Entry Level and Level 1 Certificate in Self-Development Through Learning (3071)

Qualification Handbook
100/5710/9
100/5711/0
About City & Guilds
City & Guilds is the UK’s leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group
The City & Guilds Group includes ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services and NPTC (National Proficiency Tests Council) which offers land-based qualifications. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities
City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement Access to assessment and qualifications is available on the City & Guilds website.

Copyright
The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2005 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:
- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the Standard Copying Conditions on the City & Guilds website.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications
City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds’ products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds
1 Giltspur Street
London EC1A 9DD

T +44 (0)20 7294 2800
F +44 (0)20 7294 2400

www.cityandguilds.com
enquiry@cityandguilds.com
Entry Level and Level 1 Certificate in Self-Development Through Learning (3071)

Qualification Handbook
Contents

1 Introduction 7
   Aims and objectives of the qualifications 7

2 The framework 8
   The Qualification 1
   An example 2
   Core modules 2
   Assessment overview 3
   APL 3

3 Administration and guidance 4
   Guidance notes for administering the modules 4
   The structure 4
   Summary of Achievement 5

4 Quality assurance 6
   Definition 6
   Quality Assurance Model 6
   Delivering the Entry Level and Level 1 Certificate in Self-Development through Learning (3071) 6
   Qualification approval 7
   The role of the co-ordinator 7
   Centre staff qualifications 8
   The role of the assessor 8
   The internal verification process 9
   The role of the external verifier 9
   The external verification process 9
   Appeals procedures 10
   Retention of evidence 10
   Learners with particular requirements 10

5 Preparing for assessment 11
   Responsibilities of the centre 11
   Staff development 11
   Teaching, learning and learning support 12
   The selection of learners and modules 13
   Ensuring good assessment practice 13
   Preparing for assessment – checklist 14

6 Preparing for external verification 15
   Purpose of external verification 15
   External verifier’s approval for claiming certification 16
   Extra visits 16

7 Administration arrangements for certification 17
   Registration and Certification 17
Learner registration

Internal assessment results reporting

8 Preparing learners

The learner’s portfolio

Assessing evidence

Authenticity of evidence

Learner independence

A suggested portfolio structure
1 Introduction

Aims and objectives of the qualifications

The aim of the Certificate in Self-Development through Learning (Learning Power) is to provide a framework in which centres can offer education and learning opportunities to people who are vulnerable and experiencing instability in their lives. This may include people who are vulnerable because they are: homeless; involved with substance misuse; looked after children who are leaving care; ex-offenders or young offenders amongst others. It has been developed from the ‘Outside In’, the client programme for the LSC’s Homelessness Sector Pilot.

The framework has four levels with each level defined by the circumstances and behaviours of the learner linked to an educational level of achievement.

- **Entry Level 1**: the learner is in unsafe and disorderly circumstances, which need to be stabilised.
- **Entry Level 2**: the learner wishes for an improvement in circumstances and is ready to try and move forward.
- **Entry Level 3**: the learner is in a stable and recovered home situation and is building the capacity to move forward.
- **Level 1**: the learner is confidently moving into a sustainable independent way of life.

The qualifications enable learners to achieve a qualification at a specified level which matches their individual circumstances. Each qualification requires the completion of three modules at the qualification level plus two further modules chosen from the same or different levels to allow for the distance travelled between levels.

The framework is made up of a variety of modules under the headings of ‘me’, ‘my space’, and ‘what I do’. These have been designed for centres to focus on the individual needs of people who are vulnerable and to capture their capacity to learn and develop.

The Certificate in Self-Development through Learning (Learning Power) offers learners a cluster of modules into four separate Awards at the levels described above.

The modules are also designed for those working closely with people who are vulnerable to provide a structured programme within which to focus their work. They offer learning outcomes with clear guidance on how each outcome should be achieved and suggestions for different types of evidence which can be produced to show how the learning outcome has been met.

The Certificate in Self-Development through Learning focuses on supporting the individual through learning how to learn and to take control of their learning.

Attached to each module is a Summary of Achievement which is a personal summary reflecting on how the individual has learnt.

The broad objectives of the qualifications are to:

- respond both to the actual perceptions and starting points of vulnerable people and their need to progress
- provide learning which is holistic and comes from the learner’s own practices and circumstances
- maintain current standards for good quality learning and provision.
2 The framework

**Entry 1 modules**

100 Me and my learning 1 (Core module)
101 Me: keeping safe 1
102 Me: being healthy 1
103 Me: How I feel and want to feel 1
104 Me: what is special to me? 1
105 Me: who is special to me? 1
106 Me: How I am with others 1
107 Me: Handling problems 1
108 Me: coping with conflict 1
109 Me: coping with change 1
110 My space: where I want to be 1
111 My space: having my own personal things
112 My space: looking after myself 1
113 My space: sharing 1
114 My space: people I live with 1
115 Things I do: what I do and want to do 1
116 Things I do: managing my time 1
117 Things I do: having fun 1
118 Things I do: handling my own money 1
119 Things I do: learning something new 1
120 Things I do: building on a skill 1

**Entry 2 Modules**

200 Me and my learning 2 (Core module)
201 Me: keeping safe 2
202 Me: being healthy 2
203 Me: how I present myself 2
204 Me: how I feel and want to feel 2
205 Me: what is special to me? 2
206 Me: who is special to me? 2
207 Me: How I am with others 2
208 Me: getting help 2
209 Me: handling problems 2
210 Me: coping with conflict 2
211 Me: coping with change 2
212 My space: where I come from 2
213 My space: where I want to be 2
214 My space: having somewhere that’s mine 2
215 My space: having my own personal things 2
216 My space: looking after myself 2
217 My space: sharing 2
218 Things I do: what I do and want to do 2
219 Things I do: managing my time 2

**Entry 2 (cont.)**

220 Things I do: having fun 2
221 Things I do: handling my own money 2
222 Things I do: learning something new 2
223 Things I do: building on a skill 2
224 Things I do: giving support to others 2

**Entry 3 Modules**

300 Me and my learning 3 (Core module)
301 Me: making myself understood 3
302 Me: caring for myself 3
303 Me: my sexual health 3
304 Me: me and drink and drugs 3
305 Me: my physical health 3
306 Me: solving problems 3
307 Me: coping with changes in me 3
308 My space: interacting with others 3
309 My space: helping others in need 3
310 My space: my and others’ beliefs and views
311 My space: understanding anti-social behaviour 3
312 What I do: working with someone 3
313 What I do: caring for dependents 3
314 What I do: using my budget 3
315 What I do: budgeting my time 3
316 What I do: how big? 3
317 What I do: using different media 3
318 What I do: contributing to the community 3
319 What I do: being creative 3

**Level 1 modules**

400 Me and my learning 4 (Core module)
401 Me: coping with violence 4
402 Me: coping with challenge 4
403 Me: handling conflict 4
404 Me: coping with loss 4
405 Me: understanding discrimination 4
406 Me: conforming and challenging 4
407 My space: my rights and responsibilities 4
408 My space: living with diversity 4
409 My space: handling anti-social behaviour 4
410 What I do: team working 4
411 What I do: leadership 4
412 What I do: supervising 4
413 What I do: giving feedback 4
414 What I do: motivating 4
415 What I do: selecting goods 4
The Qualification

A full qualification will be awarded when the candidate has successfully completed 5 modules combined as follows:

- The core module, ‘Me and My Learning’ at the appropriate level
- 2 modules from the option modules identified at the same level in Option group 1
- 2 further modules from the same level or from other levels as indicated in Option Groups 1 and/or 2

<table>
<thead>
<tr>
<th>Option group 1: plus two of 103, 106,109,110,112,115,119</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option group 2: plus two of 103,106,110, (111 or 215), 112, (113 or 217), 114, (115 or 218), (116 or 219), (117 or 220), (118 or 221), 119, (120 or 223), (201 or 101), (202 or 102), (205 or 104), (206 or 105), (209 or 107), (210 or 108), (211 or 109), 224</td>
</tr>
</tbody>
</table>

Candidates entering for Entry Level 1 may select further modules from Entry Level 1 and/or Entry Level 2 to complete their qualification.

<table>
<thead>
<tr>
<th>Option group 1: plus two of 204, 207, 211, 213, 216, 217, 218</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option group 2: plus two of (101 or 201), (102 or 202), (104 or 205), (105 or 206), (107 or 209), (108 or 210), (109 or 211), (111 or 215), (113 or 217), 114, (115 or 218), (116 or 219), (117 or 220), (118 or 221), (120 or 223), 203, 204, 207, 208, 212, 213, 214, 216, 222, 224301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319</td>
</tr>
</tbody>
</table>

Candidates entering for Entry Level 2 may select further modules from Entry Level 1 and/or Entry Level 2 and/or Entry Level 3 to complete their qualification.

<table>
<thead>
<tr>
<th>Option group 1: plus two of 301; 306-308; 311; 317; 318</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option group 2: plus two of 201-203;207; 210-215; 217-221,223,224; 301-319; 401-407; 410-415</td>
</tr>
</tbody>
</table>

Candidates entering for Entry Level 3 may select further modules from Entry Level 2 and/or Entry Level 3 and/or Level 1 to complete their qualification.
The Certificate in Self-development through learning (learning power) level 1

Option group 1: plus two of 403; 406; 408; 410; 413
Option group 2: plus two of 301-306; 308; 309; 312-319; 401-415

Candidates entering for Level 1 may select further modules from Level 1 and/or Entry Level 3 to complete their qualification.

Candidates may not choose to undertake the same topic at different levels within one qualification.

e.g. a candidate working towards an Entry Level 1 certificate may not choose ‘Keeping safe’ from the Entry Level 1 modules and ‘Keeping safe’ from the Entry Level 2 modules.

Module certification (91, 92, 93 or 94) is available for candidates who do not complete a sufficient number of modules for the full qualification.

An example

An Entry Level 1 candidate may have a combination of modules as follows:

100 ‘Me and my learning’
110 ‘Where I want to be’
109 ‘Coping with change’
202 ‘Being healthy’
203 ‘How I present myself’

The qualification would therefore be based on three modules from Entry Level 1 and two modules from Entry Level 2

Core modules

Modules 100, 200, 300 and 400 pull together the four ‘Rs’ of Learning Power:

• resilience – being ready, willing and able to lock onto learning
• resourcefulness – being ready, willing and able to learn in different ways
• reflectiveness – being ready, willing and able to become more strategic about learning
• reciprocity – being ready, willing and able to learn alone with others

They have been designed to reflect on the learner’s skills at various stages picking out key points in their development as a means of reflecting on the skills they have learned from the modules completed.

Guided Learning Hours

Each qualification is 150 guided learning hours and each module is 30 Guided Learning Hours.
Assessment overview
Each module is by portfolio evidence that is internally assessed, internally verified and externally verified.

APL

The Certificate in Self-Development through Learning is not seen as an APL programme. The programme is about using the learner’s current situation as their starting point and, through initial support, developing a plan to move forward to the next stage of their chosen route. The modules are designed to be active and are not intended for accrediting past experience. Past experience is seen as a useful learning tool which can be used to refresh and support learning. If there is evidence of new understanding and skills from that learning, then it is acceptable. Describing a past learning experience cannot be accredited to the modules in this award.
**3 Administration and guidance**

**Guidance notes for administering the modules**

The aim of each module is to provide a supportive learning process tailored to the learners’ needs.

The objectives of each module are threefold:

- firstly, to provide the learner with a clear explanation of what is expected of them
- secondly, to provide a ‘teaching programme’ for the support worker, or those working closely with the learner, detailing the boundaries within which to plan individual teaching and learning support
- thirdly, as an evidence recording log in which to show where the evidence is located in the learner’s portfolio and the date of assessment.

**The structure**

The module gives a clear overview of what is expected of the learner once the module has been successfully completed.

There are three learning outcomes for each module at Entry Levels 1, 2 and 3 and four learning outcomes at Level 1 under the heading ‘to do this you must…’. Each of the learning outcomes is ‘measurable’ and clearly states ‘how’ the learning can be achieved eg talk, explain, discuss, find out etc.

The guidance explains the range within which to plan teaching and learning support to enable the learning outcome to be achieved.

There must be evidence to show how the learning outcome is achieved. The types of evidence listed are only suggestions and not exhaustive. Types of evidence could include:

- paper-based eg report, notes, letter, diary, questionnaire, witnesses statements, assessor records, records of discussion
- audio and visual eg recorded discussion/presentation/interview supported by assessor records, diagram, picture, poster, map, photographs
- artefact eg product, model, sculpture, display, exhibition

Naturally occurring evidence is by far the best and if this is included it must show clearly how the learning outcome has been achieved and may need to be supported by an assessment record.

Each piece of evidence must be given a portfolio reference and the date the learning outcome was achieved.
Summary of Achievement

Learners should be encouraged to reflect on their learning and, with help, to record this on the Summary of Achievement. The summary of achievement is designed to engage the learner through their learning, how they learn and how they take control of their learning.

The expectation is that it is completed at the end of each module in a ‘review’ situation when reflection on the learning takes place. Reflecting on the learner's learning is a joint process involving the learner and support worker, ideally, in a one-to-one situation.

The aim is to mutually identify and describe ways in which the learner has learned. These are recorded in the ‘boxes’ under the appropriate headings. It is not expected that all four boxes will have a statement recorded after the completion of each module e.g. it may be that only two out of the four are appropriate to that learner’s learning.

Attention should be drawn to the skills and abilities demonstrated by the learner in achieving the learning outcomes in each of the chosen modules.

Focus should be on the four headings:

- ‘what can I do now that I couldn’t do before?’ eg reflection – I can speak with confidence, budget my money making sure my electricity lasts
- ‘how have I approached my learning?’ eg learning strategies – keeping my folder together, help from my key worker
- ‘how have I learned?’ eg learning styles – awareness, being involved in violence, listening to others’ feelings and views
- ‘what have I used to help me learn?’ eg learning tools – using the internet, questions, support staff, tenancy rules

Once the process of the experience/reflection/learning approach has been established this should provide continuity for the completion of the next module, avoiding repetition but building on the learning.

The module should be signed by the learner, support worker/assessor(s) and internal verifier once the quality process has been completed.

The Summary of Achievement and other example forms can be found in the ‘Assessment pack’ which is available to download from the City & Guilds website www.cityandguilds.com
4 Quality assurance

Definition
Quality assurance includes initial centre approval, qualification approval, the centre’s own procedures for monitoring quality and City and Guilds’ ongoing monitoring by an External Verifier. Details of City & Guilds criteria and procedures, including roles of centre staff and External Verifiers can be found in *Providing City & Guilds Qualifications - a guide to centre and qualification approval*, available from City and Guilds Regional Offices and the City & Guilds website. This publication is included in the Toolkit provided to all new centres seeking to offer qualifications with City & Guilds.

Quality Assurance Model
- Quality Assurance will follow the standard model of external verification whereby external verifiers offer on-going support and advice to centres and, at external verification, sample portfolio evidence against the standards.
- Overall quality will be the responsibility of the Essential Skills Chief Verifier (CV) and Lead Verifiers (LVs) via the Essential Skills External Verifiers (EVs).
- Support workers/assessors in centres will be responsible for assessing portfolio evidence.
- Internal verifiers/coordinators will be responsible for sampling all modules of the qualification, keeping on-going internal verification records and liaising with EVs.
- Where systems do not exist for QA monitoring or are not being used effectively within a centre, the facility to claim certificates directly will not be given or will be withdrawn.

Delivering the Entry Level and Level 1 Certificate in Self-Development through Learning (3071)

In order to offer the certificate each centre must:

1. recognise that offering this qualification requires centres to have staff with experience of assessment and to provide the necessary internal verification arrangements and plan the course accordingly
2. obtain centre and qualification approval from City & Guilds regional/national office (forms CAP and SAP)
3. establish internal mechanisms for co-ordination, planning, resourcing and monitoring assessment
4. establish a programme of staff development
5. contribute to quality assurance by appointing internal assessors and verifiers
6. establish a programme of learner skills development
7. carry out assessment according to the requirements of the qualification
8. maintain appropriate records
9. provide access for external verification
Qualification approval

All centres/ororganisations wishing to offer the qualifications must be City & Guilds approved centres or be linked to an approved City & Guilds Centre who and must complete and return an application form for qualification approval from their regional City & Guilds office. The application form requires centres to provide details of their

- physical and staff resources (staff experience of assessment and internal verification roles must be provided)
- target group for delivery
- arrangements for assessment and verification.

On receiving the completed approval form, City & Guilds will appoint an external verifier to scrutinise the application. The external verifier will report on the application and make a recommendation as to whether or not approval should be granted.

City & Guilds will notify centres in writing about the outcome of their application. This written approval must be received before a centre can offer the qualification.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre or for an approved centre to conduct a particular City & Guilds qualification or particular City & Guilds qualifications, for reason of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

The role of the co-ordinator

Each centre must appoint a co-ordinator for Entry Level and Level 1 Certificates in Self-Development through Learning (3071). In addition each centre must have a single named person who is the contact for the external verifier and will liaise with the qualification co-deliverers when needed. (This may be the 3071 co-ordinator)

The qualification co-ordinator (who may also act as internal verifier) plays a key role in ensuring that the programme meets City & Guilds requirements and is delivered effectively in a centre. The appointment of a well-informed deputy co-ordinator is also strongly recommended.

The co-ordinator’s role is to

- liaise with City & Guilds and other agencies as appropriate
- provide the centre with a policy and guidelines for the qualification*
- plan and manage the implementation of the qualification
- ensure there are adequate resources – both staff, accommodation and materials
- establish and monitor learner support systems
- ensure all staff concerned with the qualification, within the centre, have access to the specifications, recording documents, handbook and any other supporting literature
- ensure all staff carrying out assessments are familiar with and understand the specifications and the conditions under which the assessments take place, and understand the aims of the qualification*
- ensure that the assessments are carried out and that records are kept according to City & Guilds’ requirements*
- hold internal meetings to brief all staff concerned with teaching and assessing the qualification*
- ensure that all staff (including those at separate sites or sub-centres) take part in the process of internal verification*
- brief new staff thoroughly on the requirements of the qualification*
- arrange staff development as necessary*
• ensure that portfolios of evidence and recording documentation are available and clearly organised for the external verifier*
• ensure all City & Guilds documentation is completed when required.

NB The tasks marked * may be more appropriately done by the internal verifier, if the centre wishes.

The co-ordinator must therefore be a senior member of staff capable of giving advice and guidance to other members of staff. He/she must know all staff involved in the assessment programme and have time available to meet with them to discuss and develop an effective strategy for the qualification in the centre.

It is the co-ordinator whom the external verifier will contact prior to a visit to arrange a mutually convenient time.

Only one co-ordinator may be appointed for each City & Guilds centre.

Centre staff qualifications
City & Guilds strongly recommends that centre staff who act as assessors and internal verifiers be qualified in assessment. However, it is not essential that assessors and internal verifiers for this award hold the D, A or V units. All staff supporting, assessing or verifying this qualification must be able to demonstrate that they are personally confident and competent in using the skills assessed in this qualification.

The Level 2 Certificate in Supporting the Development Needs of Homeless and Vulnerable people (3594-05) is one of a series of Initial Awards and is aimed at new workers in the homeless sector, including those who are full or part time; paid or voluntary; permanent or temporary.

Other useful initial awards are:
• The Level 2 Certificate in Contributing to the Care Setting
• The Level 2 Certificate in Contributing to the Early Years Setting
• The Level 2 Certificate in Mental Health Work

The role of the assessor
The responsibilities of assessors are to:
• ensure that each learner is fully briefed on the assessment process
• agree a learner support plan with each learner
• assess the extent to which each learner’s portfolio of evidence demonstrates that the requirements of the relevant 3071 The Certificate in Self-Development through Learning (Learning Power) standards have been met
• provide each learner with prompt, accurate and constructive feedback
• agree a new learner support plan if a learner has not managed to meet the requirements of the standards
• keep accurate and legible records
• meet with the internal verifier and other assessors to monitor, agree and maintain standards.

Assessors should not compare one learner’s performance with another’s, but rather with the standards. A common approach must be taken by all those carrying out assessment.

The role of the internal verifier
Centres should also refer to the following publication: Providing City & Guilds Qualifications. The responsibility of the internal verifier is to ensure that:
• assessors interpret and apply the standards consistently
• all learners’ achievement records meet the requirements of City & Guilds
• the assessor receives prompt, accurate and constructive feedback.

The internal verification process

All learner portfolios (including any records of other documentary evidence) must be available for internal and external verification.

The internal verification process will require the internal verifier to:

a) before and during the assessment process
• examine a sample of learner support plans from every assessor
b) during the assessment process
• check the judgements being made by individual assessors
• check that different assessors are making consistent judgements
• ensure that the records kept are accurate and that the evidence is clearly cross-referenced
c) when the evidence has been assessed
• check that the evidence is ready for the external verifier and is clearly organised.

This process will require opportunities for assessors to meet to compare and standardise work under the guidance of the internal verifier. Records must be kept of these meetings.

At all stages of the internal verification process, feedback must be given to assessors. Names of those responsible for assessment must be attached to evidence. When the internal verifier samples a particular piece of work this should be indicated on the work and on the recording documents if appropriate.

The role of the external verifier

Centres should also refer to the following publication: Providing City & Guilds Qualifications. City & Guilds external verifiers will be accredited with Training and Development units A1 and V2 or equivalent. Their responsibilities are to ensure that:

• internal verifiers follow the assessment specifications published by City & Guilds
• internal verifiers interpret the standards in the qualification consistently
• the centre's documentation meets the requirements of City & Guilds
• learners' achievement records and portfolio evidence meet the requirements of City & Guilds
• the internal verifier receives prompt, accurate and constructive feedback.

The external verification process

The external verifier will contact the centre co-ordinator in advance to arrange a visit and suggest an outline programme for the visit. This will include meeting support workers/assessors and internal verifiers and learners where appropriate.

The external verifier will require to see:

• dates and time of the meeting(s) held for internal verification of the qualification
• notes of the proceedings at those meetings
• notes of who assessed and/or internally verified each learner's work
• plans for future monitoring of these assessors' work

A report of the visit will be made to City & Guilds and a copy retained for information by the centre. External verifiers may also act as moderators for portfolio evidence. City & Guilds may also require centres to submit, by post, evidence of learner achievement for inspection.

**Appeals procedures**

Centres must ensure that they have an internal appeals procedure in place prior to the start of the 3071 Learning Power: Certificate in Self-Development through Learning course.

**Retention of evidence**

Centres are required to retain the following records for each learner for a period of 18 months from the date of final certification: administration records; assessment records; internal verification records.

Portfolios/evidence files must be available for inspection at any time up to final certification. These documents should also be made available for inspection at the subsequent external verification visit, even if the learners have left the centre. It is suggested that the centre retain the portfolio for safe keeping, but if this is not possible, centres are asked to make provision for gaining access to this evidence. Centres should make learners aware of this requirement for quality assurance purposes.

(Further details on administration can be found in the City & Guilds directory of assessments and awards, and Providing City & Guilds qualifications.)

**Learners with particular requirements**

Guidance for learners with particular requirements can be obtained in the "Access to Assessment - learners with particular requirements" document, which can be obtained from the Publications Sales Department or the City and Guilds website [www.cityand-guilds.com](http://www.cityand-guilds.com) under Centres and Training providers, policy and procedures. Where adaptations/support is required relating to any assessment, centres should follow the guidance contained in this document carefully. Where such modifications to methods of producing evidence are used, the evidence should be

• agreed in advance with the external verifier
• supported by records
• as close as possible to the specified assessment criteria.

Good reasons for any modifications made must be provided. The external verifier must be provided with any such modified evidence at verification.

**Equal opportunities**

Assessors should bear in mind the requirements of a multi-racial and multi-cultural society. In addition, situations or tasks which explicitly or implicitly encourage sex, race or cultural stereotyping or discrimination must be avoided.

External verifiers will require evidence of the equal opportunity policy of a centre and that it is being implemented, regularly reviewed and updated (where necessary).
5 Preparing for assessment

Responsibilities of the centre

Before seeking approval to offer the Learning Power qualification, a centre will have to ensure that policies and strategies are in place across the centre and its delivery locations for:

- staff (and where appropriate volunteers)
- programmes of learning for learners
- arrangement for assessment
- other essential resources and facilities
- quality assurance and development.

Staff development

The centre must ensure that staff development opportunities are both available for staff and are taken up.

The functions described in this handbook include tutoring, coaching, mentoring, assessing and monitoring roles. It is an essential part of the staff development programme for staff to understand which role they have to carry out and how each role contributes to a learner gaining the greatest possible accreditation.

Learner induction

A centre must have a policy of induction for learners. During induction, a learner will agree with a member of staff an overall action plan that should identify which modules at which levels are the most appropriate targets for the learner's individual needs. It is expected that this action plan will address needs identified through any support plans and that the choice of modules will reflect this.

Learning programmes

Learning programmes are not prescribed by City & Guilds. They nonetheless form the basis of the Certificate in Self-Development through Learning (Learning Power) Award. Centres are expected to design their own programmes by drawing upon the guidance in this handbook and in other documentation relating to this qualification.

Principles and values

The Entry Level and Level 1 Certificates in Self-Development through Learning (Learning Power) qualification is designed to capture the learning and achievement demonstrated by people who are vulnerable

- in the context of their personal situation
- in managing their situation and moving forward.

The modules in this qualification were developed and designed by the Foyer Federation on behalf of the Steering Group of the Homelessness Sector Pilot, and are hence set initially in the context of homelessness and vulnerability.
However:

- they credit individual achievement that is independent of the learner’s homelessness and vulnerability, and
- recognise the immense diversity of people who are vulnerable and of the factors and causes of such vulnerability.

They also respond to vulnerable people’s right to experience a wide range of learning and achievement, beyond the instrumental and remedial.

The Entry Level and Level 1 Certificates in Self-Development through Learning (Learning Power) have not been conceived as standard qualification programmes.

They are designed for:

- largely holistic and deductive approaches to learning delivery and methodology
- delivery through the frontline staff on whom clients most trust and depend
- delivery within the settings that vulnerable people frequent and within which they feel most comfortable.

The centre is expected to incorporate these principles and values within their learning programmes.

**Teaching, learning and learning support**

Each level of the qualification is geared to the particular circumstances of the learner.

There is a direct connection between the

- circumstances of the learner
- the levels of the qualification
- the design of the modules
- and the nature of the learning activity.

Hence, Entry Level 1 modules accredit achievements that occur in unconventional settings and one-to-one learning support. The scope of the achievements accredited is geared to those factors. In contrast, Level 1 modules accredit a more complex set of achievements partly gained through supported social learning.

Therefore, Entry Level 1 and 2 modules are likely to be delivered on the street, in day centres, hostels and refuges – indeed, in any setting where service users are accessing support. The learning may well involve classes, workshops (e.g. drop-in workshops, bicycle repair) and group activities (e.g. a campaign) which are being undertaken for their intrinsic value. Assessment will draw on these activities and demonstrate the skills of reflecting and reviewing as much as achievement from any classes and activities.

Learning programmes to support Entry Level 3 and Level 1 modules are likely to be a blend of group activities and individual support. Learning directed towards achievement of the more generic modules may effectively occur in groups where positive bonds have been established. However, in these circumstances particular attention has to be given to the individual needs of each learner. Group learning is generally not appropriate where the learner seeks achievement against modules that encourage self-disclosure.

Therefore learning programmes based on group learning must meet the requirement that:
• the choice of modules has arisen from induction and initial assessment of needs, strengths and preferences
• the methods chosen for teaching, learning and learning support derive from induction and initial assessment of learners' needs, strengths and preferences
• there are recurrent opportunities for individual reflection and review
• there are appropriate arrangements for incorporating modules responding to particular individual need, strengths and preferences
• there are effective arrangements for differentiation and personalisation (a) of learning and (b) of achievement.

The selection of learners and modules

To be approved to offer the Entry Level and Level 1 Certificates in Self-Development through Learning (3071) qualification, the centre must set out the nature of its relationship with people who are vulnerable. Where working in partnership with other organisations, the centre should set out the role and scope of those partners’ associations.

The centre should set out its arrangements for recruiting learners, by broad category and numbers.

The centre should clearly indicate the range of modules that are likely to be appropriate for each client group to be registered.

Unless a centre represents a consortium that responds to the full range and vulnerability, it would not be expected to seek approval for all modules at all levels.

Centre knowledge and understanding

In seeking approval to offer the Entry Level and Level 1 Certificates in Self-Development through Learning (3071), the centre is expected to demonstrate knowledge and understanding of

• teaching, learning and learning support, and
• the vulnerabilities of the client group with which they are working

Those centres that can demonstrate the appropriate degree of knowledge and understanding of one but not the other, must demonstrate how they will acquire the knowledge and understanding that they lack. This may be through staff appointments, established partnerships, and/or other measures.

Ensuring good assessment practice

Assessment plans and learning strategies are most successful when they:

• include agreements about the learning activities to be created/used in the learning programme
• give an outline of the settings in the programme which prove the most appropriate contexts for assessing the qualifications.

They also need to provide a relatively detailed breakdown of where and when things will be assessed. The learning support/assessment plan is most effective when it includes an outline of where this aspect of the module might be assessed. Of course, the assessment plan is exactly that – a plan. The map that it provides may have to change in the light of changes to the programme (for a
group and/or for an individual, or to take advantage of opportunities for assessing against the standards which crop up unexpectedly during continuous assessment.

The most effective assessment regimes are those which use a combination of:
- assessment planning – through individual and, if relevant, course team approaches;
- ongoing assessment – through observation of performance, questioning and so on;
- retrospective assessment – through assessment of outcomes such as reports and artefacts, use of debriefing sessions and so on.

Learning support /assessment planning clarifies roles. It identifies areas of activity in a programme which provide the best opportunities for assessing particular aspects of the qualifications. Learners can be assigned activities with the explicit intention of developing specific sub-skills.

Ongoing assessment – is good at picking up unexpected achievement – something which can occur with remarkable frequency. It can provide valid assessment, since it takes place at the time that someone does something (rather than some weeks or months later) and can use appropriate methods of assessment, such as observation or questioning.

Continuous assessment – using observation, questioning and so on – is valuable because of its validity.

The role of internal and external verification is crucial in helping to standardise the assessment for this qualification.

**Preparing for assessment – checklist**

The following checklist summarises the key points involved in assessing the qualifications. The assessor should undertake careful familiarisation with the standards
- learners’ induction in the standards is essential
- learners should understand the assessment criteria and what evidence is required
- learners should play as active a part as possible in collecting and presenting evidence of achievement to the assessor
- effective assessment involves a combination of planning and ongoing assessment
- portfolios should be assessed on an ongoing basis.
6 Preparing for external verification

Purpose of external verification
The City & Guilds external verifier will be seeking to confirm that the judgements of the centre assessors and internal verifier(s) are consistent with the standards.

Process of external verification
Verification will normally involve a visit, although it may be postal or by telephone. The external verifier will expect, as the major focus of any visit, to have available

- records of enrolment, registration, certification (where already claimed)
- a complete record of all evidence completed by learners which has been assessed and which has undergone the internal verification process
- the portfolios of evidence of all learners for whom the centre intends to seek certification, including the means of accessing items such as video tapes, cassettes etc.
- a record of which assessors have been responsible for which learners
- assessors’ feedback to learners
- IV sampling plan and matrix to show the sampling completed
- a record of which internal verifiers have been responsible for verifying which work (if there is more than one internal verifier) and internal verifier feedback to assessors

During the visit, the City & Guilds external verifier will
- use learner records to select work for sampling
- use learner records to identify and locate the evidence for particular assessment criteria
- sample the evidence in the portfolios in order to confirm that the standards have been met
- meet a sample of learners, where appropriate

For any given element of the standards, the verifier will expect to find:
- evidence for all requirements of the qualification (including for example witness statements, records of supplementary questioning, where necessary)
- that all evidence in the portfolio relates to the achievement of the individual learner, that any contribution to group work is clearly identified and that duplicated notes, ‘hand-outs’ and unacknowledged copying from texts are not claimed as evidence.

Problems will arise if
- internal verifier records are missing
- assessor records are missing
- evidence is missing or incomplete
- evidence produced does not bear a clear relationship to the qualification requirements
- there are any doubts as to the authenticity of evidence
- evidence is presented which had not been assessed or been through the internal verification process.

External verification is most likely to be successful when:
- centres have an established and regular system of internal verification, involving the checking of learner support plans and sampling of learner work, with constructive feedback to assessors and learners which is duly acted upon
- centres have standardised their assessment policy across all assessors for Entry Level and Level 1 Certificates in Self-Development through Learning (3071) and that learner records are such that the evidence relating to specific aspects of the standards can be rapidly located and examined. This will involve clear cross referencing of the evidence record to portfolios and would be further assisted by annotation of the portfolio evidence itself.
External verifier’s approval for claiming certification

When successful external verification has been completed, the centre will be able to submit claims for certification. Claims may be made for learners who complete their programmes after the external verifier’s visit, provided that:

- their work has been subject to the supervision of internal verifiers whose work was sampled at the time of the visit
- the learner is claiming for certification in a Entry Level and Level 1 Certificates in Self-Development through Learning (3071) modules, which was subject to external verification during the visit.

This means that not all learners need necessarily have completed their programmes at the time of the external verifier’s visit.

If it is not possible for the external verifier to agree the achievement of learners as claimed, then City & Guilds will not be able to award certification to any learners until a successful external verification has occurred. External verifiers will not be ‘passing’ individual learners or the work of individual assessors. It may be that only the decisions of specific internal verifiers or assessors are in doubt, in which case certification might be awarded to learners whose work has been verified by other internal verifiers. Centres should however operate a whole centre policy with systems in place to prevent such an occurrence.

Extra visits

If, as a result of the processes not being carried out within the centre, an extra external verification visit is required, this may be subject to a charge and will be subject to the availability of a suitably qualified external verifier. Please note that this could result in a significant delay in the award of certificates.
7 Administration arrangements for certification

Registration and Certification
Full details relating to the arrangements are contained in City & Guilds’ Directory of General/Vocational Awards.
The results for Entry Level and Level 1 Certificates in Self-Development through Learning (3071) are processed ‘on request’. (when the learners have been successful in the portfolio)

Learner registration
Learners must be registered before their results can be reported. Registration for a learner is for a complex and this allows any number of results at any level to be reported for that learner during the three-year registration period.

Registrations and results reporting are made on the same type of form - Form S or electronically through the walled garden. Each form must contain one type of transaction only, either for registration or results submission. You must indicate on the form (top left box) what type of transaction you are using the form for.

A centre is invoiced for learner fees when the Form S (registration) or registration through the Walled Garden is received by City & Guilds. Please note that registrations are the responsibility of the centre co-ordinator (local examinations secretary) who makes them through City & Guilds Entries and Results Processing Department.

Internal assessment results reporting
On success in internal assessment the centre must submit results on a Form S (results submission). By the time results are submitted, all learners will have received their unique, lifelong, City & Guilds enrolment number. Names are therefore not required but as with registration, sex and date of birth must be included.

Form S (results submission) should be prepared by the centre prior to the verifier’s visit. It must be remembered that learner details do not come pre-printed on Form S. This is to allow the centre the flexibility of submitting results for different learners at different times.
Any amendments which need to be made to the form after preparation should be made clearly.

It is most important that all the details on Form S are correct, otherwise it will be rejected by the Entries and Results Processing Department of City & Guilds and Certificates and Certificates of Unit Credit will not be issued.

Centres should check that:
a) centre details are accurate (i.e. centre name and number)
b) the correct qualification/complex number and name are inserted (ie Entry Level and Level 1 Certificates in Self-Development through Learning (3071))
c) the correct learner enrolment numbers and details of sex and date of birth are completed. (Do not insert ENR. Learner enrolment numbers cannot be requested on Form S (results submission))
d) the correct component numbers as listed in Directory, followed by ‘P’ have been used
e) results are only submitted for learners who have registered for Entry Level and Level 1 Certificates in Self-Development through Learning (3071)
f) Form S (results submission) is not returned for learners later than 36 months after registration. If more than 36 months has elapsed, learners must be re-registered.
Preparing learners

The learner's portfolio
The portfolio is the term given to the collection of evidence, which meets the requirements laid down in the specifications. Evidence is not required in a pre-set format and may be of many types and from diverse sources.

Types of evidence

Produced by the candidate

<table>
<thead>
<tr>
<th>Paper based (textual)</th>
<th>Audio and Visual</th>
<th>Artefact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>Recorded discussion</td>
<td>Product</td>
</tr>
<tr>
<td>Essay</td>
<td>Recorded presentation</td>
<td>Model</td>
</tr>
<tr>
<td>Notes</td>
<td>Recorded interview</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Letter</td>
<td>Graph</td>
<td>Display</td>
</tr>
<tr>
<td>Log</td>
<td>Diagram</td>
<td>Exhibition</td>
</tr>
<tr>
<td>Diary</td>
<td>Picture</td>
<td></td>
</tr>
<tr>
<td>Story</td>
<td>Poster</td>
<td></td>
</tr>
<tr>
<td>Questionnaire</td>
<td>Map</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>Photograph</td>
<td></td>
</tr>
</tbody>
</table>

Supplemented by evidence produced by witnesses or assessor

<table>
<thead>
<tr>
<th>Paper based (Textual)</th>
<th>Audio and Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witness testimony</td>
<td>Audio tape of assessor commentary</td>
</tr>
<tr>
<td>Assessor annotation</td>
<td>Audio or video tape of activity recorded by assessor</td>
</tr>
</tbody>
</table>

Assessing evidence

Once the evidence has been collected and organised in the portfolio, it must be evaluated to ensure that it meets the requirements set out in the specifications. Assessors should not compare one learner’s performance with another’s, but rather with the standards. A common approach must be taken by all those carrying out assessment. Assessors within the centre and internal verifiers are responsible for ensuring that the evidence is closely checked against the requirements of the qualification specifications.

Successful performance requires that:

• learners must meet all the requirements indicated as portfolio requirements - see overviews attached.
• in any group project (as in individual tasks), each learner must independently meet the criteria.
Internal verifiers are responsible for checking that assessment is consistent across all assessors. External verifiers appointed by City & Guilds will visit centres to ensure that procedures are in place and functioning correctly.

**Authenticity of evidence**

It is the responsibility of the assessor within a centre to check that the evidence produced is authentic. In some cases, this will be very straightforward. The assessors may have observed the activity being undertaken by the learner and be in no doubt that it was that learner's work. If, however, the work was done at home, or while out of the centre, further checks may be necessary, such as questioning the learner. Experienced assessors will be used to this procedure in their normal working, but when assessing they will need to make a record of how they have satisfied themselves of authenticity. Very often, the assessor will be able to be satisfied by asking a few questions related to the work in hand, such as

Why did you use this procedure? Where did you find this piece of information? What did the other person say when you explained that point to them? If you were in a similar situation again, what would you do?

These questions will also reinforce the learning that has taken place and allow the assessor to decide whether further evidence is required.

If the activity was carried out in the presence of a third party, that person's views can be sought. This evidence is known as witness testimony. Care must be taken, however, to ensure that these witnesses are not being asked to make assessment decisions beyond the scope of their competence. The witness cannot be expected to judge the learner’s skills against the detailed requirements of the qualification requirements – it is the responsibility of the assessor to do that. A checklist provided by the assessor to the third party in advance may assist this process. This checklist must relate directly to the criteria being assessed.

While comments from fellow learners may be helpful in contributing towards the evidence, it is the assessor who has to interpret these comments and make sure that the final judgements are based on the application of the assessment criteria of the qualification.

**Learner independence**

Independent performance requires attention to the distinction between teaching and assessment. Learners may of course be given help and practice in drafting and correcting work: that is part of teaching; but for assessment they must meet the performance criteria independently to be credited with success.

**Validity of evidence**

Evidence is valid when it relates to what is to be assessed. Validity is, therefore, very closely related to assessment planning. An activity should be planned which will allow the assessment criteria to be met. A single form of evidence may often need to be supplemented. After assessing a learner by direct observation, an assessor may supplement this evidence by asking questions. On other occasions, a few written notes by the learner of the processes that have been followed will show whether the evidence is valid.

Where oral questioning occurs, the assessor must provide a record for the learner's portfolio of the questions asked and the responses given. It may therefore sometimes be more efficient to produce primary evidence than to record oral questioning.

**Sufficiency of evidence**

When a portfolio of evidence is being assessed, the assessor has to judge when sufficient evidence has been accumulated to show that the assessment requirements have been met. Meeting all the assessment criteria is necessary.
A suggested portfolio structure

General background information
Learner details
Personal statement
Learner Support Plan
Learner Support Plan - review
Contents page
People involved in the assessment process
List of support workers/assessors/witnesses for each module
Specimen signatures of support workers/assessors and witnesses
List of modules achieved
Completed evidence record sheets
Evidence
This page is intentionally blank
<stock reference>