**Marking Guideline for Assessors and Internal Verifiers**

**The House Project Programme**

|  |  |
| --- | --- |
| **Application and Interview** | **HPP wording** |
| **Candidate work product evidence Attached to online folio:**  PC1 Completed application.  PC2 Personal statement or letter.  PC3 Three facts about the organisation.  PC4 Three questions that may be asked at interview and prepared responses.  **Assessor Direct Observation of:**  PC5 Participating in an interview.  PC6 Dressing and behaving appropriately at the interview | 1. Attach a copy of your HP Application 2. Attach this or include this in your application 3. Include a photograph or voice note of this or include in your application 4. Include a photograph or voice note of this or include in your application 5. Your facilitator will cover this in their comments but you might also want to write a comment about this 6. Your facilitator will cover this in their comments but you might also want to write a comment about this or include a photograph of your interview outfit |
| **Developing a Team** |  |
| **Group: work product evidence Attached to candidate online folio:**  PC1 Team individual strengths and areas for development.  PC2 Team main values and principles.  PC 3: Two team rules for effective team working.  PC 4: Agreed budget, a plan for a professional and welcoming team base.  PC 5: Evidence of looking after a professional and welcoming team base.  PC6: Two designs which represent the team from: logo, slogan, T-shirt, mug.  **Signed and dated assessor observation checklist statement for unit.** | 1. Include a photograph or voice note of this 2. Include a photograph or voice note of this 3. Include a photograph or voice note of this 4. Include a photograph or Attach of this 5. Include a photograph or voice note of this 6. Include a photograph of your designs |
| **Making a Learning Plan** |  |
| **Candidate work product evidence Attached to online folio: Learning Plan**  PC1 Reflect on main successes, challenges, strengths and interests in relation to learning.  PC2 Set a minimum of three personal targets for next steps in Education Training Employment (ETE).  PC3 Review chosen personal targets for next steps in ETE.  **Show knowledge of:**  PC 4 Two future ETE options: find out at least two key facts about the opportunities they offer and the entry requirements.  **Experience:**  PC 5 Visit one or more ETE providers to help inform next steps. | 1. Include this in your learning plan and Attach it 2. Include this in your learning plan and Attach it 3. Include a copy of your learning plan when you have reviewed it 4. Include a comment, photograph or voice note of your two future ETE options 5. Include a photo of your visit. Your facilitator will also write a comment about your visit |
| **A Safety Plan for Independent Living** |  |
| **Group Safety Plan evidence to detail:**  PC 1 Group discussion - what helps them to be safe and feel safe.  PC 2 Group members each taking an active role I to discuss what makes people follow or break rules about safety. Highlight contributions and names.  PC3 Three rules that the group will follow to help them be safer and feel safer.  PC 4 Contribute to three or more ways to support each other to be safer and feel safer.  PC5 Contribute to writing a group safety plan.  PC6 Contribute to reviewing a group safety plan.  **Personal Safety Plan**  PC 7 Make a personal safety plan with a trusted professional, eg social worker, support worker, identifying at least three ways to help the learner feel and be safe.  PC8 Review the personal safety plan with a trusted professional, eg social worker, support worker.  **The above to be confirmed in staff observation – individual safety plan is not Attached due to confidentiality and sensitivity.** | 1. Attach your group safety plan and include this in the plan 2. Attach your group safety plan and include this in the plan 3. Attach your group safety plan and include this in the plan 4. Attach your group safety plan and include this in the plan 5. Attach your group safety plan 6. Attach the review of your group safety plan 7. Your facilitator will cover this in their comments but you might also want to write a comment about this 8. Your facilitator will cover this in their comments but you might also want to write a comment about this |
| **Planning, cooking and sharing a meal with a group** |  |
| **Work Product evidence for the following**:    PC 1 Group Rota for shared group meals – photographic evidence.  PC 2 Two nutritionally balanced meals which meet the dietary requirements of the group.  PC 3 Budget for two meals for the group.  **Group - Flipchart (Photographic Evidence):**  PC 6 Three different food groups, their nutritional values and contribution towards a balanced diet.  PC 7 Two different dietary requirements and the importance of adhering to them when preparing a meal for a group  PC 8 Two basic health and safety considerations when working in a kitchen with cooking equipment.  PC 9 Three basic food hygiene considerations.  PC 4 & 5 **Signed and dated Assessor Observation and Supporting Comment** | 1. Attach a copy of the group rota 2. Attach a copy of your meal plan 3. Attach a copy of your budget 4. Your facilitator will cover this in their comments 5. Your facilitator will cover this in their comments 6. Attach copies/photographs of notes from your group discussion 7. Attach copies/photographs of notes from your group discussion 8. Attach copies/photographs of notes from your group discussion 9. Attach copies/photographs of notes from your group discussion |
| **Organising and taking part in a Residential** |  |
| **Work Product evidence for:**  PC 1 Take part in a group discussion to identify at least five key aspects of a successful team residential.  PC 2 Take responsibility as a team member for the overall plan for a residential, including venue, transport, catering, activities, acquisition and management of the budget.  PC 3 Make a detailed plan for one key aspect of the residential, e.g. catering, covering the roles and responsibilities, budget and deadlines.  PC 5 Participate in reviewing the overall success and the success of key aspects of the residential.  **Personal Account for:**  PC 4 Deliver one key aspect of the residential, eg catering, and ensure it is successful.  **Direct Observation**:  PC 6 Participate in a residential with a minimum of one overnight stay. | 1. Attach copies/photographs of notes from your group discussion/planning 2. Attach copies/photographs of notes from your group discussion/planning and be clear which aspect you have taken responsibility for 3. Attach copies/photographs of notes from your group discussion/planning 4. Attach photographs or voice notes of what you did 5. Attach copies/photographs of notes from your group discussion to review this 6. Your facilitator will cover this in their comments but you might also want to write a comment about this or add a voice note |
| **Developing Creativity** |  |
| **PCs 1- 5: Signed and dated Assessor Observation and Supporting statement.**  I can confirm that the candidate took part in a group discussion and a creative activity to:  Identify 3 things about a chosen creative activity and share this with others.  Discuss creative activities of interest to them.  Reflect on the success of the creative activity.  Visited a creative project/ event/ or person of interest.  **Supporting Assessor comment-** *own words of assessor confirming the creative activity chosen and 3 things about it.* | **1-5** Attach a photo of your group being creative. Your facilitator will cover this in their comments but you might also want to write a comment about this or add a voice note |
| **Living Independently- Problem Solving** |  |
| **PCs 1- 6 Assessor Observation confirming the candidate:**  Dealt with a practical problem in the home.  Dealt with a financial issue.  Made an appointment to get help on the phone.  Used the internet to get information.  Planned and carried out a journey using public transport.  **Supporting Assessor comment:** *confirm details of the practical problem; the financial issue; the appointment made; the internet information gathered and the journey undertaken.* | 1-6: Your facilitator will cover this in their comments but you can also include photographs, a comment or voice notes to support this |
| **Living Independently- Cooking and Budgeting to eat Healthily** |  |
| **PCs 2- 5 Assessor Observation confirming the candidate can:**  Plan and cook a healthy meal to a budget.  Can manage key food hygiene practices in the home.  Identified 3 ways to save money when buying food.  Understands the importance of “sell by” and “use by” dates.    **Assessor Supporting Comment and any photographic evidence.**  **PC 1: Work Product evidence for the following**:  Healthy meals plan for one week with a list of bought ingredients and the budget amount. | **1** Attach a copy of your meal plan for a week with the ingredients and costs  **2-5:** Your facilitator will cover this in their comments but you might also include photographs, a comment or voice notes to support this |
| **Looking after a Home: Cleaning and Washing** |  |
| **PCs 1- 4**  **Witness Testimony and supporting assessor comment confirming the candidate can:**   * Keep a domestic kitchen clean and hygienic. * Use appropriate home cleaning products safely and according to the instructions. * Regularly clean the main areas in a home. * Successfully do the laundry by showing effective use of a washing machine, checking labels, separating colours, drying and ironing clothes. | **1-4:** Your facilitator will cover this in their comments but you can also include photographs, a comment or voice notes to support this |
| **Living Independently: Managing Money** |  |
| **PCs 1- 5 Assessor Observation and supporting comment that they can:**   * Create a personal budget based on a given amount and following it for a week. * Read a gas and electric meter. * Identifying the key parts of an energy bill. * Compare the value for money of one or more service or contract, eg phone contract, gas, electricity or insurance. * Identify the key parts of a bank statement.   **Personal Account – Candidate recorded verbal responses to PCs 6-11** | **1-5:** Your facilitator will cover this in their comments but you might also want to include photographs, a comment or voice notes to support this  **6-11** You can add responses that you have discussed in your group to cover these. You might want to include photographs, a comment or voice notes to support this |
| **Being a tenant and Managing Property** |  |
| **PCs 1 & 2: Photographic flipchart evidence of discussion points highlighting:**  Three or more key rules for being a good tenant.  Minimum of three rules for managing access to the home.  **PCs 3-5 Assessor Observation and supporting comment that the candidate:**  :   * Participated in a role play about raising and resolving an issue with a landlord. * Participated in a role play about resolving an issue with a neighbour. * Identified the key information in a standard tenancy agreement.   **PCs 6-8 Attach candidate verbal responses to online folio.** | **1-2:** Attach copies/photographs of notes from your group discussion and planning  **3-5:** Your facilitator will cover this in their comments, but you might also want to include photographs, a comment or voice notes to support this  **6-8:** Attach copies/photographs of notes from your group discussion and planning. |
| **Independent Living: My Health** |  |
| **PCs 1- 3**  **Assessor Observation and supporting statement that the candidate:**   * Used health advice from a recommended website to manage a minor health issue. * Identified aspects of own health history which has an impact on their health. * Can manage health needs.   **Supporting Assessor comment:** *confirm details of the website sourced and the information sought. Taking account of candidate confidently if able to comment on any general health issues/needs for example; dealing with Hayfever.*  **PCs 4- 6 Verbal Responses – recorded verbal responses Attached to folio.** | **1-3:** Your facilitator will cover this in their comments but you can also include photographs, a comment or voice notes to support this  **4-6:** Include photographs, a comment or voice notes to support this |
| **Online Safety** |  |
| **PCs1-5 Questioning**  Candidate record of verbal responses to all PCs Attached to online folio. | **1-5:** Include photographs, a comment or voice notes to support this |
| **Making a Property into a Home** |  |
| **PCs1-6**  **Assessor Observation**  *Confirmation that with support the candidate:*   * Assessed the property to identify how to make it comfortable and energy efficient. * Contributed to a costed plan identifying priorities and deadlines. * Managed costs, deadlines and completion of the work. * Carried out basic work to the property. * Identified the skills needed to carry out basic work. * Identified two ways to make a home more energy efficient.   **Assessor Supporting Comment –**  *how was the property made more comfortable? What kind of basic work was undertaken? What skills did the candidate learn? How did the candidate make the home more energy efficient?*  **PC2 Work Product evidence- Costed Plan ( Attached to candidate online folio)** | **1-6:** Your facilitator will cover this in their comments but you could include photographs, a comment or voice notes to support this  **2:** Add a copy of your spending plan and budget for your home |
| **Working to Develop an Effective Organisation** |  |
| **PCs 1- 4 Assessor Observation and Supporting comment:**   * The ability to discuss at least two issues that affect the team and contribute to developing constructive solutions to those issues. * The ability to as a team member create a formal proposal that will improve the work or situation of the team. * The ability to confidently and clearly present a proposal for an improvement to the work or situation of the team. * The ability to listen and respond appropriately to the ideas, concerns or questions of others.   Work Product: PC2 (formal proposal)  Verbal Responses – PCs 5 & 6 (Online Portfolio) | **1-4:** Your facilitator will cover this in their comments but you can also include photographs, a comment or voice notes to support this  **2:** Attach a copy of your formal proposal  **5-6:** Include photographs, a comment or voice notes to support this |
| **Develop a Business Case** |  |
| **PCs 1- 5 Work Product evidence Attached to candidate folio:**   * Group Activity and the money and support needed. * Costed Plan including cost of materials; activities and a balance sheet. * Details of an investment which can add *value for money* or *added value.* * Two factors to persuade an audience to fund and support the activity. * Identify two risks with an explanation of how these risks have been reduced. | 1-5 Attach copies/photographs of notes from your group discussion and planning. You can add a comment and/or include photographs, or voice notes to support this. |
| **Presenting a Business Case to an Audience** |  |
| **PCs 1- 6: Assessor Observation and Supporting comment that:**   * The group discussed at least two ways to persuade people to support their chosen activity. * The group presented a business case - to persuade investors to fund and support a project, product or service. * Appropriate dress and behaviour was observed at the presentation of the business case. * The candidate clearly presented their part of the business case using at least one presentation technique e.g. making eye contact, to keep an adult audience engaged. * Contributed to answering at least one question from a potential investor. * Helped to evaluate the effectiveness of the presentation.   **PC2 Work Product evidence ( Presentation of the business case) is Attached to candidate online folio.** | **1-6:** Your facilitator will cover this in their comments but you might also want to write a comment about this  **2:** Attach a copy of the presentation, a recording of your presentation or notes from this |
| **Running a Successful Networking Event** |  |
| **PCs 3 – 10 Assessor Observation and Supporting Comment**   * Helping to gain funding to run a networking event. * Contributing to booking a venue, agreeing a date and time for the networking meeting. * Playing an active role in inviting one business, training provider or college to the event. * Helping to purchase items working within the agreed budget for the event. * Helping to create a presentation about their team for the event. * Participating as part of a team in a presentation at a networking event. * Helping sign up support from at least one business, training provider or college at the event. * Contributing to a discussion reflecting on the success of the event, e.g. the use of budget, attendance etc.   **PCs 1,2 & 11 Work Product Evidence**  **PC1:** Group discussion identifyingfive key aspects of a successful, professional networking event. This could be written on flipchart paper, photographed and Attached to online folio.  **PC2:** A record of the indicative costs including refreshments; venue hire and publicity.  **PC11:** Names ofthree businesses or training providers in their local area that would be of value to the event. | **1-2:** Attach copies/photographs of notes from your group discussion and planning  **3-10:** Your facilitator will cover this in their comments but you can also include photographs, a comment or voice notes to support this  **11:** Attach copies/photographs of notes from your group discussion and planning. |
| **Running a Successful Community Event** |  |
| **PCs 1- 8 Assessor Observation and Supporting Comment**  *I observed the candidate taking part in the planning, running and the evaluation of a Community Event:*   * Taking part in a group discussion to identify people in their community who may benefit from an event or project designed by the team. * Researching the main needs of people in their community identified as the beneficiaries of an event or project. * Working as part of a group to plan and agree on the roles and responsibilities each team member will have. * Working as part of a group to agree on at least two ways that their community can be invited to the event. * Taking an active role in inviting at least one person or group to the event, including following up on the invitation and ensuring attendance. * Working as a group member to effectively deliver the event or project, taking responsibility for an agreed role, eg helping to purchase or make items, manage or host the event. * Participating in evaluating the success of the event, including reviewing feedback from those who attended * Planning, delivering, and taking part in an event or project that benefits their community. | **1-8:** Your facilitator will cover this in their comments but you could include photographs, a comment or voice notes to support this |
| **Understanding Utility Costs; Efficiency and Savings** |  |
| **PCs 1-8 Candidate verbal responses to all PCS Attached to online folio.**  PC1: Demonstrate an understanding of how much money can be saved in the home through at least three energy saving behavioural changes.  PC2: Demonstrate an understanding of what a healthy temperature is in the home.  PC3: Demonstrate an understanding of how at least three aids can help save energy usage in the home.  PC4: Demonstrate an understanding of what the European Union Energy Label looks like and that it rates energy consuming products from A to G, A being the most efficient and G being the least efficient.  PC5: Demonstrate an understanding of what a tariff is and the benefits of changing tariff in terms of the money savings that can be made.  PC5: Demonstrate an understanding of what the environmental and personal benefits are to reducing water waste how behavioural changes can be made in the home to promote water efficiency.  PC6: Demonstrate an understanding of what the environmental and personal benefits are to increasing energy efficiency.  PC7: Participation in a discussion to explore savings that could be made in the home by being more efficient with utility usage.  PC8: Demonstrated the ability to read and record gas and electricity meter readings. | **1-11** Attach copies/photographs of notes from your group discussion and planning. You could include photographs, a comment or voice notes to support this. |
| **Peer Mentoring** |  |
| **PCs 3 & 6 Assessor Observation and Supporting Comment**  **PCs 1,2 4 & 5 Work Product Evidence- Group discussion points highlighted on flipchart paper.**  PC1 Skills and qualities of a Peer Mentor.  PC2: Ground rules including Confidentiality of a Peer Mentor.  PC4: Knowledge of Verbal and non-verbal skills.  PC5: Knowledge of Active Listening. | **1-2:** Attach copies/photographs of notes and presentation slides from your group discussion and planning  **3-6:** Your facilitator will cover this in their comments but you could include photographs, a comment or voice notes to support this  **4-5:** Attach copies/photographs of notes and presentation slides from your group discussion and planning |