

The Individual Profile in Active Citizenship

Centre Guide

Delivery and Induction



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 which offers land-based qualifications and membership services. 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

The Individual Profile in Active Citizenship

Centre Guide



www.cityandguilds.com
December 2006
Version 1.0

This page is intentionally blank

Contents

1	Introduction	5
2	About the Profile	6
	What is the Individual Profile in Active Citizenship?	6
	Why has the profile been developed?	6
	Who is the profile for?	7
	Funding for the profile	7
3	Centre and Resource Requirements	8
	How can I become a centre to deliver this Profile?	8
	Who can deliver the Profile?	9
	Core values and attributes	11
	Registration and certification	11
	Claiming recognition of achievement	11
	Methods of delivering the profile	11
4	The process for completing the Individual Profile in Active Citizenship	13
5	Starting the journey	14
6	Recording the journey	17
Appendix 1	Form 1 Initial Meeting Record	19
Appendix 2	Form 2 Initial Rationale for Choice of Optional Units	21
Appendix 3	Form 3 Action Plan	23
Appendix 4	Form 4 Monitoring Progress and Action Plan Review	33
Appendix 5	A Map of The Journey	45
	For your notes	47

This page is intentionally blank

1 Introduction

This guidance document is intended to support those who are involved in the delivery of the Individual Profile in Active Citizenship. It is aimed at staff working in City & Guilds assessment centres as well as others working with learners on this profile.

This document will be useful to you, therefore, if you work in a centre approved to offer the award and act as an assessor or tutor, or if you work alongside a candidate within a community context and are acting as a mentor or are otherwise supporting someone as they work through this award.

2 About the Profile

What is the Individual Profile in Active Citizenship?

The Individual Profile in Active Citizenship offers people an opportunity to explore a number of issues or themes relevant to modern communities. It is not, therefore, a 'qualification' because it does not seek to assess individuals against a set of pre-determined criteria or competences, nor does it qualify people to do a particular job or undertake a particular role.

The award is intended to encourage learners to explore aspects of their own communities, to ask questions and to consider ways in which they, as citizens, can make a difference to their own lives and the lives of others in their communities— whether that be a geographical community or a community of interest.

The profile explores the notion of community and seeks to celebrate diversity, asking learners to look at issues from a variety of perspectives.

The outcome for the learner is not a traditional certificate. The award is about tracing the path of a journey for the learner – starting from their own perspective and ending when they feel they have achieved their own personal goals. The end result is a 'profile of achievement' which documents the activities the learner has undertaken and the progress they have made in their chosen themes. Effectively, each learner will walk away with an individualised account of their experience of this award. They will also have a portfolio of work and records which show how they have explored their chosen themes and how they personally feel they have grown since commencing the journey.

Why has the profile been developed?

The Profile has been based on the community work undertaken over a number of years in Salford, Manchester, Liverpool and Yorkshire by **Proud City**. Developmental prototypes in the heart of communities led it to design a personal focus, distance-travelled model that is different from any other qualification.

Proud City is a social enterprise and the first centre for the City & Guilds Individual Profile in Active Citizenship (iPAC). Their pedigree of relevant experience has influenced and helped shape content for Take Part- a government initiative for active citizenship. Proud City has worked closely with City & Guilds to develop the journey travelled approach, to identify values, responsibilities and to ensure the integration of a reflective learning process.

The iPAC process encourages new ideas, which has taken their team into developing a creative partnership with a National Centre for Active Citizenship (www.ProudCity.org) where active citizens and group agencies can share experiences and knowledge in the quest to build a better future.

City & Guilds has worked alongside Proud City to create the profile which has the following aims:

- to encourage individuals to participate actively in and contribute to their local communities
- to recognise the value of individual participation in and contributions to communities
- to encourage individuals to recognise and accept their responsibilities as citizens
- to enable individuals to realise that they can make a difference and have an impact on their communities and society as a whole
- to celebrate difference and to open minds

- to support the creation of cohesive and stable communities
- to increase knowledge and understanding of how communities function and are governed
- to support individuals to increase their confidence, to challenge and question in a reasoned and democratic way.

All of these aims support the work of the government's Active Communities Unit, the schools' agenda for promoting citizenship amongst young people and innumerable regeneration initiatives which are active across all four nations of the UK.

The profile has relevance for all communities, irrespective of location, economic situation, size of population or ethnic or social mix. We are all citizens and members of communities, and all communities benefit from the interest and active support of their members.

We acknowledge Michael Felse for his work at Proud City. His grassroots knowledge and experience have yielded a vision of ensuring every citizen has the skills to take part in building his or her community.

We acknowledge Trevor Burchick for his continuing support and contribution in the development of iPAC.

Who is the profile for?

Anyone. Everyone. There is no upper age limit (although it is not recommended for anyone under the age of 16), no requirement for previous academic or educational achievement and no need for an onerous course of academic study.

Learners for the profile are likely to be individuals who

- are not actively involved but would like to find out more about their community
- are already involved in some aspect of community activity and would like to become more effective
- have an interest in a particular issue or group and would like to find out how to become more involved
- would like to understand more about how communities work
- would like to make a difference.

Funding for the profile

Funding will be available from a variety of sources. Regular updates will be provided.

3 Centre and Resource Requirements

How can I become a centre to deliver this Profile?

Any organisation with an interest in community development and active participation may become a centre to deliver the profile.

You will have to undergo a process of centre and award approval with City & Guilds. Details of how to become a City & Guilds centre are published in '*Providing City & Guilds Qualifications – a guide to centre and scheme approval*', which is available to download free of charge from the City & Guilds website on www.cityandguilds.com

If you are a small organisation that wishes to get involved with this profile you may prefer to explore the possibility of working within an approved assessment centre rather than going it alone. You do not need to be a college of further education, a training or educational establishment to deliver this award, but you do need to be able to demonstrate that you

- have sufficient resources – both physical and human, to enable learners to access the full range of knowledge and experience detailed in the themes and units of the profile
- have staff who are appropriately qualified and experienced to deliver all aspects of the knowledge and experience detailed in the themes and units of the profile
- have staff who are appropriately qualified and experienced to work with learners in
 - setting targets and planning how to achieve them
 - monitoring progress
 - providing advice and support on the achievement of targets
 - determining whether learners have achieved their targets and establishing with them the quality of their experience of the journey
 - action planning and providing guidance on where to go next
- can provide appropriate induction for learners
- have in place appropriate quality assurance procedures to verify that candidates are receiving sufficient support and guidance, and that decisions regarding progress and achievement are made fairly, objectively and equitably
- have in place an appropriate equal opportunities policy
- have in place appropriate health and safety procedures and policies
- have in place the necessary administrative resources to ensure adequate and timely communication with city & guilds
- have in place appropriate, auditable and secure record keeping facilities and processes, to enable the tracking of candidates and record their progress through the journey of the profile
- have policies and procedures in place to ensure confidentiality and compliance with data protection requirements.

External Quality Assurance

City & Guilds will appoint an External Verifier to each approved centre. The role of the external verifier is to:

- ensure the quality and consistency of centres' delivery, support and methodology to provide a meaningful learning experience and record of achievement for each learner
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide advice and support to centre staff
- provide feedback to centres and to City & Guilds

Who can deliver the Profile?

As an approved centre, you will need to show that you have in place people who can undertake particular activities in relation to the delivery of this award. These activities, or roles, fall into three broad areas of responsibility, each of which has its own particular requirements for skills and experience. However, this does not preclude the possibility that one single individual may be able to undertake all three activities with a learner. This is dependent upon the nature of your organisation, the experience of your staff and the position of the learner.

The three activities/roles are:

Tutor/coordinator

Responsible for providing or facilitating the 'input' for the award. This may involve some formal teaching and will undoubtedly involve the facilitation of group discussions and activities, and providing opportunities for candidates to meet community representatives and explore and research community issues.

The tutor/coordinator may hold a recognised qualification in teaching or training – for example, the City & Guilds Adult and Further Education Teaching Certificate, or equivalent. However, this is not mandatory. Tutor/coordinators must be able to demonstrate that they have

- communication skills
- experience of delivering material to groups of people
- presentation skills
- facilitation skills
- experience and knowledge of community groups and issues, whether in a formal or informal, paid or unpaid capacity

Tutors/coordinators may be (although this list is not exhaustive)

- teachers
- FE/tutors/lecturers
- community group leaders or workers
- trainers or consultants
- community development workers
- youth leaders

Mentor

Responsible for the ongoing/informal support of the candidate throughout the profile. This is likely to involve supporting the candidate in undertaking research and working towards targets they have set. They may be required to provide advice and guidance regarding how to go about particular activities and whether the learner is making appropriate choices about their targets.

The mentor may hold a recognised qualification in coaching and mentoring, team leading or supervision or equivalent. Qualifications are not mandatory, but mentors must be able to demonstrate that they

- can listen effectively
- can communicate on a one to one basis
- can support the learning of other people
- have an interest in active citizenship
- are self-motivated and proactive
- provide a positive role model for others
- are available to the candidate to provide support and guidance in relation to their work on this profile
- are aware of the aims, issues and broad content of the award.

Individuals acting as mentors may be remote from the centre delivering the award, and are likely to be involved with the candidate in a relationship beyond the award itself, in a formal or informal capacity. The mentor may be

- a work colleague
- a manager or team leader/supervisor
- an individual involved in a local community group
- a friend or relative of the candidate who has relevant knowledge and experience of communities and community involvement either through their own employment (teacher, social worker, police officer, local councillor, health worker etc.) or through their own activities as an active citizen (member of a local group; neighbourhood warden; part of a faith community or community of interest).

The approved centre is responsible for ensuring that each candidate has access to an appropriate mentor and must ensure that the individual concerned is willing to undertake the role. If the mentor does not work directly for the centre, then the centre must ensure that s/he is fully briefed regarding their responsibilities and that there are sufficient opportunities for contact and discussion between tutors, mentors and assessors as necessary.

Individuals acting as mentors may wish to use this as an opportunity for self-development by progressing onto a recognised qualification.

Assessor

Responsible for the setting, monitoring and review of targets and for final decisions and recording of achievement.

Ideally, assessors will have a recognised qualification relating to assessment eg D32/D33/A1, the City & Guilds Adult & FE Teachers Certificate, or equivalent. However, these are not mandatory requirements. Assessors must be able to demonstrate that they

- have experience in action planning and target setting
- can work with individuals to monitor progress against targets
- can support individuals to assess their own development and understand how to adjust targets as necessary
- are able to make objective judgements based on evidence about the achievement of targets
- can provide positive feedback to individuals regarding their progress and achievements.

Individuals acting as assessors may be

- Line managers
- Team leaders
- Community group leaders
- FE tutors
- Teachers
- Trainers or consultants
- Coach/mentors

Centres must take responsibility for ensuring that, where these activities are divided between different people, there is adequate communication between them throughout the progress of the award.

Core values and attributes

All individuals involved in the delivery of the award and the support of candidates are expected to demonstrate that they can

- show genuine concern for learners to help build up effective working relationships
- influence learners towards developing greater autonomy and making their own decisions
- positively reinforce learners' successes to encourage them to be more proactive and take more initiative
- encourage learners to think through issues and come up with ideas
- demonstrate that the learners' development is important
- adopt a participative approach that involves learners at all stages
- give attention to learners' development needs and explore ways to develop them together
- encourage learners to explore and expand the boundaries and limits of their abilities, presenting new challenges and setting challenging goals
- emphasise the importance of teamwork and mutual support within networks.

Registration and certification

Each learner undertaking the Profile should be registered with City & Guilds via a centre approved to offer the Profile. Learners should be registered with City & Guilds using Form S (tick named registration).

Registrations will last for three years, or until the end date of the Profile, whichever is sooner.

Please check the *Directory catalogue of qualifications* for the latest information on length of registration and the last registration and certification dates.

Claiming recognition of achievement

Centres can apply for certification of the profile as a whole, or for individual units or groups of units within it, once they are satisfied that a learner has met the agreed targets and achieved according to their stated aims. Certificates can be claimed from City & Guilds using Form S (tick results entry), indicating the units completed with 'P' beside each unit number. Certificates can only be claimed subject to the ongoing and successful monitoring of the centre by a City & Guilds External Verifier.

Full details of administration processes and regulations are provided in the City & Guilds '*Directory of Awards*.'

Methods of delivering the profile

City & Guilds recommends flexibility in the approach to delivering the Profile. Methods of delivery will depend entirely upon the circumstances of the centre and the individuals undertaking the profile.

However, some key points should be borne in mind when developing approaches to delivery.

Induction

It is important that individuals undertaking the profile are fully aware of what to expect from it. Centres should emphasise the purpose of the profile – and that it is not a traditional 'qualification'. Candidates should be clear as to their responsibility for their own development throughout this award and that the end result will be very much dependent upon the decisions they make as they work through it. Centres should explain the notion of 'distance travelled' as it relates to this award, and candidates should have some briefing with regard to their target setting and aspirations for the programme.

Centres should provide each learner with an induction pack which should include the following information:

- a how to use the pack
- b roles within the centre and programme

- c candidates' rights, appeals, complaints and equal opportunities
- d candidates responsibilities i.e. health and safety – confidentiality and data protection – acknowledgement of source material – looking after own profile – meeting with their tutor/mentor
- e the Journey – what to expect and how it will happen
- f full guidance regarding the use of images of minors and vulnerable adults.

Input

There is no requirement for classroom style delivery of this award. However, there is certainly benefit to be gained, for all those involved, from group discussions and the sharing of ideas. Each individual will have their own ideas as to how deeply they wish to explore the themes as they work through the programme. A general discussion and airing of ideas will be sufficient in some areas, whereas in others, individuals may wish to pursue research and produce evidence of the work they have undertaken – whether that be in the form of a final project, a community action/activity or some other record of their journey.

Underpinning knowledge

Linking to the above, centres should be able to provide learners with access to knowledge which will support their research and exploration of ideas. For example, for issues relating to the law and the rights of individuals in relation to it (including civil and democratic rights), centres may wish to provide information to learners to support the development of their ideas and understanding. At the very least, centres should give guidance to learners regarding the sources of relevant information and knowledge. In addition, centres should be able to help learners establish the extent to which they wish to explore background information to support their intended aims. It is helpful for learners to understand *how much* they need to know – otherwise, they may become bogged down in detail which will prevent their progress towards their aims and destinations. Whilst encouraging learners to develop their own interests and follow up on issues which inspire them, centres should ensure that aims and destinations are borne in mind and that learners are clear on how they intend to reach them.

4 The process for completing the Individual Profile in Active Citizenship

Learners can complete any number of units within the profile to receive Certificates of Unit Credit. To achieve the full 'Individual Profile in Active Citizenship' they will have to complete a total of 10 units. The order in which these are completed and the time taken to complete them will be decided as part of the target setting process between the assessor and the learner. There is no requirement that a learner should start at Theme 1, Unit 1 and work through the award as it is presented in the learner's guide. Rather, centre staff and the learner should be linking themes and units to the learner's own ideas about their aims and goals and jointly make choices about the best ways to approach them, depending upon what the learner is seeking to achieve.

The first stage of target setting should take place at the very beginning of the learner's journey. Assessors should support the learner to formulate an overall aim, or destination, for the programme. An overall destination may be related to activities in which the learner is already involved in the community, or they may be focussing on plans for the learner to become involved in the future or to develop themselves in a particular area. The overall destination does not have to be directly related to the content of the units, but is briefly recorded on form 1 Initial Meeting Record.

Assessors and learners should then work together to determine the best choice of units to support the achievement of the overall destination. The units chosen do not have to relate directly to the overall destination, but could support it in some way by enhancing the learner's knowledge of a particular area or by providing a specific opportunity for self-development or involvement.

Learners will then embark on their journey through the units. How this is undertaken is to be determined by the needs and expectations of the delivering centre and its learners. Ideally, delivery will include opportunities for group learning, although distance and open learning may also be appropriate. Where learners are working alone for the bulk of the programme, it is recommended that centres do provide some opportunity for discussion with others, even if this is web-based.

5 The journey

The principle behind the profile is one of collaborative experiential learning. Learners are encouraged to assist in the designing of their journey, the choice of units and the identification and evaluation of actions chosen to further their knowledge, skills and confidence.

Learners and Assessors will follow a series of steps (described below) to capture and record the learner's journey. This involves a flexible approach as each learner's journey will be different. Before the journey starts there will be an initial meeting followed by reviews during the journey. It is possible that a learner will decide that they wish to move in a different direction and change their overall destination, this is acceptable. Assessors should discuss this thoroughly with the learner and record what the changes are and why they have been made. Any changes in direction that the learner would like to make should be carefully considered as too many changes will prevent them from being able to focus and move forward.

The reviews are an opportunity for assessors and learners to establish what progress has been made so far and to consider any changes to the plan that the learner would like to make.

At the end of the journey there will be a final review between the assessor and the learner. The whole journey should be discussed including what has been learnt and achieved. The outcomes of the discussion will be recorded. This is also an opportunity for the learner to consider an action plan for the future, which, although outside of the Profile, helps to underline the fact that the end of the Profile is also a new beginning for the individual as an active citizen.

A map of the journey is illustrated in Appendix 5

Step one

Step one is designed to

- benchmark where the learner feels they are at the beginning of the learning process
- set goals in areas where they would like to improve
- lay out a specific project plan or course of action that develops their learning
- catalogue the knowledge, skills and networks that they would like to or are in the process of developing for themselves.

Step two

Step two identifies the rationale for the choice of optional units

- assessors will assist the learner in making suitable option choices to support their identified journey
- assessors will need to circle the one chosen optional unit from each theme
- explain the inclusion of a particular unit in relation to the overall journey.

Step three

Step three identifies actions and outcomes that can be recorded during the journey

- learners may wish to spend some time identifying suitable routes and resources before meeting with the assessor to plan specific actions
- the assessors' role is to identify with the learner actions that can result in evidence for their portfolio
- assessors' guidance needs to take account of the learners' identified needs and or wide range of evidence sources that can be utilised, i.e. witness testimony, observations, visits, photographic, audio or video evidence, product evidence i.e. minutes of meetings, news clippings of events
- once identified they should be recorded and the learner encouraged to use cross referencing to assist identification of evidence against units within their portfolio.

Assessors Action Planning Tips

Aims and Purpose	<ul style="list-style-type: none">• What would you like to achieve on this journey?• Which units are you going to cover?• What contexts and activities are you going to use?
Starting points	<ul style="list-style-type: none">• What citizenship knowledge, understanding and skills do you already have?
Unit objectives	<ul style="list-style-type: none">• Which units are you aiming at here?• What are the underpinning knowledge, understanding and skills required for each of these units?• How are you going to develop that knowledge, understanding and skills?
Recognition of learning	<ul style="list-style-type: none">• How will you identify what you have learnt during the activity?• What sort of evidence of learning might be generated?

Step four

- Step four is the recording of the journey itself, monitoring, reviewing progress and identifying experiential learning and finally confirming completion.
- This section includes “Postcard from the Journey”. This should be a brief record of learners’ reflections on the process and their learning to date.
- This is designed to capture the personal thoughts and feelings of the learner in relation to the ongoing journey.
- This section can also be used to confirm completion of the planned journey and future directions that the learner may wish to follow.

Assessors’ Tips

In completing the ‘Postcards from the Journey’ section the following questions can be asked to foster learners’ reflection.

-
- How have you learnt from others?
 - What have you learnt about yourself?
 - What has been good and bad about your journey so far?
 - How have you applied your knowledge and skills?
 - What would you do differently?
 - What changes have taken place in your understanding?
 - How has your view of yourself changed?
 - How have you used your network?
 - Is all your learning covered by evidence?
 - What connections or linkages have emerged during your journey?
 - Where will your journey take you next?

6 Recording the journey

The following recording forms provided for each step aims to support assessors to capture the learner's journey and provide evidence of the process followed. These forms can be photocopied as many times as needed.

Centres may choose to devise their own forms, or to adapt the ones provided. This is permissible, provided that the new or adapted forms enable the assessor and learner to capture discussions and to record how support is being offered and what progress is being made.

Centres and learners are encouraged to use the forms as creatively as is appropriate. These forms are intended to be used to actively record the journey for each learner. Comments from both learner and assessor are invited, from before the journey starts to the end of the journey.

Centre staff need to be aware that these forms will be used by the External Verifier for quality assurance purposes. External Verifiers will be seeking to ensure that the review and support processes in place within the centre are sufficient to enable the learner to progress to their chosen aims. They will be looking for evidence of the quality of the experience for the learner. All forms should be signed and dated by the assessor and the learner to assist with the audit trail as part of the external verification process.

Form 1 Initial Meeting Record

Use this form for **step one** to identify factors that will assist learners on their journey

Form 2 Initial Rationale for Choice of Optional Units

Use this form for **step two** to identify the rationale of optional units

Form 3 Action Plan

Use this form for **step three** to identify actions and outcomes that can be recorded during the journey

Form 4 Monitoring progress and action plan review

Use this form to monitor progress and ongoing review of the action plan, optional unit choice and conclusion of the programme

Note

Assessors are reminded that form 3 does not need to be completed at the same time as either form 1 or form 2.

Forms 2, 3 and 4 are used during reviews and at the end of the journey as appropriate

This page is intentionally blank

Appendix 1 Form 1 Initial Meeting Record

Summary of learner

1 past experiences of community involvement

2 areas of interest

3 relevant personal history

4 experience related to themes

5 personal strengths

6 areas for development

Brief Summary of the learner's Journey

Assessors' Name

Centre No.

Learners' Name

Learners' No

This page is intentionally blank

Appendix 2 Form 2 Initial Rationale for Choice of Optional Units

	Units	Select by ticking at least one unit from each theme	Rationale for choice
Theme 2 Taking up a challenge	1	Public Health	
	2	Community safety and security	
	3	Improving the environment	
	4	Learning, education and employment	
	5	Encouraging sustainability	
	6	Live the action (Local initiative)	
Theme 3 Celebrating difference	1	Bridging the gap between generations	
	2	Respecting diversity, beliefs and cultures	
	3	Disability and society	
	4	Exploring alternative lifestyles	
Theme 4 Participating in a responsible society	1	Discovering the decision makers	
	2	Participating in organisations	
	3	Understanding local governance	
	4	Developing co-operation and trust	
Theme 5 Heart and mind decisions	1	Rights and responsibilities	
	2	Extending social inclusion	
	3	Building better relationships	
	4	Making a difference	

Candidate signature:

Assessor signature:

Date:

This page is intentionally blank

Appendix 3 Form 3 Action Plan

Theme 1

Your community

Compulsory Units	Activities/Goals	Evidenced	Evidence No.	Date for completion
1				
2				
3				
4				

Complete all four units in theme 1

Candidate signature:

Assessor signature:

Date:

This page is intentionally blank

Form 3 Action Plan

Theme 2 Taking up a challenge

Units	Activities/Goals	Evidenced	Evidence No.	Date for completion
1				
2				
3				
4				
5				
6				
Compulsory Units				
7				
8				

Candidate signature:

Assessor signature:

Date:

This page is intentionally blank

Form 3 Action Plan

Theme 3 Celebrating difference

Units	Activities/Goals	Evidenced	Evidence No.	Date for completion
1				
2				
3				
4				

Candidate signature:

Assessor signature:

Date:

This page is intentionally blank

Form 3 Action Plan

Theme 4 Participating in a responsible society

Units	Activities/Goals	Evidenced	Evidence No.	Date for completion
1				
2				
3				
4				

Candidate signature:

Assessor signature:

Date:

This page is intentionally blank

Form 3 Action Plan

Theme 5 Heart and mind decisions

Units	Activities/Goals	Evidenced	Evidence No.	Date for completion
1				
2				
3				
4				

Candidate signature:

Assessor signature:

Date:

This page is intentionally blank

Appendix 4 Form 4 Monitoring Progress and Action Plan Review

Theme 1

Your Community

Compulsory Units	Progress review	Postcard from Journey	Date
1			
2			
3			
4			

This page is intentionally blank

Form 4 Monitoring Progress and Action Plan Review

Theme 2 Taking up a challenge

Units	Progress review	Postcard from Journey	Date
1			
2			
3			
4			

This page is intentionally blank

Form 4 Monitoring Progress and Action Plan Review

Theme 2 continued

Units	Progress review	Postcard from Journey	Date
5			
6			
Compulsory units			
7			
8			

This page is intentionally blank

Form 4 Monitoring Progress and Action Plan Review

Theme 3 Celebrating difference

Units	Progression Review	Postcard from Journey	Date
1			
2			
3			
4			

This page is intentionally blank

Form 4 Monitoring Progress and Action Plan Review

Theme 4 Participating in a responsible society

Units	Progression Review	Postcard from Journey	Date
1			
2			
3			
4			

This page is intentionally blank

Form 4 Monitoring Progress and Action Plan Review

Theme 5 Heart and Mind decisions

Units	Progression Review	Postcard from Journey	Date
1			
2			
3			
4			

Candidate signature:

Assessor signature:

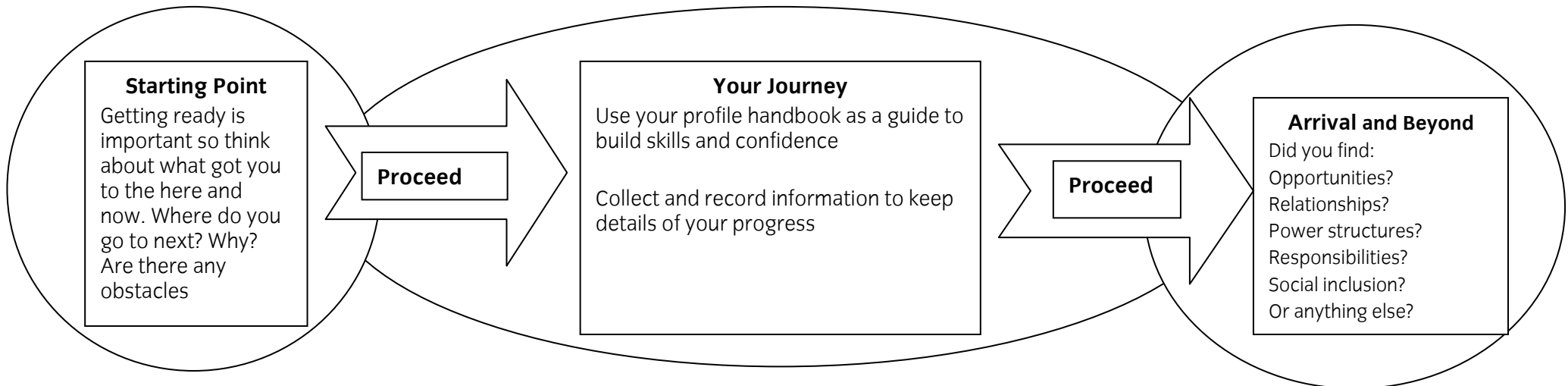
Date:

This page is intentionally blank

Appendix 5 A Map of The Journey

How the Individual Profile in Active Citizenship works

Before Your Journey		During Your Journey	After Your Journey
Your Starting Point	→ Your Target Destination	→ Progress and Monitoring	→ Evaluation and Conclusion
What are you already doing? Who can help you along the way? Where will this journey take you?	Making choices, setting what you want to achieve and any goals you have	Use the Interim Review to look at how far you have travelled and to consider any changes you need to make	Using the Final Review, you will look at what happened. This is the summary of your learning and discovery.



Sketch your guide map by thinking about what you want to achieve and the things that help you to succeed

You can include listing your past experience and skills as these will help you call upon them whenever needed

What do you want to do?

Where is your starting point?

This page is intentionally blank

For your notes

This page is intentionally blank

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2468
F +44 (0)20 7294 2400
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training

EN-00-3592