one of our Learning & Development Project Managers, so they would be able to design and deliver a similar course to C&G staff in future. The course covered the general principles of Project Management, and outlined the responsibilities of the attendees in the real project we were about to begin. | |
| This enabled to the Learning & Development member of staff to work with each individual and identify areas of concern / where they felt they needed support, and at which point in the real project.
The Learning & Development member of staff was integrated into the Project plan in order to evaluate the performance of the members of the steering group in ensuring the project is successful. | 4.3 |
| As of now the project has nearly reached completion. There has been little slippage and the scope of the project has not been widened. It is envisaged that we will meet all objectives within budget and with only minor delays. As a project manager I have gained experience and confidence in my ability and in the procedures I should follow. I have since initiated two similar projects and have provided support to peers looking to initiate similar projects. | 4.3 |
| I added a further element of the project, whereby the members of the Steering group have produced feedback and guidance materials, working with the Learning & Development member of staff, in order to produce a Project Management course for colleagues within the various departments within City & Guilds. The next cohort will be buddied up with the original PM trained members of staff in order to offer support and guidance and to better cascade the training. | 4.3 |
| **Evidence reference:**
CV, Job Description, Expert witness statement, Project Plan, Project Management course contents, Colleague feedback, work emails | |

Sample Evidence: Level 7, Engineering Management	Standard statement references
Commitment to Professional Standards	
I manage the team that is responsible for brake design and development in XXXX Motor Company. The company is international employing over 200k people worldwide. I work in the European Engineering Centre directly for the Chief Engineer of Body Design, within a team of 8 other senior managers who cover all other aspects of Car Body Engineering. (Organisation chart attached)

I have responsibility for the braking systems in all five models of XXXX cars. Where possible we use the same systems but at the lower end of the market we have to differentiate with less highly engineered brakes. Nonetheless all of our systems have to meet legal requirements for 37 countries and XXXX Company worldwide standards

 I have to keep appraised of Body Engineering Systems, new brake materials, brake testing methodology and manufacturing and assembly concerns
Furthermore I have to be aware of other engineering aspects of car manufacture, because brakes are an integral part of a quality engineered system for the whole car

I manage a team of 12 graduate engineers of whom 6 have degrees and 2 are qualified to Masters level and have professional engineering qualifications (I.Mech.E, I E.E.) Two of my older engineers have HNDs. The two other young graduate trainee engineers are still gaining professional experience as they work towards Chartership. 8 of the engineers are based in the UK and 4 are in Germany
I attend monthly I.Mech.E regional meetings regularly to keep up with innovations in the industry. I believe that I am at the leading edge of engineering technology. | 1.1 |
| I sit on the Company Graduate Training Committee with the Training Department and we regularly assess the programmes we have developed for the 50 engineers who are working towards their Chartership status.
I am a member of the local committee of the I.Mech.E Training panel and we pass our views to the National Committee on the appropriateness of new standards/training requirements/examination content
I also serve on the University Accreditation Panel for I.Mech.E. Part of my role is to visit university engineering departments to ensure that they comply with I. Mech. E standards prior to accreditation.

Where the universities do not have a sufficiently high standard of Workshops or Lecturers the I.Mech.E Panel have to de-accredit them.
In my role, I monitor the progress of the Company graduate trainees and check their log books quarterly to ensure that they have gained sufficient experience to meet the both the Institute regulations and the Company requirements. | 1.2 |
Where a student has not completed their log book on time or where their work is not up to standard, it is my responsibility to get them back on track. I have to interview them to ensure compliance and manage follow-up.	1.3
Evidence reference: Organisation Chart, CV	
Communication and Information Management	
I am a senior manager on the Body Engineering Managers Group, which is consulted on all proposed new car body designs. I have to coordinate and communicate the views of my team to the Body Engineering Group to ensure early identification of issues.(Minutes of meeting attached)	2.1

As the braking system is an integral part of the car, involving electronics, materials, wiring, levers and pedals, my team has to be in regular contact with other car design and development teams in the company. Every day is full of meetings and I attend the most strategic of them, ensuring my team are represented elsewhere.	
I hold regular weekly meetings with my team to keep them informed of Company events /plans or staff changes. I encourage the meetings to be a two way flow so that I can sense any potential problems. (See notes of weekly meeting attached). I then feed that information up the chain to the Body Engineering Group	
If there are any major Company or legal changes they are reviewed at the weekly staff meeting. For example if my team is presented with a new material that will not work at certain low/high temperatures we will develop new material specifications for the Brake Regulations team in the Department of Transport (see attached paper on Arctic breaking using YYYY composite material)	2.3
Every four months I manage a team building 3 day development session, where we will work together on a social project (e.g. Building a local scout hut, helping out at a local care home etc.) These sessions are informal and I generally try to have one of my subordinates manage or coordinate activities to develop their leadership styles. These sessions work well to establish a sense of camaraderie and joint purpose in the team.	2.2, 2.3

Evidence reference: Minutes of Meeting, Notes of Weekly Meeting, Paper on Arctic breaking using YYYY composite material	
Leadership	

I have been on the Company's middle management 3 week leadership course. This simulated a group situation in which we had to manage in various new scenarios. (See evidence of course detail) In addition to which we were all put through a problem solving and decision making course (Kepner-Trago) and a personality profiling activity (Myers Briggs type indicator (copies on the Web)).	3.1
I have noticed that I am more prepared to make difficult staffing or engineering decisions, following attendance on these courses. I better understand the motivation that drives individuals to make decisions. I am certainly consulted by Directors and other senior managers on a range of issues, which are not in my responsibility	
I am a company representative on the national Joint Staff Consultative Committee which meets 4 times per year (see attachment) Prior to these meetings I have to consult the key site engineers (by E-mail) for their views and then report back to them. Occasionally the Finance Office recommended that I reduce specific operating costs within a project and I have had to stand my ground and insist on a particular budget for a design to comply with safety or legal parameters.	3.3, 3.4
In 2010 I had to make 3 engineers redundant and contract out their work to an Agency. During this process I had to negotiate with the staff Trade Unions (Meeting Minutes as attached) and I had to ensure that the Agency would maintain the company's high standards of engineering.	
As my area is not seen as core business for the Company I am in the process of contracting out the whole of brake design, development and testing over a five year period. This work is valued at £50m per year to a Contractor. I have had to develop a plan for the future then discuss it with the staff unions with safeguards for employees' rights and engineering quality standards (see 5 year business plan attached).	3.2, 3.3, 3.4

Evidence reference: 5 yr Business Plan, Leadership Course details, Meeting minutes, Joint Staff Consultative Committee attachment	
Professional Development	
I have developed a mentoring system for all of my employees so that they have an engineering partner with whom they can share their engineering issues. Engineers are encouraged to take time out to check with their mentor for new techniques/materials/ways of working/supervisory issues.	4.1
Some of my older staff are formally qualified at HND level. They have been anxious to develop the CPD, so I have given them time to study for an MSc Research degree with Bradford University. To complete this degree part time, they have to identify a braking issue and develop an engineering solution – with appropriate teaching and coordination from a university staff supervisor. The project is written up as their MSc. thesis and my department gains from this research in new solutions. The University gain access to blue-chip engineering resource for their research projects/ratings. We have developed a number of cost saving engineering innovations through this programme, in addition to developing members of staff. I too have a mentor who is the Director of Manufacturing. I chose him because he is not in the design development process but his factories have to make our designs and fit them to cars. He gives me a totally different engineering perspective and has been most helpful to me in sounding out difficult management decisions. (see Expert Witness statement)	
I have chosen to apply for a level 7 MCGI because although I already have a Bachelor degree I do not have a Masters and my workload is too high to take time out to complete the Bradford research Masters. However I do see it as important to my own career development to gain a level 7 award, since most of the Directors and very senior managers all have higher degrees. If I am to progress to the top of the Company I believe that this award would be of value to me personally but also accredit my wider learning & management skills. Furthermore the work for this PRA has made me reflect on my job and the journey I have been on through my career. This will be valuable learning for me in developing others.	4.2
I am frequently asked by the HR Manager to help with graduate recruitment and to take undergraduate trainees into my area for sandwich course placement (approximately 2 per year). This work requires patient training, but the results are clear as we see the young trainees develop over the period. I have set my own professional development targets to develop my leadership style through becoming a school governor in my spare time. This requires me to develop a strategic approach to education and work with others with different skill sets.	4.3
Evidence reference: CV, Expert witness statement	
Working with Others	
Because we are an international Company and I have responsibility for 4 engineers in Germany, my job requires me to travel frequently. I am well aware that different nationalities have different styles of working. I am used to adapting my approach to ensure my objectives are achieved. I work hard to ensure that the two parts of my team (in Germany and the UK)are integrated through frequent meetings and video conferences.	5.1
Working in an international organisation with the precision required by engineering planning, I have to be careful to give precise instructions and allow for misunderstanding the first time. I have to ensure the processes for follow-up are rigorous and clear in any language.	5.2

Different working cultures require significant adaption in management styles. The German way of work is very different from UK norms and as the 'wheels team' is based in Germany I have to motivate my team to work closely with them. German engineers require more precise instruction with set parameters, whereas UK engineers like to work on problems for themselves. My responsibility is to ensure the same outcome from two differing work practises. When part of our work was taken on by a Turkish factory I had to travel to Turkey to work with engineers and foremen and hourly paid line workers who found English challenging. Similarly in developing world cars I have to travel to the US and work in yet another different working environment where there are many more resources available and everyone is much more specialised. Sometimes it is hard to persuade my team that redundancies have to be made in the UK while the US or Turkish work force is untouched.	5.3, 5.4
Evidence reference: CV, Job description, Organisation Chart, Emails	
Managing Stakeholder Expectation	
The stakeholders with whom I work (Product Planning department –who conceptualise cars, The Chief Engineer, my own engineers, the testing lab, car buying customers, Finance) all have very different needs, which I have to meet. My strategy has to be based on producing the best braking system possible at high quality standards and to minimum cost. I then have to develop a plan with my team and sell the plan to the stakeholders. These plans change constantly as car design moves on	6.1
I have numerous customers and stakeholders. If my team develop a brake system that cannot be manufactured or requires complex new machining processes, we would disrupt factory working and efficiencies. We avoid this by liaising with the factories through Resident Engineers who manage the critical interface between us all. My ultimate customer, the car buyer normally feeds complaints through the dealerships. There are set processes to monitor daily issues and concerns. The formal process for dealing with such issues is outlined above but the culture of the car industry is to provide individuals with speedy and immediate /direct feedback. Those from other industries have found this a harsh environment to work in. However the culture is changing with training and better people development.	6.2
Customer feedback is a most important part of car design and the Company listens very carefully to customer groups (see feedback forms)If we don't provide what the car buying public want we go out of business Feedback is obtained from Dealer or customer panels, in which groups are pulled together for half a day and asked for feedback. Our car models and braking systems are compared with other competitor cars and I have to respond for my team's designs. When a new model is launched we have to be particularly aware of customer views as they are likely to be most critical at this stage in lifecycle of the car. Occasionally my team will travel to the Arctic or to a desert place to test vehicles. Testing in such tough environments produces a robust design, but it sometimes takes some persuading to get my engineers to travel to difficult areas	6.3 6.4
Working in such a complex organisation with so many stake holders I have discovered that no design or plan is ever perfect the first time. Listening to the input of other specialists will always improve the final output. I therefore welcome being critiqued by my colleagues and stakeholders and ensure that this is the part of my role I give most time to. I have welcomed the chance to reflect on my career and responsibilities and see that exercise, in itself as a developmental process.	
Evidence reference: Feedback forms, Emails	

Sample Evidence: Level 7, Leadership & Management	Standard statement references
Commitment to Professional Standards	
The New Overarching Professional Standards for teachers, tutors and trainers in the lifelong learning sector (LLUK. London 2011) are the most relevant for my role. In particular these emphasise improvement of my skills through reflection, sharing good practice and communicating with colleagues to enhance learner experience. I use research carried out by bodies such as Sector Skills Councils, Ofsted and Awarding Organisation Forums to develop qualifications which facilitate learning and achievement. The diversity of the Lifelong Learning Sector (LLS) provides challenges to qualification development and implementation, requiring shared understanding and consensus amongst Qualification Consultants (QC) and centres. These are tackled by a combination of approaches such as activities at briefings, guidance notes, on-line and telephone support. Non-compliance problems occur periodically in centres, and are usually addressed by the allocated QC. I am required to deal with situations when a centre contests a QC report. It is essential to use the professional and qualification standards as the foundation of any investigation and report. Whilst some progress has been achieved using webinars to convey information to QCs and centres, I would like to hold more events for stakeholders to discuss requirements in detail.	1.1 1.2 1.3
Evidence reference: CV and expert witness statement.	
Communication and Information Management	
One of the development projects that I managed was at XXXX College and lasted three years. It involved work that quite a few staff found challenging, and in some cases threatening. In addition to the need for communication with practitioners, I was responsible for providing informal weekly reports, and regular formal reports for the directorate. The formal reports were grounded on achievement and quality assurance data, and informed longer term policy for the organisation. Thus, I had to develop a strategy for communicating with staff at all levels and with a variety of roles. The strategy also encompassed external organisations which monitored and supported the project. It was essential to analyse and communicate external information to meet the needs of different players. Furthermore, project data were used to inform projects elsewhere, requiring sound data and effective presentation. I adopted a range of channels and media such as: intranet material for information such as specifications and exemplars paper-based quality assurance records which were circulated on a need-to-know basis open advisory sessions which were led by specialist advisors opportunities for individual drop-in sessions for participants who did not wish to expose their perceived weaknesses. formal reports, which were firmly based on quality and achievement data. Many participants barely used the intranet materials, perhaps because they felt more confident in face-to-face communication that is in keeping with workplace culture. Where colleagues were prepared to join a group session the collaboration engendered was usually highly effective. On the other hand some of those who preferred individual consultations did produce outstanding work, although it was not generalised in some cases. I believe that it would have been helpful if I could have developed more ambassadors within course teams. The project was monitored by external bodies, which provided objective data, which could be combined with internal feedback to facilitate evaluation of the project in general, including internal communication.	2.1 2.2 2.3
Evidence reference: CV	

Leadership	
In 1999 I established an approved City and Guilds centre and I led the operation until 2010. The centre grew over that period to involve five associates. My role included:	3.1, 3.2, 3.3, 3.4

- agreeing the organisations standards and values with colleagues
- defining and agreeing roles
- establishing and managing the quality system to maintain values and standards throughout
- drafting and agreeing policies and agreements
- centre contact
- staff training
- communicating with customer organisations, and with individuals e.g developing documents
- explaining our service offer, qualifications and evidence
- contracts and service agreements
- developing schemes of work
- monitoring and planning CPD
- maintaining best practice – in accordance with SSC and City and Guilds specifications.

With such a small team of carefully selected individuals working relationships were quite informal and democratic, with discussions ensuring a shared understanding of our approach. This proved to be highly effective in providing services that focussed closely on the needs of our clients. The training and assessment that we developed were delivered in workplaces at times that fitted the needs of our candidates. As well as generating satisfaction amongst clients, this approach meant that our own physical resources were minimised. The main resources were the expertise of team members and the materials that we used, with training and quality assurance ensuring their effectiveness.

The centre underwent change as the team grew, new qualifications were adopted, and qualification requirements were up-dated. As a result of roles that I undertook in other organisations, I was able to plan early and lead the team in highly effective delivery.

Our approach generated sufficient business to meet our main objectives, with levels of retention and achievement well above the national benchmarks, with a significant proportion of repeat business. Whilst we were profitable, some of our endeavours yielded lower levels. Our associate agreement allowed associates to price their own contracts. In some cases this led to prices that were below the market rate. A more assertive approach would have increased profit, but would probably have reduced levels of satisfaction and commitment for the associates.

Evidence reference: CV	
Professional Development	
The role of Portfolio Consultant requires that I read research from a range of sources, including: Sector Skills Councils (SSC) Ofsted academic bodies. These are valuable resources for evaluating the qualification specifications that I have developed and the guidance that I provide to Qualification Consultants (QC) and centres. Whilst qualifications are up-dated only after approximately five years, guidance can be	4.1

refreshed more frequently as new questions arise. The role of mentors for teacher candidates is one aspect that has been modified several times over the last six years. I modified the position progressively over the last six years. There has always been a balance to be struck between the commercial needs of centres, Ofsted requirements and the quality concerns expressed by QCs. On reflection, I might have changed guidance more rapidly. All consultants are required to undertake regular CPD. Consequently, I have had a plan for my own activities, such as attending SSC forums and reading documents, as well as planning the content of sector briefings for my area e.g. standardisation activities for STLS. Whilst there is no shortage of opportunities for all consultants to undertake CPD, resource constraints constrain opportunities for team activities to build shared understanding of qualification requirements. The qualification life cycles of the qualifications that I cover influence the balance of the activities that I undertake, so that it is essential not to lose sight of one area simply because it is not currently undergoing change. Overall, I have learned a great deal, but is it sufficient?	4.2 4.3
Evidence reference: Expert witness statement and contract.	
Working with Others	
My role at College XXXX was to design, establish and operate a model for cross college implementation of Key Skills as a part of Curriculum 2000. This involved two teams for which I was directly responsible: those supporting students in the development of the skills, and three skills specific advisors who supported all of the college teaching staff, as well as assuring quality of materials and outcomes. Embedding the skills into curricula across the college was carried out by the curriculum teams. I worked with the managers of those teams to facilitate embedding. Quite early in the project, quality assurance reports and achievement data indicated that some of the curriculum teams were making little progress. I established an approach of targeting additional advisor support for teachers and negotiated new targets for staged implementation with the relevant curriculum managers. Advisory sessions were provided course teams during non-teaching time, as well as drop-in sessions for individuals who did not wish to participate in group activities. In some cases, the latter approach was highly effective. Some teachers were unwilling to display their perceived weaknesses in groups, and others wished to avoid team pressure to obstruct progress. Group sessions proved to be effective where course teams were cohesive willing to commit to the project. Two course teams failed to make progress. These proved to be highly cohesive, but with shared wishes to obstruct the development, and with managers who accepted their views. Achievement data and quality reports improved for all areas except the two obstructive teams. This trend continued throughout the life of the project.	5.1 5.2 5.3 5.4
Evidence reference: CV	
Managing Stakeholder Participation & Expectation	
As indicated in the leadership section above, the training centre that I operated took a customer centred approach by providing training in the workplace with the timing of sessions negotiated with trainees. Our customers were both the individuals and, in most cases, their employers. Initial assessment and close cooperation with employers were used to ensure that candidates targeted qualifications that were relevant and realistic. Quite early in the life of the centre we established that there were some candidates were not meeting agreed targets for observations and submission of evidence. I implemented changes to deal with this problem. The short term response was to provide individual support. For the longer term I enhanced the learner agreements as the ILPs that we used as part of our franchise with the college. These emphasised the role of individual candidates. The quality regime that I established and operated included procedures for appeals and complaints. These were in accordance with City and Guilds requirements. Part of my Q.A. role was to interview candidates to ensure that they were receiving appropriate forms	6.1 6.2 6.3 6.4

that we asked candidates to complete at the mid-point and end of their programme. In addition to the contribution that feedback made to the further development of our provision, the data contributed to the annual Self Assessment Report that we submitted as part of our funding agreement with our local college. By using this approach we had retention and achievement figures that exceeded national benchmarks and contributed to a successful Ofsted inspection.	
Evidence reference: CV	

Sample evidence: Level 7, Engineering Management	Standard statement references
Commitment to Professional Standards	
I strive to extend technological capability as follows: First by being fully aware of the latest developments in circuit breaker design, protection design, and communications systems. Secondly by having frequent meetings with senior management in utilities Industrial and commercial and building management companies to establish their current engineering requirements and future planning needs. Thirdly by formulating training course content which will stimulate and challenge practicing engineers, many of which are already chartered engineers, to achieve best practice. Typically a course would cover circuit breaker design, thermal and magnetic protection, power measurement, power quality measurement, harmonics, load shedding and economics of operation, monitoring, data capture and interfacing with Building Management Systems. Fourthly by noting information gained in the question and answer sessions and providing this essential feedback to contribute to product and system development. This is an on going process as the continuous development of microprocessor based equipment continues to add functionality and data capture potential to devices and systems. The delegates to these courses are also given the opportunity to utilise established and state of the art equipment and to carry out complex switching operations to ensure that they can carry out safe switching procedures on site and address fault conditions that may arise. One example of this is the training I have provided to bring wide acceptance of the New NSX range of Circuit Breakers(New Advanced Technology Circuit Breaker) by Schneider. This training covers all the advanced functions and capability for Energy Savings e.g.: • Permissible Power Quality • Harmonics • load shedding and application for transfer of peak loads to another phase to minimise cost to the customer from the electricity supplier The above example shows that I have to maintain a sound theoretical approach to facilitate the introduction of new and advanced technology on all ranges of equipment Schneider produce and keep up top date with new developments. In giving the training I have had to broaden and deepen my own knowledge base through research and experimentation to deliver the right solutions because of the vast array of customers and the industries involved. I have not only signed an agreement with the IET to comply with the rules of the professional body but also with the Institute of Leadership and management. I work/abide by legislation because of the nature of HV courses in both social/employment terms. I manage I apply safety systems and have to identify, take responsibility for health, safety, welfare issues because of legislation for HV courses . I develop and implement hazard I risk management systems for all delegates.	1.1 1.2

I undertake activities on training courses that contributes development by operating *I* act responsibly to take into account environmental, social, economic out comes. I undertake this by Energy Efficiency training courses to delegates, detailing the L2Levy. I use the training courses to show the imagination, creativity and innovation that Schneider products provide to maintain *I* enhance the quality of the environment both for home and business communities. This provides financial objectivities that companies can meet. I can myself become a stakeholder of Schneider and become part of the sustainable development. I have had updated professional development training to enhance competence in all areas of my training courses. I have an appraisal every year with the company reviewing my needs. I have to meet personal and organisation objectives set every year and these are graded. I have been engaged in obtaining City and Guilds as an approval centre and at present looking at planned *I* unplanned CPD activities for all of our courses. I maintain my competence development with the company appraisal system.	1.3
I engage in the creative and innovative development of engineering technology and continuous improvement by the following: I support product development and continuous improvement by analysis of External Customer feedback sheets and by what customers have reported to me1 during training. These observations from engineers who are involved with the operation of equipment are then passed back to the technical design department1 with a recommendation for action For example, I presented a training course at a paper mill on MCCB and ACB applications including the latest NS, NSX and NW ranges. During my visit on of the customers' engineers informed me of a problem they had encountered. I found that when the Diesel Generator had finished its operation and the mains circuit breaker was due to operate, it failed. It would not let the mains Circuit breaker do its job and switch in. I found that the cause of this problem was fretting caused by EMC distortion on the pins of the Micrologic Control device of the Circuit Breaker. The distortion causes the pins to wear away. The main cause of this is due to the length of cables from the generator to the Circuit breaker during switch over. I reported this back to the design product department and instigated the action1 necessary to provide a solution to the problem. When deciding the course content for training courses I consider the following issues: The customers business and the application requirements. Technical data and product manuals which would provide support and which would be suitable to be given to delegates for their future use Any constraints constraint of the equipment for applications Promote new applications by inviting the IET branch members to Schneider to see equipment. This also helps IET recruitment. I ensure that all the training courses that I develop for Schneider , have the necessary intellectual rights protection. I also monitor course content to ensure it is regularly updated to reflect product, technical and legislation developments.	

Evidence reference:
CV, Job Description, IET application, Development Action Plan Expert witness statement x 2

Evidence for Level 4 Professional Recognition Award

An example of how a candidate was able to meet the requirements of the Professional Recognition Award using a variety of evidence from a range of sources follows. Evidence for the Level 5 to Level 7 of the Professional Recognition Awards will require a greater depth of reflection. This should be appropriate to the level to meet the standards.

Candidate profile

Synopsis: Robert Elliott is an Activity Manager at a Housing Charity in London which provides housing and support to vulnerable adults (referred to in the text as clients). As part of the charity's contractual obligation with its funders, a programme of activities must be offered to clients to enable them to develop the skills to move on into independent living. The programme of activities includes money management, cooking, personal care, health, and other essential living skills. Outcome targets for each client must be achieved to demonstrate the impact that participating in activities has in enabling clients to achieve their goals. Failure to meet the outcome targets will result in funding being withdrawn from the charity.

As the Activity Manager, Robert Elliott manages a team of 4 part time staff who are contracted as Activity Workers in Hostels throughout London; they spend the remainder of their contracted hours carrying out support worker duties within the hostel reporting to 4 different managers. A team of volunteers and clients support the delivery of activities.

Submission of evidence

Robert Elliott has produced a portfolio of evidence for the Level 4 Award. On the next page is a list of evidence he has provided. Robert collected the evidence from his work role in addition to writing a detailed reflective account on how he manages the activity programme. Much of the evidence covers more than one standard thus proving the validity of his claim that he competently meets the standards required.

Evidence Form

Candidate name	Robert Elliott

Evidence reference number	Details of evidence	Standard statement References
1	Reflective account on the management of the activities programme. ***(Please see extract)***	Standard 1:1, 2, 5 Standard 2:1, 2 Standard 3:1, 5 Standard 5:1, 3
2	Consultation document written by Robert Elliott charting the research into the development of the Activity programme which includes client's comments, client expectations regarding the Activity programme, the types of activity they would like participate in, staff plan, budget forecast and target outcomes, risk assessments	Standard 1:1,5 Standard 2:1, 3, 4 Standard 3:4 Standard 6:1, 3
3	Minutes of meetings with managers to formalise protocol in delivering activities	Standard 1:1, 2 Standard 2: 1, 3, 4
4	Incident report and follow up actions (incidence of threatening behaviour by client to an Activity Worker)	Standard1: 1, 3, 4, 5
5	Minutes of monthly meetings with Activity Workers which state the progress against targets for each programme of activity, a review of client attendance and client feedback, a review of health and safety, safeguarding of vulnerable adult and equality and diversity issues. The minutes feature a review of good practice in leading activities and the opportunity for staff to enrol on an accredited qualification with City & Guilds.	Standard 1:1, 5 Standard 2:1, 2, 3, 4 Standard 3:1, 2, 3 Standard 5:1, 2, 3 Standard 6:1, 3
6	Client questionnaire and satisfaction survey	Standard 6:2, 3
7	Action taken to address client comments	Standard 6:4
8	Client complaint that they were excluded from participating in an activity	Standard 6:5
9	Professional development review for Robert Elliott	Standard 4:1, 2, 4
10	Professional development record for the last 3 years	Standard 4:3, 5

The evidence shown below is an extract of the reflective account written by the candidate.

Evidence record for reflective Account/ professional discussions or questioning

Candidate name	Robert Elliott

(Please tick one only)

Reflective Account ☑   **Professional Discussion** ☐   **Questions** ☐

Evidence Number: **1** Reflective account: **The management of the Activity Programme**	Standard Statement references
Extract...............Conflict occurred over the organisation of the staff rota's to ensure activities could be developed to meet the needs of clients at evening and weekends. This was a major challenge to overcome as the staff who were leading activities had on 4 occasions been asked to cancel them due to the hostel experiencing staff shortage due to sickness. The staff leading the activities programme felt very angry about having to cancel the activities planned. Significant problems occur when activities are cancelled. The consequences that may arise are: a) the failure to meet the contractual obligation b) The cancellation of a programme which could jeopardise client interest c) a demoralised staff team d) devalued activities programme. *Having discussed the issue in person with one of the managers it became evident that a meeting needed to be arranged with the 4 managers within the hostels so that issues could be discussed openly and that working protocol could be formalised. On reflection the priorities of different managers and staff members and their motivation contributed to this situation. The desired outcome of the meeting was to ensure that manager would support the activity programme fully thus meeting the organisations contractual obligation. I was empathetic to the issues that the managers had individually raised and wanted to address them sympathetically by offering some solutions but also in a firm manner to protect the successful running of the Activity Programme. My approach to colleagues and my role was tailored to meet the needs of the situation.* *During the meeting I listened to all opinions; evaluated the options presented and put forward my views. Agreement was gained on the times for the activity programme to be delivered; contingency planning was put into place to ensure that staff leading activities were not asked to cancel the activities to support staff working in the hostel. The managers raised key concerns over the level of staffing within the hostels that had arisen from the reallocation of staff time to deliver activities. A risk assessment was developed to present to the Senior Management Team so that Health and Safety issues could be addressed due to low staffing levels. A risk assessment was also developed to address the threat to funding if the activity programme was unable to operate.............*	Standard 1:1, 2, 5 Standard 2:1, 2 Standard 3:1, 5 Standard 5:1, 3
The above is an accurate record **Candidate signature:** *R Elliott*	**Date** **15/1/2012**

Expert/witness testimony form

Candidate name	**Robert Elliott**
Expert/Witness name	**Pauline Hutton**
Occupation and contact information.	**Quality Manager** **Housing Charity** **London** **paulinehutton@......**
Professional relationship with Candidate	**Quality Manager with overarching responsibility for Health and Safety**

Expert/Witness Testimony *
I have worked with Robert Elliott for 3 years. Robert is a manager with responsibility for the activity programme. He manages a staff team whose role is to engage vulnerable adults with meaningful activity. Robert consistently ensures his own conduct and the conduct of others meets the requirements of the organisation in respects to equality and diversity, health and safety and organisational policy and procedure. Robert is responsible for completing risk assessments in his own area of responsibility. These are thorough, articulate and demonstrate a good understanding of risk management. Robert attends and participates in the monthly quality meetings and attends annual training events in equality and diversity and health and safety to maintain his occupational competency. Robert has encouraged his staff to attend statutory training to ensure their practice is up to date. Through staff supervision he supports the members of his team to identify their own areas for improvement. In January 2012 Robert conducted an investigation into a serious complaint raised by a client regarding the conduct of a staff member. Robert handled this investigation professionally in which he made judgments' based on fact rather than on personal opinion. The outcomes of Roberts report determined the correct course of action to take. Robert is a professional and competent colleague who is a pleasure to work with.

Expert/Witness Signature	*Pauline Hutton*	**Date**	**14/1/2012**

For Candidate use only

Standards and statements this testimony relates to:
1.1, 1.2, 1.3, 1.4.

Appendix 2   Example evidence tracking form

Level: 4   **Candidate Name:**   **Robert Elliot**   **Centre Assessor Name: Sean Miller**

Standard No. and Name: **Standard 1 - Commitment to Professional Standards**					**Centre record of completion Standards sign off**
Ref	**Standard Statement**	**Evidence submitted**	**Ref No.**	**Met Y N**	**Assessor Comments**
1.1	**Apply professional standards** to own working practice	**Reflective account** **Consultation Document** **Minutes of meetings** **Incident Report** **Minutes of meetings with Activity workers**	**1** **2** **3** **4** **5**	**Y**	**Comprehensive evidence submitted which demonstrates an excellent understanding of professional standards**
1.2	**Support others** to comply with professional standards	**Reflective account**	**1**	**Y**	
1.3	**Identify and manage the risks and issues of non-compliance** in own area of responsibility	**Incident Report**	**4**	**Y**	**A well written and detailed account**
1.4	Manage a **situation** where professional standards may have been breached	**Incident Report**	**4**	**Y**	**A well written and detailed account**
1.5	Complete **documentation and/or reports** relevant to professional standards	**Reflective account** **Consultation Document** **Incident Report** **Minutes of meetings with Activity workers**	**1** **2** **4** **5**	**Y**	

Candidate Declaration: I declare the evidence submitted to meet the standard requirements is my own work. I understand that the evidence must be provided to a representative from City & Guilds on request as part of the programmes quality assurance protocol.

Candidate signature: *R Elliot*	**Date: 24/1/2012**

Centre Assessor Declaration: I confirm that this candidate has achieved all the requirements of this standard with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the standard should sign this declaration.) Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Centre Assessors signature: *S Miller*	**Date: 30/1/2012**

Appendix 3   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on **www.cityandguilds.com** or click on the links below:

Quality Assurance Standards: Centre Handbook

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on
- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

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

Quality Assurance Standards: Centre Assessment

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

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

Access arrangements - When and how applications need to be made to City & Guilds
provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts
Please visit the Contact Us section of the City & Guilds website, **Contact us.**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people, organisations and economies develop their skills for growth. We work with education providers, employers and governments in over 100 countries across the world to help people, businesses and economies grow by shaping skills systems and supporting skills development.

The Group is made up of City & Guilds, ILM, Kineo, The Oxford Group, Gen2, and Intertrain. Together we set the standard for professional and technical education and corporate learning and development around the world.

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