Profile of Achievement Handbook (3791)

Recording personal success

City&Guilds

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March 2004

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Contents

Introduction

1 Setting up Profile of Achievement

2 Running Profile of Achievement

3 Carrying out reviews

Contents
Continued

Introduction

The overall aim of Profile of Achievement is to provide a method of assessing, recording and reporting a candidate's progress throughout a period of learning and to provide a clearly understandable record of achievement at the end.

The benefits of the Profile of Achievement are as follows:

for the centre it:
• provides a framework for regular and constructive discussion between candidates and supervisors
• helps to ensure quality training and the achievement of objectives
• offers a respected route to formal recognition of achievement at all levels
• motivates candidates

for the candidate it:
• improves techniques of self-assessment, presentation and maturity in dealing with others
• helps identification of their own strengths and weaknesses
• clarifies their own future learning needs
• provides formal recognition of attainment.

for employers, tutors, supervisors and parents it:
• draws out evidence of achievement from widely differing situations to show transferable skills
• validates reports of achievement and presents information in a clear way

The Profile of Achievement uses a wide range of activities as evidence of the candidate's progress. It provides a comprehensive account of the skills, aptitudes, interests and qualities which have been demonstrated, through successive reviews and the consideration of all available evidence.

Registration for 3791-01 lasts 2 years and candidates should be profiled over a reasonable period (not less than 30 hours supported learning) so that they have every opportunity to demonstrate progress, to acquire new skills, and to ensure validity of the reported achievement.

City & Guilds validates the profiling process in two ways
• by monitoring the formative process: ie the review cycle, the reflection on experience, and the reporting of objectives and learning experience
• by validating the final (summative) profile document.

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1 Setting up Profile of Achievement

In order to offer the Profile of Achievement providers must
1   obtain centre approval and scheme approval from their local City & Guilds office
2   establish internal systems for co-ordinating, planning, resourcing and monitoring the assessment and review of candidates
3   appoint scheme coordinators, reviewers, assessors and internal verifiers.

The following sections explain what this involves in more detail.

1 Obtaining Centre Approval and Scheme Approval

All centres wishing to offer Profile of Achievement must be approved City & Guilds centres. Information about Centre Approval (CAP) and Scheme Approval (SAP) can be found in *Providing City & Guilds Qualifications* and on the City & Guilds website htp://www.city-and-guilds.co.uk. The application for 3791 scheme approval (SAP) requires centres to provide details of their
•   physical and staff resources
•   delivery target group
•   arrangements for assessment and verification.

On receiving the completed application form, City & Guilds will appoint an external verifier to check the application, report back 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 scheme. City & Guilds reserves the right to withdraw approval from any centre which does not continue to meet approval criteria.

Appeals procedures
Centres must ensure that they have an internal appeals procedure in place prior to the start of a Profiling course.

Equal opportunities
Centres should bear in mind the requirements of a multi-racial and multi-cultural society. Situations or tasks which explicitly or implicitly accept or encourage sexual, racial or cultural stereotyping or discrimination must be avoided. Assessors should be sensitive to language diversity and use it positively where possible.

External verifiers will require centres to have an equal opportunities policy and evidence that it is being implemented.

2 Establishing internal systems

Scheme Co-ordinator
A co-ordinator must be appointed by each centre for Profile of Achievement. Each centre must have a **single named person** who is the contact for the external verifier and will liaise with the scheme co-ordinators when needed. This person may be the City & Guilds centre co-ordinator.

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

The scheme co-ordinator's role is to
- plan implementation of the scheme
  provide the centre with a policy and guidelines for profiling
  ensure there are adequate resources – both staff and materials
  establish and monitor candidate support systems
  ensure all staff concerned with the scheme in the centre have access
  to the handbook
- manage the running of the scheme
  ensure all staff carrying out assessments are familiar with and understand the aims of the scheme
  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 scheme.*
  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 scheme*
  arrange staff development as necessary*
- liaise with City & Guilds and other agencies as appropriate
  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.

Note the tasks marked * may be carried out by the internal verifier, if the centre wishes.

The scheme 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 them to discuss and develop an effective strategy for the scheme in the centre.

The role of the internal verifier
It is essential to the quality assurance philosophy of the scheme that statements of achievement are monitored and reviewed by the internal verifier in the centre.

Internal verification requires examples of review sheets from every assessor to be checked by the internal verifier together with the evidence. Feedback must be provided to each assessor, to ensure that the statements are appropriate and the evidence sufficient.

The internal verifier's role is to
- guide assessors in the principles and procedures of profiling
- establish that the profiling evidence is derived from the candidate's work and experience in order to identify evidence of achievement
- ensure that all assessors in the centre are following a common standard and review procedures in their assessment of evidence
- agree with candidates and assessors the final wording of the Summary of Experience statement sheet.
- ensure that records are completed regularly and correctly.

In addition, internal verifiers must check and sign all Profiles of Achievement front sheets and continuation sheets.

3 Delivery

Induction
Centres must have a policy of candidate induction. During induction, a candidate will agree with a member of staff an overall action plan, with appropriate targets.

As part of induction, the candidate should be introduced to:
the content and structure of the scheme
the system of building up a portfolio of evidence
keeping records.

Time spent in familiarisation at this early stage will save time as the programme progresses, since candidates will be able to assist staff in identifying opportunities for assessment and occasions when evidence has been produced.

Candidate involvement in the profiling review process

In many instances the most effective way of drawing candidates into the profiling process is by first providing for an activity to take place and subsequently drawing attention to the skills and abilities demonstrated in carrying out the activity.

Having started with this skills analysis approach, the relevance of a personal development plan and collection of evidence for review purposes becomes more apparent.

This use of experience-reflection-learning requires an ability to recall events with a reasonable degree of clarity, on the part of both assessor and candidate, so that the time-span of the activity should be related to capacity to recall. The time-span should also take into consideration the candidate's need for support and feedback, as candidates who are uncertain will need to review events at shorter intervals than those with a greater capacity to judge their own performance and revise behaviour accordingly.

Flexible opportunities for progress

While there is value in pre-determining the agenda for review, and the likely evidence of achievement to be collected in the course of an activity, this focus can lead to failure to identify other forms of attainment. Assessors should guard against this possibility.

Often, unexpected opportunities arise for the assessor or candidate to discuss progress or achievement so that, in reality, reviewing is a continuous process. This aspect of profiling – commenting and/or discussing as the occasion warrants – can help to encourage greater effort and achievement as well as assisting in the collection of evidence without the need to allocate extra time to reviewing.

Care should be taken to ensure that appropriate note is taken at the time so that the assessor might say to the candidate 'make a note of that in your logbook so that we can be sure to get it on to your next review sheet', thus linking activity and the profiling process.

Sharing information

It may be that staff will want to pool information about a candidate's progress in various fields or that matters may need to be referred to relevant experts or subject tutors. Collating information for inclusion in review takes time and method. Staff involved in profiling should use a method that is appropriate to their circumstances. For example:
• each member of staff completes the relevant part of a draft review sheet
• staff endorse entries in the candidate's personal records/logbook/draft review sheets.

A further way of gathering the views and contributions of others is to arrange for them to read review sheets, from time to time, and get them to contribute any additional information which their own knowledge of the candidate may suggest.

2 Running Profile of Achievement

The candidate portfolio:

When centres have planned their programmes and received approval to run (see p7) they should register the candidates on Form S (see p29). On registration, the centre will be sent 'continuation sheets' on which the reviews should be **finally** recorded. The reviews and the evidence to back them up are collected in the portfolio.

The portfolio is the collection of evidence which shows the candidate has met the requirements in the scheme. Evidence may be of many types and from diverse sources.

The primary requirement of the profiling process is that evidence is collected as the candidate progresses. The evidence will be seen by the internal verifier, the external verifier and, ultimately, prospective employers and other interested parties. The evidence should show clearly what the candidate's achievements are. The candidate's achievements and the manner in which they were demonstrated should be obvious to a prospective employer looking through the portfolio without that person having any prior knowledge of the candidate and his/her circumstances.

Apart from the requirement to provide at least **three reviews** with an interval of not more than **six weeks** between each, the manner in which the evidence is presented will depend on the circumstances in which the candidate is undergoing the profiling process. The following are suggestions of ways to present supporting evidence.

Logbooks. These are excellent where candidates are on a full time course or in some situation where they are constantly able to record things that contribute evidence towards their claimed achievements.

Witness Statements. These may be incorporated into the logbook or be separate items. A logbook entry signed by a suitable observer would be a valid witness statement. In the case of a candidate wishing to provide evidence of the ability to do a particular vocational task, then a separate statement signed by a manager would be appropriate.

Real items. These make excellent evidence. A candidate wishing to record an ability to use a computer for desk-top publishing, for example, could provide a sample of his work in his portfolio folder. In other cases, if the candidate made an item of furniture for example, then a photograph in the portfolio would suffice.

In every case, however the evidence of achievement is recorded, it should be collected, together with the review sheets, in a **folder** or **portfolio**. There is no set way to lay out the portfolio but the following general principles should be observed.

Possible portfolio content:

Types of evidence
a produced by the candidate

Paper–based (textual)	**Audio and visual**	**Artefact**
report	recorded discussion	product
essay	recorded presentation	model
notes	recorded interview	sculpture
letter	graph	display
log	diagram	exhibition
diary	picture	
story	poster	
questionnaire	map	
newspaper	photograph	

b supplemented by evidence produced by witnesses or assessor

Paper–based (textual)	**Audio and visual**
witness testimony	audio tape of assessor commentary
assessor annotation	audio or videotape of activity recorded by assessor

*Note since video or audio taped evidence is likely to relate to several candidates, it is recommended that each candidate should be provided with individual notes on his/her performance.

Assessing evidence:

Once the evidence has been collected and organised in the portfolio, it must be evaluated against the requirements of the scheme. Assessors within the centre and internal verifiers are responsible for ensuring that the evidence is checked against these requirements.

Internal verifiers are responsible for checking that assessment is consistent across all assessors.

External verifiers appointed by City & Guilds are responsible for ensuring that procedures are in place and functioning correctly.

The assessor's responsibilities: checking evidence

- **Authenticity**

In some cases, checking authenticity will be very straightforward. The assessors may have observed the activity being undertaken by the candidate and be in no doubt that it was that candidate'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 candidate. Experienced assessors will be used to this procedure in their normal working, but they will need to make a record of how they have satisfied themselves of authenticity.

Very often, the assessor will 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 your customer 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. A checklist provided by the assessor to the third party in advance may assist this process.

In assessing whether work can genuinely be attributed to a candidate, an assessor must take into account any support provided by a tutor or colleague. The candidate must show evidence of having met the requirements independently.

- **Validity**

Evidence is valid when it relates to what is to be assessed. Validity is, therefore, very closely related to assessment planning.

A single form of evidence may often need to be supplemented. For example, after assessing a candidate by direct observation, an assessor may supplement this evidence by asking questions. On other occasions, a few written notes by the candidate of the processes which have been followed will show whether the evidence is valid.

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

- **Currency**

An assessor must be satisfied that evidence submitted gives a true reflection of the candidate's current attainment or ability.

- **Sufficiency**

When a portfolio of evidence is being assessed, the assessor has to judge when sufficient evidence has been accumulated.

- **Reliability**

It is the responsibility of the internal verifier in a centre to ensure that evidence would be judged in the same way by all assessors. It is therefore important that those involved have opportunities to meet and discuss to ensure that the requirements are being interpreted correctly for all candidates in the centre.

- **Certainty**

In addition to providing a minimum of three reviews as a means of establishing reliability and sufficiency of evidence, assessors should make certain that candidates are only credited with abilities where there is certainty.

Where, for example, a candidate claims to have achieved in a particular area but no evidence is produced, the assessor should ask the candidate for further demonstration to establish the facts, or refer to any available witnesses.

Where an ability has been demonstrated in a way which raises doubt as to the candidate's ability to reproduce the performance reliably, opportunities for further practice and/or demonstration should be provided.

Where criterion-referenced assessment is used from another qualification, the requirements of the particular scheme should be met and assessors should be fully informed of those requirements.

Agreeing achievement

As the evidence accumulates, it is important that the candidate has opportunities to talk with the assessor, so that the evidence can be reviewed and areas of strength or weakness identified. Wherever possible, candidates should be encouraged to take responsibility for assembling their own evidence, with the support of the assessor, making a plan for their future assessments.

In profiling, assessment is a joint process involving the candidate and assessor in one-to-one **reviews** of the candidate's immediate past activities with the aim of mutually identifying and describing ways in which the candidate has demonstrated ability. **This 'review process' is indispensable in any operation of the profile system as the means of identifying and agreeing achievement.**

Reliability and sufficiency of evidence are further enhanced by the fact that statements of achievement cannot appear in a review report or Profile of Achievement without the agreement of candidate and assessor, who both have a responsibility to contribute to the evidence. In cases where the candidate's writing skills are insufficient the assessor may be called upon to write the statements of achievement and agree them with the candidate.

Candidate motivation can be raised if preparation is seen as a means of gaining credit rather than merely meeting the needs of a reporting system.

A suggested portfolio structure

General background information

Name of candidate

Candidate number

Name of centre

Centre number

Summary of relevant experience

Previous qualifications

People involved in the assessment process

List of assessors

Other witnesses or referees (supplementary evidence)

Portfolio details

Description of referencing system

Relationship of portfolio coding to evidence

Evidence

Paper-based

Audio and visual recordings

Artefacts

Assignments or short tasks (if given)

3 Carrying out reviews

- The profiling process relies on the accumulation of evidence of achievement over a period of time in which there will **have been at least three reviews** (formative profiling).
  The purpose of reviewing is to foster the candidate's development through mutual recognition of attainment and identification of ways to further achievement.
- The interval between reviews should be determined by the needs of the candidate, rather than adherence to a pre-set pattern or number. **In any event the interval between reviews should not exceed six weeks.**

Analysing activity and experience

Joint review and identification of valid evidence of achievement require assessors, and those providing corroboration, to be well informed about the candidate's performance and achievements in the course of past activities so that they may make a direct and reliable contribution to the evidence in the Profile.

They also require the assessor, through the use of appropriate listening and questioning techniques in the course of reviews, to play an active role in helping the candidate to analyse activities and to elicit evidence of achievement for inclusion in the profile.

Projects, school, college or workplace activities, leisure activities, formal exercises and assignments, assessement from other schemes may all provide evidence from which a profile can be compiled.

This assisted and focused reflection on activity and experience forms an important part of the candidate's learning and should not be regarded simply as a process of validating a candidate's claim to achievement or ensuring sufficiency of evidence.

Descriptions of achievement, formed and recorded in the course of the reviews, enable the reader to judge the candidate's experience and level of ability in various fields, without the need to refer to precise criteria. Only positive examples of achievement should be mentioned, any negative aspects being dealt with in the course of review as a separate agenda.

Reviews may cover a pre-determined agenda related to a personal development plan or be based on an open-ended consideration of past activity. In practice, it is often the case that the original agenda is amended or enlarged in the review process, as a result of analysing past experiences and identifying achievements additional to those initially planned.

A review provides opportunities for discussing a wide range of issues, and time must be allowed for this. Any appearance of haste should be avoided and reviews carried out in an environment in which the candidate can be at ease and encouraged to discuss matters fully.

A profile may cite evidence of achievement in one or any number of areas of activity agreed between the assessor and the candidate.

Statements describing achievement must be written in the review sheets in a way which
- fully informs the reader of the circumstance in which the candidate demonstrated ability
- makes explicit the full range of the skills/knowledge shown
- clearly portrays the level of the candidate's ability at the time.

The profiling process may also incorporate use of the performance criteria of another scheme at any point in the process if their use would aid candidate development or assessment of performance. (Separate scheme approval, registration and applications will be required if this option is used.)

Centres will adopt different approaches in their profiling operations and assessment of achievement may often use a mix of reviewing and criterion-referenced assessment to recognise achievement.

The review/assessment process will also lead to
- the identification by the candidate of any needs for assistance
- revised performance objectives
- re-direction of the candidate's future development
- a forum in which the candidate is encouraged to rehearse self-presentation skills
- an agreement to change the previous focus of assessment and/or the number of abilities to be developed and discussed in the next review.
- claims to achievement

Recording

The outcomes of each review are mutually agreed statements of achievement describing the context and ways in which the candidate achieved. These should be recorded on a review sheet which is signed by both parties as evidence of agreement (see example p22). These statements, and all statements in a Profile of Achievement, should conform with normal English usage. The statements must be made in language which the candidate can use with comfort and so that if they are quoted at a later date, they help the candidate to recall the experience/s which led to them.

Review sheets are provided by the centre, are retained and carried forward to the end of the formative profiling period. (At the summative stage the statements are copied on to the sheets provided by City & Guilds – (see p22). The review sheets contribute to the portfolio of evidence from which the Profile of Achievement is derived and may be checked by the internal verifier. They must be available for the external verifier.

4 Administration

Full information about administration is contained in City & Guilds' *Directory of Assessments and Awards* which is sent to centre co-ordinators. Information is also available in City & Guilds Walled Garden. The details should always be checked with the *Directory*.

The results for the Profile of Achievement are processed throughout the year 'on demand' and registrations last for twenty four months. Centres are therefore encouraged to assess candidates **when they are ready.**

Registration – Form S

All candidates must be registered on Form S before the Profile can be verified.

A centre is invoiced for candidate fees when the Form S is received by City & Guilds. See example of a completed Form S at the end of this book.

Registration is made for the certificate number eg complex 3791-01.

In the example: Mary Murphy has not been issued previously with a unique, lifelong, City & Guilds candidates enrolment number. Therefore the letters ENR were entered on the form. The second candidate already had a candidate enrolment number. As a check to ensure that the details of the enrolment number are correct, the sex and the date of birth have been included.

Registrations are the responsibility of the centre co-ordinator who makes them through City & Guilds *Entries and Results Department*.

When the Form S is received, City & Guilds will supply, for each candidate, two continuation sheets.

'Certification': Claiming the frontsheet
(Profile leads to a 'frontsheet' not a formal certificate)

At least four weeks and not more than twenty four months after candidate registration, centres may claim the frontsheet using Form S. See example of a completed Form S
- The frontsheet is produced by City & Guilds and will include the candidate's name and centre name.
- Internal verifiers will sign the frontsheet and the continuation sheets when they are satisfied the Profile is ready for issuing.

By the time Form S is completed all candidates will have received their unique, lifelong, City & Guilds enrolment number.

No failures should be reported and candidates who are not claiming recognition should not be listed.

It is most important that all the details on Form S are correct to avoid rejections by the Entries and Results Department at City & Guilds. Centres should check that
- the centre name and number are accurate
- the correct complex number and complex name are inserted (3791-01 Profile of Achievement)
- the correct candidate enrolment numbers and details of sex and date of birth are completed. (Do not insert ENR)
- the correct component number – 001 – followed by 'P' has been used
- results are only submitted for candidates who have **registered** for 3791 -01 Profile of Achievement
- Form S is not returned sooner than 4 weeks or later than 24 months after registration.

External verification

An external verifier is appointed to each centre, and is responsible for checking that the profiling process has been carried out in accordance with the principles and procedures in this handbook.

Centres must have available for the external verifier
- all staff responsible for assessment
- completed Profiles (Frontsheets and continuation sheets), which have been checked, agreed and signed by the internal verifier
- review sheets and records of review and standardisation meetings
- candidates' portfolios of evidence.

External verifiers are not responsible for checking each candidate's Profile and evidence: this is the responsibility of the internal verifier.

The role of the external verifier is to ensure that
- internal verifiers follow the assessment specifications published by City & Guilds
- the centre's documentation meets the requirements of City & Guilds
- candidates' achievement records meet the requirements of City & Guilds
- the internal verifier receives prompt, accurate and constructive feedback.

The external verifier will contact the scheme co-ordinator in advance to arrange a visit and suggest an outline programme for this visit. This will include meeting assessors and internal verifiers, and candidates where appropriate.

The external verifier will require to see
- dates and times of the meeting(s) held for internal verification of the scheme
- notes of the proceedings at those meetings
- notes of who assessed each candidate
- plan for future monitoring of these assessors' work.

A report on the visit will be made to City & Guilds and a copy sent for information to the centre.

City & Guilds may also require centres to submit, by post, evidence of candidate achievement for inspection.

5 Review sheets

Suggested format

Candidate's name   Date

Main activities

Profile areas covered

Skills identified

Examples of achievement

Agenda for next review

Signed:

Candidate   Supervisor

Review sheet (sample)

Candidate's name   Date

Pauline James   7/1/04

Main activities

Off the job training

Profile areas covered

Communications – Numeracy – Problem Solving – Personal Skills –
Information Technology.

Skills identified

Speaking and listening, Writing, Reading, Numeracy, Problem Solving,
Information Technology, Personal Skills.

Examples of achievement

Followed introduction to word processing, took notes using with
word processor.

Coped with introduction to programme and adapted to new routine.
Followed Health and Safety at Work course.

Took photographs of the group, organised supply of copies, arranged
payments.

Agenda for next review

Prepare for work placement, observe own position in work placement
eg working with others – responsibility – safety – equipment used.

Signed:

Candidate   *Rex Yates*   Supervisor   *Mike Veavey*

6 Summative Profile sheets

Writing the Summary of Experience

These form the main statement of the candidate's achievements. The centre may type or print the examples on the Continuation Sheets supplied on registration.

- 'Summary of Experience' and the candidate's name should be written at the top of the Continuation Sheets
- the examples of achievement should be grouped under area titles (see below). Be aware of presentation and allow sufficient space for reporting in each area
- the examples should be drawn from the evidence recorded during review sessions, and should be supported by other items in the portfolio of evidence
- avoid subjective statements, for example 'satisfactory' and 'very good'. Use objective statements of a candidate's actual achievements, agreed between candidate and assessor
- avoid a negative tone – the Profile reports on positive achievement
- use past tense and first person to make a personalised Summary of Experience, eg 'I did', 'I have', to show candidate involvement
- ensure that the wording in the Profile is understood by the candidate and that he/she can respond to it with little or no hesitation
- avoid repetition and duplication – each candidate should have individualised and varied examples of achievement
- take care over spellings, punctuation, grammar, etc.
- do not use correction fluid

Headings for the Summary of Experience

There are no rules about which headings, categories or contexts may be profiled. Subject to agreement by the external verifier a centre may use whichever headings are appropriate to its context. Sub headings may be used if their use clarifies the interpretation of the Profile by a reader.

The following list of headings provides some examples of possible contexts:

Communication Skills
   This might be subdivided into Literacy and Oral Skills, or these could be headings in their own right.

Numeracy

Social Skills
   This might include working in groups, formal/informal situations

Management Skills
   This might be subdivided into Personnel, Materials and Finance

Sporting Achievements

Health and Safety Practices

Caring for Other People

Word processing and Computer Programming

Practical skills such as Bricklaying, Painting and decorating, cooking, conservation activities etc

Art/Craft activities

Examples of profiling contexts

Adult Basic Education – Example 1

Although there are various schemes specifically designed with adult basic education in mind, it is not possible to use these schemes with all students. There are frequently students who would be unable to obtain an Entry Level certificate in a reasonable time scale. Such students might do a Profile of Achievement either as a 'half way house', or as an end in itself. Some students who are capable of doing another certificate may choose to do a Profile of Achievement because the profile can be tailored to their exact needs and interests. The Profile of Achievement does not operate at any particular level and can be used to profile any achievement, the level of activity being made clear in the *Summary of Experience* and in the Portfolio of Evidence.

An example of a Profile for a student with very limited educational attainment is given as **Example 1**. This is an example of a case where to use exactly the candidate's own words in the Summary of Experience may be difficult. In this case the Summary of Experience would be written by the Assessor or tutor with the candidate present and adhering as closely as possible to the candidate's manner of speech.

Pre Employment Courses – Example 2

Sample 2 is a profile developed during a Return to Work course for women. Such a profile may show a very high level of skills and education.Its main purpose is to show that the candidate in question has updated her skills and experience after being away from work whilst raising a family. For candidates such as this an accompanying endorsed CV is likely to be useful.

A similar profile might be developed by a young person on a vocational training course. Such profiles can be used to demonstrate possession of both Key Skills and specific vocational skills, such as manufacturing experience.

Full Time Development Courses – Example 3

A popular use of the Profile of Achievement is to provide evidence of personal development. A Profile of Achievement might be awarded after a long adventure training course. A similar but possibly less closely supervised context might be to provide evidence of skills obtained during a long voluntary work project. The Profile can be used effectively to 'plug gaps' in accreditation where skills are developed which are not covered by the candidate's main assessment track.

Summary of experience – Example one

Communication Skills

a Literacy

During the last year I have developed my reading and writing a lot. I can now read most of the signs I am likely to see in the street or in a shop. I can write a simple note such as a note to the milk man. I can sign a cheque provided the shop can print the main part of it. I can also fill in a form with my personal details but I might need a bit of help with harder forms. When I started my Basic Skills course I could not do any of these things very well.

b Oral skills

During my time at Lockhurst College I have learnt to make enquiries by phone. I can find out when a shop will be open, ask for train times and things like that. I can also answer the phone and say who is speaking and then take a simple message. I can also do all of these things in person and can cope with visiting a strange place.

Numeracy

During the year I have learned to add up three numbers up to 100. I can do simple take away sums. I can also add two prices together. As well as this I can now understand times using the twenty four hour clock.

Social skills

While at college I learnt how to get along with the people in my class, how to wait for my turn and how to help other people. I can make coffee for all the class, making sure they get the right milk and sugar. I now always come to class in proper clean clothes and keep myself tidy. I have learnt how important this is.

Family and parenting skills

I have been attending parenting classes in the evening. My tutor says that I have come on a lot. I understand how important it is to spend time talking to my baby. I now feel much more confident about looking after her properly. We will go to a mother and toddler group soon and I will go on learning to be a better parent.

Points to note:

This profile would probably not be written by the candidate but has been put together by the assessor and the candidate getting as close as possible to the candidate's manner of speech but keeping grammar, etc. acceptable. Although the level of attainment is low, negative phrases have been avoided if possible. The Parenting Skills achievements would be likely to be supported by a witness statement.

Summary of experience – Example two

Previous experience
This profile is supported by a CV outlining my full career. I undertook the profile to demonstrate that not only do I still have the skills I possessed before I took time off to raise my family but that I have developed them considerably.

Information Technology
I took Pitman's typing exams when I was at school. Using my home computer I have taught myself Word Processing and Desktop Publishing to approximately level three. My computer has Windows 95 but I have used other people's systems without difficulty. I feel confident about performing any common task using a computer, given a short time for familiarisation.

Office skills/Materials management
I have recently started to assist my husband in running his business. I have been working for him for about ten hours per week for the last year. This has enabled me to become familiar with the running of a modern office. Although we have a typist in the office three days a week she was not responsible for ordering materials or maintaining the accounts. I have been able to develop and update my experience in this direction as my husband was finding that he had insufficient time to do this properly.

Accounting
I attended a course for three weeks at Lockhurst College to update my old book keeping qualification. I now feel confident at handling a modern small account, including computer-held accounts.

Personal management
For the last two years I have worked one day a week in the local Oxfam shop. I have also attended Lockhurst College's Return to Work course. I have combined this with bringing up my two children in addition to the other things outlined in this profile. I now feel confident that I can manage my time and commitments and cope well with a job up to thirty hours per week

Points to note:
This profile would be supported by a CV enclosed within the profile folder. Most of the candidate's qualifications would be evident from her CV and would be supported by her original certificates.

The aim of the profile is to show that she has updated her skills. Her tutor/assessor on her Return to Work course would have needed to have obtained witness statements and/or observed her using the skills she says she has. The candidate's husband would not be an appropriate witness! The assessor would either have had to be the witness in person or to have obtained a statement from a reliable independent third party. Some of her evidence, eg the IT work, could be used as real evidence in terms of hard copy print-out .

Summary of experience – Example three

Communication skills

During the Overseas Project I often had to discuss building plans and blueprints with other team members and how and when I thought they might be able to complete their part of the programme. This entailed negotiating different starting times and the allocation of those with special skills to particular jobs.

On the first residential I had to draw a plan of my life experiences to date and then present it to the other members of the group. It was a starting point and gave me the opportunity to speak as well as to listen to others presenting their experiences.

On several occasions, I explained areas of map reading and compass work to team members who were experiencing difficulties in understanding this area. Additionally, communication played an extremely important role during my community placements which involved working with elderly people in a nursing home and working at a school, with children with learning difficulties.

Numeracy

On our UK Project I took responsibility for the food budget and had to manage large sums of money, making sure we were not over budget yet buying suitable and sufficient food for five during the two weeks.

On work experience at – I calculated the total times on clock cards and timesheets for 30 employees and worked out wage payments at the different hourly rates.

Assuming responsibility

On a five day walking expedition in the Spanish mountains I took charge of the navigation, ensuring that we arrived safely at each destination and in plenty of time before nightfall.

I took responsibility for looking after the equipment that was being used to redecorate a community centre in Germany for my overseas project. I ensured that the brushes and rollers were cleaned every night and that when we had finished the equipment had been put away properly and safely.

Obtaining information

During an off the job training session at the local centre I volunteered to find out the opening times and entrance fees for a museum trip being organised by the trainees. I located the museum's telephone number using the Yellow Pages, phoned the museum and made a written record of the information required by the trip organisers.

Prior to our overseas trip I researched information on the internet regarding the laws, customs and language of Spain and in particular the region that we were about to visit.

Using equipment
I regularly used wordprocessor, fax, printer and photocopier during my two weeks work experience in the college office and as part of my project work for my Vocational GCSE in Travel and Tourism.

Problem solving
On work experience I solved the problem of how to ensure that posts were vertical and rails horizontal by using a spirit level. I wore suitable clothing to solve the problem of possible damage when painting the fence.

Assessing own results
I checked the finish on the windows which I had painted at the community centre and decided that in future I could get a neater finish and better coverage by using a smaller brush for the glazing bars.

When I looked at the table of results in my report on enzyme activity levels at various temperatures and pH I decided that the information would be better presented as a graph.

Safety
When working under cars in the garage I always ensure that stands are used instead of relying on the jack. Whenever I have to lift, I use correct lifting techniques or ask for assistance if the load is too heavy or awkward.

I drew attention to the condition of the tyres on the mini-bus and suggested that I should get them checked for tread depth and possible damage before the group took the bus out again.

Working with others
While training for catering at the Moor centre it was my turn on the 'break time tea making rota' to ask each trainee and staff members which hot drink they would like. I correctly recorded each persons' preference on a sheet of paper and ensured the correct drinks were ready by the time the break started.

Points to note:
This is an example of a profile produced during a development course. It is supported by a CV. Care would need to be taken to reduce the size of the text to fit it on to the two sheets of paper supplied. Using the back of the paper should be avoided if possible but may be resorted to if the only alternative is to make the text too small. The profile would be supported by a log book, witness statements, photographs and real evidence in the form of documents.

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Appendix A
Form S

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

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

Centre number: 0 0 0 0 1
Sub: [ ]

Award number: 3 7 9 1 0 1

Award title: PROFILE OF ACHIEVEMENT

Centre name: NAME HERE

Phone number: 020 7-- ----
Centre contact name: MR. PATEL

Syllabus code: - -
Purchase order number or customer reference: - - - - - - - - - - -

Tick **one of** these boxes:
Named registration ✓
Results ✓
Dated examination ✓ - / - Month

Block registration ✓ -
Number of registrations needed

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

Enrolment	Candidate name	Sex	Date of birth	Ethnic code	Particular requirements	Funding code	Duplicate to above
E N R	M A R Y M U R P H Y N A M E	M/F	DD MM YY	see o/leaf			
Z H Q 9 9 9	R E X D Y A T E S N A M E	M/F 07 05 86		see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			
E N R	C A N D I D A T E N A M E	M/F	DD MM YY	see o/leaf			

(Note: first candidate row shows Sex M/F with FF, Date 22 02 84)

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

Your signature: .... Page .... of .... Date: ___ / _ / 04 Counter signature (if needed) ....
Send the top copy to City & Guilds. Keep the second copy for your own records.

FR-00-3209
ST4937 F40030565 04/02 Version 2

Form S