

# **City & Guilds Higher Level Qualifications**

## **Construction Higher Professional Diploma (Level 4)**

**Guidance and Units**  
January 2005

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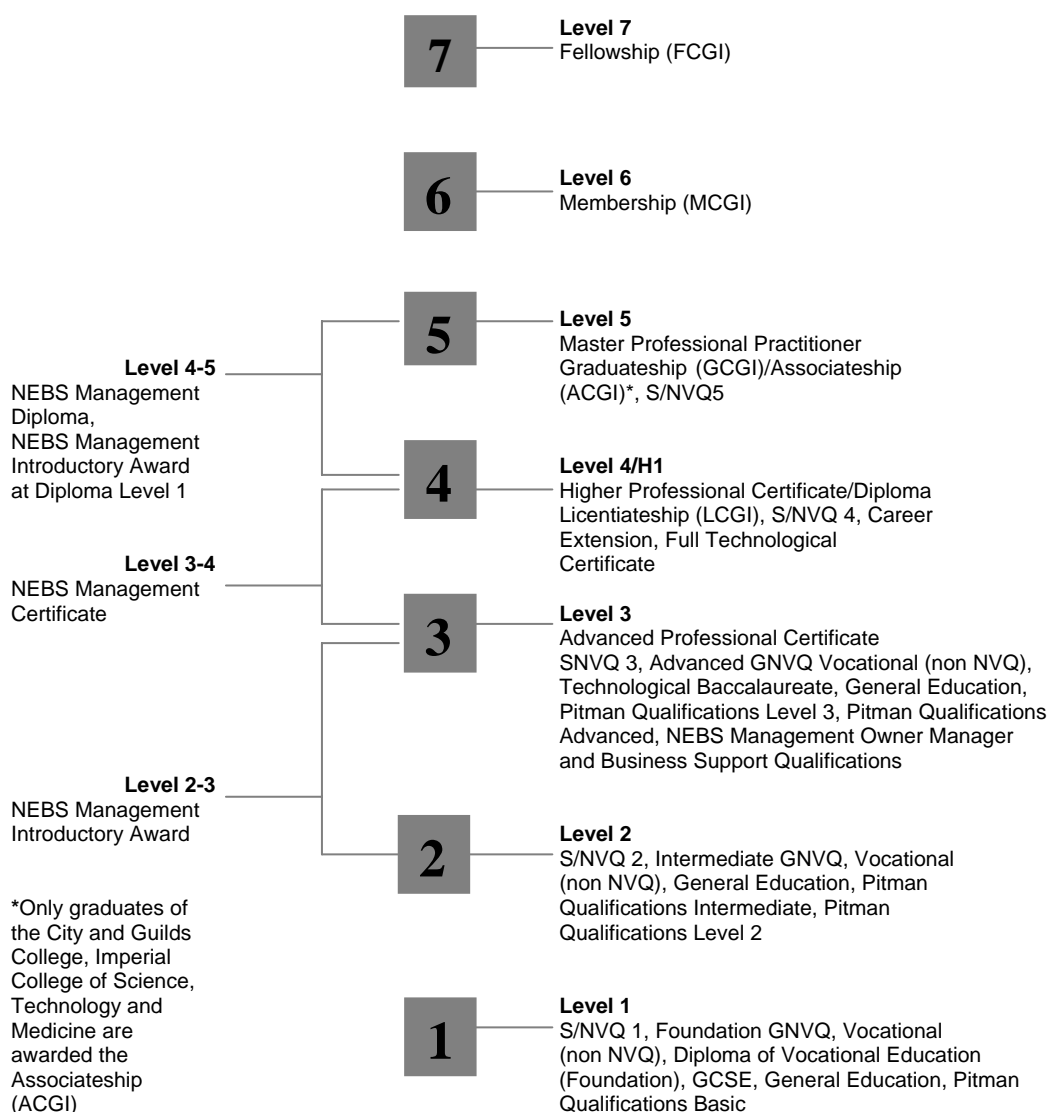
Unit 1:	Communications and human relations
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# INTRODUCTION

## 1. City & Guilds Vocational Schemes

- 1.1 City & Guilds provides vocational certification for occupational areas at seven levels within its Progressive Structure of Awards.
- 1.2 City & Guilds has developed this scheme with the support of The City & Guilds National Advisory Committee for Senior and Higher Level Awards and a subject specific Steering Group which includes representation from Higher Education and practitioners in the sector.
- 1.3 City & Guilds does not itself provide courses but has a 120 year history of developing qualifications and providing Quality Assurance and has had a Royal Charter for these activities since 1900.

### Guide to levels and qualifications



## 2. City & Guilds Higher Level Qualifications

- 2.1 The City & Guilds Higher Level Qualifications have been developed in response to:
- government initiatives to increase the numbers participating in higher level education and training and Lifelong learning
  - the emergence of QCA design principles for the submission of higher level vocational qualifications (excluding NVQs and degrees) into the National Qualifications Framework
  - a need from existing City & Guilds customers for higher level qualifications which offer a progression route from traditional level 3 qualifications
  - a City & Guilds initiative to offer its customers the full range of vocational qualifications from the basic to the highest levels.
- 2.2 These qualifications have been designed to:
- combine the development of knowledge, understanding and skills in a variety of vocational areas
  - equip the individual with a flexible programme of study which will provide the relevant level of knowledge and skills that are needed in the world of work
  - meet the needs of industry and commerce and reflect the knowledge areas expressed in the relevant National Occupational Standards and/or professional standards
- 2.3 The design of the Level 4 City & Guilds Higher Professional Diplomas (HPDs) reflects an outcomes-based model that meets the requirements for Certificate Level (Level 1 HE) outcomes under the Framework for Higher Education Qualifications. This articulation facilitates the use of the HPD as the first year of a two year Foundation Degree. Please see the City & Guilds publication: *Further Education and Higher Education Working together to deliver Foundation Degrees*.
- 2.4 It is anticipated that potential candidates for these qualifications will currently be in work or have access to work placement but require a mechanism for the acquisition of relevant knowledge. In the first instance it is expected that many of these individuals will undertake the City & Guilds Higher Level Qualifications on a part-time basis, i.e. half day and evening, evenings only or as block release. However, there is also potential for these qualifications to be delivered as full-time programmes.
- 2.5 It is likely that these qualifications will be delivered in
- colleges
  - training organisations
  - higher education institutions
  - armed forces
- 2.6 In the future, City & Guilds plans to develop with partners a range of mechanisms such as website material and open learning packages to promote flexible delivery to the individual where suitable materials do not already exist to support the Lifelong Learning agenda.
- 2.7 Whilst some of the content covered in the units can contribute to the underpinning knowledge of S/NVQs, the Higher Professional Diploma should be considered an alternative to S/NVQs. Effective delivery mechanisms could connect the delivery of units from both candidates in a coherent, linked fashion.

### 3. The Scheme

#### 3.1 The new **Higher Professional Diploma for Construction:**

- is aimed at:
  - people who work in the Construction industries
  - people who wish to progress to such work
- will be offered at Level 4 of the National Qualifications Framework
- takes account of the Construction Framework
- is designed to meet the needs of high achieving, work-based City & Guilds candidates and takes account of the patterns of work in the e-commerce environment
- enables candidates to develop high level skills in a range of Construction areas
- reflects the knowledge areas expressed in the relevant National Occupational Standards to ensure industry, QCA and NTO acceptability
- comprises units which can be accredited separately and have the potential to be tailored to the needs of the individual
- is assessed primarily by means of centre-devised assignments which are subject to the approval of City & Guilds
- will be externally moderated by City & Guilds

#### 3.2 **Aims**

The Higher Professional Diploma for Construction is designed to provide a higher level vocational pathway and fill a gap in the current suite of City & Guilds' Construction qualifications. It provides a progression route for candidates already qualified to Level 3 wishing to acquire a range of high level Construction skills relevant to the principal industry sub-sectors.

#### 3.3 **Broad objectives**

The scheme is designed to enable candidates to

- develop an understanding of the variety of management roles and skills undertaken, throughout the Construction industry
- gain generic and specific management and technical skills appropriate to their chosen career path and aspirations.

#### 3.4 **Progression opportunities**

The qualification provides a progression route for candidates who have achieved either a level 3 S/NVQ or a level of expertise commensurate with Level 3 in the National Qualifications Framework, which has been acquired through work experience and can be verified through the City & Guilds APL/APEL procedure.

The qualification gives opportunities for research, analysis and original thought. It equates to 120 H1 credits within the SEEC/NICATS credit systems, equivalent to the first year of a degree programme of study or the first half of a Foundation Degree.

### 4. General Structure

#### 4.1 **Higher Professional Diploma**

Candidates have to successfully complete the equivalent of 12 units for the full award. It has been designed as a 480 guided learning hours programme deliverable most probably part-time, but possibly as a full-time programme. An example of mode of study could be 2 years part-time (7½ hours/week). The recommended total notional learning hours for this award (including guided learning hours) is 1200 hours.

On a part time basis, the 7 or 8 hours weekly of guided learning could be delivered on two evenings or afternoon/evenings a week, or by day release. This will be facilitated if centres are operating on an extended semester or term basis allowing more than 30 teaching weeks per year.

Centres will have their own range of print and electronic media resources to facilitate teaching and learning, and will be able to access a range of further options via established networks in the subject areas both in the UK and internationally (see 5.10)

Students' private study, consolidation and preparation of materials for assessment will take place in the workplace and elsewhere, and the scheme assumes that candidates in full time employment will have obtained the support, and in some cases sponsorship, of their employer to pursue the course.

Where the course is offered on a full time basis, totalling 1200 study hours in a single academic year, the practical and experiential input will come from attachment to a support organisation, from simulations and RWEs and from the students' own previous workplace experience.

#### 4.2 The award has been designed to provide a selection of units, which will form the basis of a coherent and targeted course of study.

A table which shows the award structures in terms of mandatory and optional unit combinations is shown overleaf.

## Level 4

Block A	Block B
<p><b>Mandatory</b></p> <p><b>ALL FIVE of</b></p> <p>Communications and human relations</p> <p>Health, safety and welfare</p> <p>Construction methods and planning</p> <p>Construction Documents</p> <p>Construction technology</p>	<p><b>Optional</b></p> <p><b>SEVEN UNITS of :</b></p> <p>Materials management</p> <p>Plant and equipment management</p> <p>Employing the workforce</p> <p>Sub-contractors</p> <p>Estimating and tendering</p> <p>Conditions of contract</p> <p>Budgeting and costing</p> <p>Property surveys</p> <p>Procurement of projects</p> <p>Finance in construction</p> <p>Quality assurance</p>
12 units in total: 5 from Block A and 7 from Block B	

The optional units have been devised to provide opportunities for candidates to select clusters of units for their particular interest area. Candidates can select any seven optional units but may find the following information a useful guide:

**Office Support staff** may need the following units:

Materials management  
 Plant and equipment management  
 Employing the workforce  
 Sub-contractors  
 Estimating and tendering  
 Conditions of contract

**Staff working with property owning clients** may need these units

Budgeting and costing  
 Procurement of projects

**Site based staff** may need these units

Finance in construction  
 Efficient project planning  
 Setting up the construction site  
 Quality assurance



- 4.2 Success in each unit within the qualification will be recognised by the issuing of a City & Guilds Certificate of Unit Credit. Achievement of all 12 units will result in a City & Guilds Higher Professional Diploma being awarded.
- 4.3 As far as possible the units have been expressed in a standard format which fits with QCA Design Principles for Higher Level Vocational Qualifications. Each unit comprises:
- *Unit Title*
  - *Unit Summary*
  - *Aims*
  - *Outcomes – statements of what the learner is expected to achieve*
  - *Unit Content – specifies all the learning the students need to apply and draw upon in order to be able to produce evidence indicated in the assessment section which addresses outcomes. In addition, it provides guidance to tutors in the design of their programmes and can be used as a diagnostic tool to identify areas of weakness when candidates have not been able to achieve outcomes.*
  - *Guidance – on delivery, on assessment, links with other units, resources*
  - *Key Skills Signposting - suggestions on where evidence could contribute to the Key Skills of Communication, Application of Number, Information Technology, Improving one's own learning and performance and Problem-solving.*
- 4.3 Success in each unit within the qualification will be recognised by the issuing of a City & Guilds Certificate of Unit Credit. As indicated in the award structure, achievement of the equivalent of 12 units will result in a City & Guilds Higher Professional Diploma being awarded.
- 4.4 As far as possible the units have been expressed in a standard format which fits with QCA Design Principles for Higher Level Vocational Qualifications. Each unit comprises:
- *Unit Title*
  - *Unit Summary*
  - *Aims*
  - *Outcomes – statements of what the learner is expected to achieve*
  - *Unit Content – specifies all the learning the students need to apply and draw upon in order to be able to produce evidence indicated in the assessment section which addresses outcomes. In addition, it provides guidance to tutors in the design of their programmes and can be used as a diagnostic tool to identify areas of weakness when candidates have not been able to achieve outcomes.*
  - *Assessment - specifies what candidates need to produce to show that they have met the outcomes. A form of evidence, e.g. a report is indicated in this section, but different forms of evidence such as a case-study or presentation are valid as long as they provide the opportunity for candidates to produce evidence of comparable quantity and quality and to meet the same outcomes.*

- *Guidance – on delivery, on assessment, links with other units, links with S/NVQs, resources.*
- *Key Skills Signposting - suggestions on where evidence could contribute to the Key Skills of Communication, Application of Number, Information Technology, Improving Own Learning and Performance and Problem-Solving.*

4.5 Each unit will be graded with a **Pass, Merit** or **Distinction**. In order for candidates to achieve a **Pass**, it is necessary for them to produce evidence which clearly shows that all the assessment requirements (and therefore all the outcomes) have been met. In addition, the overall quality of the work should be of a satisfactory and reliable standard.

4.6 To gain a **Merit** grade, candidates will, in addition to meeting the **Pass** requirements, need to produce work which meets all of the criteria detailed in the **Merit** column. To gain a **Distinction** grade, candidates will need to meet both the **Pass** and **Merit** requirements and produce a high standard of work as reflected in the **Distinction** column.

4.7 The criteria for **Merit** and **Distinction** focuses on the quality of the work, and the way in which candidates have approached it. The criteria have been written to specify the requirements in terms of 'better' (not 'more') work.

4.8 The Grading Criteria

4.8 i) Unit grades

Each unit within the qualification should be graded on the following basis

<b>Pass: Candidates must meet the assessment requirements and outcomes in the unit specifications</b>	
<b>Merit: Candidates must achieve a PASS and in addition achieve at least 14 marks from the Merit descriptors in the table below</b>	
Undertake research with <b>minimum</b> guidance from tutors/assessors (1) select and use a wide range of appropriate research resources (1), record and analyse data/information accurately (1) to draw valid conclusions (1)	4 marks
Present and analyse information and ideas accurately and clearly (2), using a well-structured format and appropriate technical language (2)	4 marks
Demonstrate effective and consistent application and development of work-related skills (2) knowledge and understanding (2)	4 marks
Demonstrate management of time, resources and learning (2) and an ability to analyse and reflect upon own ideas and actions (2)	4 marks
<b>Distinction: Candidates must achieve a Merit and in addition achieve 16 marks from the Distinction descriptors in the table below</b>	
Define the focus and scope of research (1), carry out research independently (1), evaluate the suitability of research sources and methods used (1), analyse and verify data/information (1) to develop an appropriate work strategy (1)	5 marks
Consolidate and present complex information and concepts fluently and persuasively (2) with evidence of an original and imaginative approach (2)	4 marks
Evaluate and synthesise relevant work-related skills, knowledge and understanding (2) and use these to justify conclusions and recommendations (2)	4 marks
Demonstrate consistently good management of time, resources and learning (2) and an ability to identify areas for development and improvement by critically reflecting upon own ideas and actions (2), employ appropriate methods to resolve unpredictable problems (1)	5 marks

4.8 ii) Calculating an overall grade for the qualification

Each unit grade achieved by the candidate should firstly be converted into *points* as follows:

**Pass =1**

**Merit = 2**

**Distinction = 3**

Then, the points will then be aggregated into an overall score and corresponding grade for the whole qualification as follows:

**Pass = 12-17**

**Merit = 18-27**

**Distinction = 28-36**

N.B. For alternative forms of assessments, centres must first check, with City & Guilds for approval of their marking schemes in order to ensure consistency with the above approach.

## **5. Course planning and delivery**

- 5.1 In terms of delivering Higher Level Qualifications, the emphasis is expected to be on the relationship between the content of the unit and the demands made on the individual by their existing or future job and/or the career path they aspire to.
- 5.2 As long as the assessment requirements of units within the Higher Level Qualifications are met tutors/lecturers can design courses of study in any way which they feel will meet the needs of their candidates as individuals. There are opportunities for aspects of Key Skills: Communication Skills, Application of Number, Information Technology, Working With Others, Improving Own Learning and Problem Solving to be covered as appropriate throughout the teaching programme at Level 4. Please see the Key Skills Signposting section.
- 5.3 It is essential that candidates and tutors/lecturers are aware of health and safety considerations at all times. The need to ensure that candidates preserve the health and safety of others as well as themselves, should be emphasised.
- 5.4 Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of the programme.
- 5.5 Candidates are likely to come from a variety of backgrounds, in that they will have had different education, training and work experiences and they will also have differing ambitions and opportunities. Tutors/lecturers may therefore find it helpful to
  - conduct an initial assessment of achievement for each candidate, so that prior learning and experience can be established and assessment strategies agreed
  - consider the best approaches to learning for each candidate.
- 5.6 Tutors/lecturers need to make these judgements by referring to the requirements of Higher Level Qualifications and establish what candidates already know and can do to clarify where they need further preparation before assessment.
- 5.7 During the initial assessment tutors/lecturers are likely to consider what, if any

- previous educational qualifications the candidates have, what training they have had and in particular what experience they have had in relevant vocational programmes and Key Skills
  - previous and current practical work experience the candidate has which is relevant to the aims of the scheme and from which relevant skills and knowledge may have been informally acquired.
- 5.8 When selecting appropriate approaches to learning and locations tutors/lecturers are likely to consider the result of the initial assessment as well as the availability and suitability of open or distance learning materials and other resources, or co-operative working with other centres.
- 5.9 Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to provide comments on their progress and course from their own personal perspective.
- 5.10 As City & Guilds registered students, candidates will be encouraged to access a range of learning support materials via the *Smartscreen* portal, which will supplement the learning support and resources provided by the centre.
- 5.9 **Delivery advice**  
Each unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Assessments should be practical and realistic and relate to current sector practice. If candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practice. Similarly, safe working methods and safety precautions should be followed at every stage of the activity and health and safety considerations should, whenever possible, be integrated into the specific units.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

## 6. Entry Requirements

- 6.1 City & Guilds Higher Level Qualifications have been designed primarily for those in work, or with access to work experience as the specifications are vocationally relevant to the needs of the sector. In addition, given the high level of understanding and skills required for the qualification, it is likely that in order for prospective candidates to cope with the demands of the programme and achieve their full potential, they will have acquired one of the following:
- S/NVQ in Construcion Level 3

- Level 3 VRQ in Construction
- a level of expertise commensurate with Level 3 in the National Qualifications Framework which has been acquired through work experience and can be demonstrated through the City & Guilds APL procedure.

## 7. Assessments

- 7.1 Successful achievement of a unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard. Please refer to Appendix A for guidance on assignment design
- 7.2 Assessment is by means of centre-devised assignments which provide the opportunity for the assessment requirements of the unit to be achieved.
- 7.3 Each unit has its own assessment which must be rigorous and fit for purpose for which it is designed. The purpose of the assessment is for candidates to demonstrate that they have fulfilled the outcomes of the unit and achieved the standard of the award they seek.
- 7.4 Assessment must reflect the achievement of the candidate in fulfilling the assessment requirements which are related to a consistent national standard. The assessment must therefore be carried out by competent and impartial assessors and by methods which enable them to assess a student fairly against the set requirements. This process will be monitored by the appointment to each centre of a City & Guilds External Moderator who will be responsible for upholding the subject standards to a national level.
- 7.5 Centres **must** design a selection of assignments prior to the start of the course, so that there is an opportunity to obtain some feedback on their suitability from the Higher Level Qualifications External Moderator.
- 7.6 Assignments should be designed to provide candidates with the opportunity to meet the assessment requirements (and therefore the outcomes) detailed in the unit. There may also be opportunities for centres to develop integrated assignments which cover the assessment requirements of two or more related units and the units in this scheme which lend themselves particularly well to this approach have been highlighted.
- 7.7 Assignment design should take account of opportunities for the **Merit** and **Distinction** criteria to be met for those candidates with the potential to achieve a higher grade. For instance, the grading descriptors reflect the need for students to carry out research with increasing degrees of independence and also to take more responsibility for the learning process.
- 7.8 Centres must ensure that both the marking criteria and candidate guidance for assignments relate to the assessment requirements and outcomes identified in the unit. Assignments (including candidate guidance and marking criteria) together with candidate evidence must be available for scrutiny by the Higher Level Qualifications Moderator.
- 7.9 In all cases the assessment tools proposed by the centres should take account not only of the intended outcomes of the unit but also of the particular needs, interests and commercial concerns of the candidates themselves and their supporting organisations.
- 7.10 For each unit, the assessment specifications drawn up by centres must include
- a description of the individual assessment tools to be used
  - the percentage of the final mark each will contribute

- corresponding marking scheme directly derived from the stated unit outcomes
- where applicable, the arrangements for integrated assessment with other units and how marks will be distributed between them
- the arrangements for arriving at marks for individuals where collaborative or group work is proposed
- the deadline for submission of assessed work, with details of the sanctions etc to be applied for late submission.

### 7.11 Integrative assessment

Within the scheme overall, there are two integrative assessments. This can be done for units 2, 3 and 4 and/or units 6 and 9.

## 8. Approval of Centres

### 8.1 Centre approval procedures

- a) The scheme is open to any organisation which has been approved by City & Guilds to conduct the Programme. Quality Assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City & Guilds on-going monitoring by an external moderator.

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

Organisations not already approved to offer City & Guilds qualifications will be required to apply for centre [Form HLQ CAP] and scheme approval [Form HLQ SAP] normally simultaneously. There is a charge for initial centre approval but not for a centre wishing to extend its approval portfolio to include this new Higher Level Qualification.

Centres which already have centre approval still need to obtain scheme approval for each individual City & Guilds scheme they wish to offer. An application for scheme approval [Form HLQ SAP] will need to be completed for each higher level qualification to be offered.

- b) The centre must provide the following
- i) facilities adequate for the operational and administrative requirements of the scheme and a centre co-ordinator who will be the point of contact for City & Guilds
  - ii) internal Quality Assurance Procedures
  - iii) approved staff to conduct the assessments and deliver the programme
  - iv) facilities to offer assessments in all the units of the qualification for which they are approved.
- c) An approval visit will be arranged and an external moderator will check the centre has access to personnel, equipment, facilities and resources to provide proper assessments normally related to a practical workplace situation.
- d) The centre must be able to provide secure arrangements for the storage of assessment documents and records, ensuring that there are appropriate opportunities for open communication between the course tutor, co-ordinator and moderator.
- e) Approval will be valid for up to 4 years from the approval date and City & Guilds reserves the right to withdraw approval from the centre if the circumstances should alter from those agreed in the original submission.

## 8.2 Centre staff qualifications

It is important that centre staff involved in delivery and internal moderation have appropriate knowledge and skills to ensure effective provision of higher level qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5 qualification i.e. Degree/HNC/HND/HLQ in an appropriate subject with 3 years relevant sector experience

or

- Level 3 qualification in an appropriate subject with 5 years relevant experience in the sector

or

- 10 years proven experience in the relevant sector at a managerial/senior level

and

- A FENTO - approved teaching qualification and/or 2 years teaching experience

**N.B.** If additional experts (e.g. workplace practitioners) involved in the delivery of the programme do not have the necessary teaching qualifications or experience, it is necessary for any assessment they undertake to be second-marked by a qualified member of staff and form part of the internal moderation process.

## 9. The Quality Assurance system

9.1 It is important that centres have effective internal quality assurance to ensure optimum delivery and accurate assessment of the Higher Level Qualifications. It is expected that the centre will appoint a Scheme Co-ordinator/Internal Moderator who will ensure that assessment is subject to a suitable and agreed system of internal moderation. In addition, City & Guilds appoints a subject-specific External Moderator to monitor standards, provide advice and guidance and confirm results. The following roles are key to successful implementation and assessment of these schemes.

9.2 *The role of the Scheme Co-ordinator/Internal Moderator is to:*

- liaise with City & Guilds
- ensure that all staff are appropriately qualified to deliver and assess the qualification (see 8.2)
- plan and manage the implementation of the qualifications
- ensure there are adequate resources – both staff and materials
- establish and monitor candidate support systems
- ensure all staff carrying out assessment are familiar with and understand the specifications and assessment requirements
- ensure that assignments and candidate evidence are available and clearly organised and accessible for the External Moderator
- ensure that all City & Guilds documentation is completed when required
- manage the *internal moderation* process within the centre.
- ensure that there is consistent interpretation of the requirements through standardisation procedures and meetings
- ensure that policies for equal opportunities, complaints and appeals are effectively operated

- provide feedback or relevant documentation relating to standardisation procedures to the external moderator

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

- All candidates for each student group
- All tutors
- All assignments
- All forms of assessed work
- All grades of performance

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

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

One of the strategies to be included in internal moderation is double marking of a representative sample of candidates for each assignment.

9.4 *The role of the Tutor is to:*

- ensure that each candidate is fully briefed on the characteristics of this qualification (e.g. approach to assignments, delivery, grading etc)
- design assignments according to City & Guilds requirements which provide opportunities for the assessment requirements and where applicable, the grading criteria to be met
- assess evidence demonstrating that the assessment requirements have or have not been met
- exercise judgement on claims for Accreditation of Prior Learning (APL), as appropriate
- provide each candidate with prompt, accurate and constructive written feedback
- keep accurate and legible records
- assist in the centre's internal moderation by carrying out double marking, as required
- meet with the co-ordinator and other tutors to monitor, agree and maintain standards.

9.5 *When carrying out monitoring visits and external moderation visits, the External Moderator will carry out checks to ensure the following:*

- continued compliance with centre approval criteria
- effective scheme co-ordination
- effective internal quality assurance systems by sampling assessment activities, methods and records
- consistent interpretation of the specified standards
- appropriate and accurate grading of the completing candidates
- centre documentation meets the specified requirements
- effective appeals, complaints and equal opportunities provision.

9.6 *The role of the External Moderator in relation to assessment is to ensure that:*

- the assignments set by the centre are relevant, meet the specifications and are at the correct level.
- centres interpret assessment standards fairly, consistently and accurately
- centres are following the assessment specifications published by City & Guilds



- centre documentation meets the requirements of City & Guilds
- judgements on APL are fair, consistent and appropriate
- centres carry out internal moderation of candidate work

*The External Moderator will:*

- independently assess a piece of work from every candidate, against the specifications and provide feedback
- sample and confirm grading decisions.

*and will require to see:*

- a record of all units completed by candidates
- the assignments (including candidate guidance and marking criteria) and internally assessed work by all candidates for whom the centre intends to seek certification
- a record of tutors showing their teaching/assessment responsibilities for the units.

## **10. Summary of registration and certification procedures (to be completed)**

- 10.1 Procedures should be followed in accordance with the current City & Guilds *Directory of Vocational Awards*.
- 10.2 Candidates must register and claim certification through a City & Guilds approved centre. There is the option to register candidates either for the full Higher Professional Diploma or individual units within it. Procedures for registration and certification to all City & Guilds awards are detailed in the *Directory of Vocational Awards*.
- 10.3 The Directory includes examples of all the required forms and also the requirements for Electronic Data Transfer.
- 10.4 There are specific procedures in place for appeals against results which make clear the circumstances under which appeals may be made, the information required, and the procedures used to resolve them. Please refer to the *Directory of Vocational Awards* for further information.
- 10.5 City & Guilds fully supports the principles of equal opportunities, and the requirements as they affect centres and assessments are outlined in the *Directory of Vocational Awards*.
- 10.6 When candidates are first registered for a City & Guilds qualification they are issued with a unique, lifelong City & Guilds candidate enrolment number(ENR).
- 10.7 The centre should retain a copy of completed forms until certificates are received.
- 10.8 Centres should note that, as certificates are prepared directly from these forms, it is essential that the correct information be supplied. If guidance is required when completing forms, it is recommended that advice from City & Guilds Entries and Results Processing Department be sought.
- 10.9 On receipt of Form S (Registration), City & Guilds Entries and Results Processing Department will process and despatch details of registration, including a candidate unique lifelong reference number as appropriate, to the centre. Please note that results should not be submitted until the final results have been agreed by the external moderator.
- 10.11 On receipt of Form S (Results Submission) City & Guilds Entries and Results Processing Department will process this and despatch details to centres.

- 10.12 Any queries regarding the issue of results must be conducted through the centre and made to City & Guilds, Entries and Result Processing Department.
- 10.13 Centres should always check carefully that the
- centre name and number have been accurately recorded
  - correct award number and award name are included
  - correct complex and component numbers have been used

## **11. Appeals**

- 11.1 This section relates to appeals against results from assessment of evidence.
- 11.2 It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission. If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the external moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the external moderator and/or City & Guilds as appropriate.
- 11.3 City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to formally appeal to City & Guilds regarding assessment decisions using the designated procedures.
- 11.4 All appeals must be made to City & Guilds Head of Quality Services. Applications should be made as soon as possible after the assessment concerned and, at the latest, within three months of the issue of results.

## **12. Equal opportunities**

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

### 13. Further progression with City & Guilds Senior Awards

Achieving a Higher Level Qualification from City & Guilds provides a range of opportunities for accrediting continuing professional development with Senior Awards.

City & Guilds Senior Awards are available at 3 levels.

Award	University equivalent level	Available to holders of
Membership (MCGI)	Masters Degree	Master Professional Diploma + 10 yrs management /vocational experience
Graduateship (GCGI)	Honours Degree	Master Professional Diploma + 5 yrs management/vocational experience
Licentiatehip (LCGI)	Foundation Degree	Higher Professional Diploma + 5 yrs vocational experience

In order to gain the award you will need to submit a copy of your certificate, full CV and an endorsement of your experience from a senior manager.

All Senior Award holders receive a diploma, post nominal letters, and the opportunity to attend the yearly graduation ceremony.

If you would like more details please contact

Senior Awards

City & Guilds

1 Giltspur Street

London

EC1A 9DD

0207 294 8220

senior@city-and-guilds.co.uk