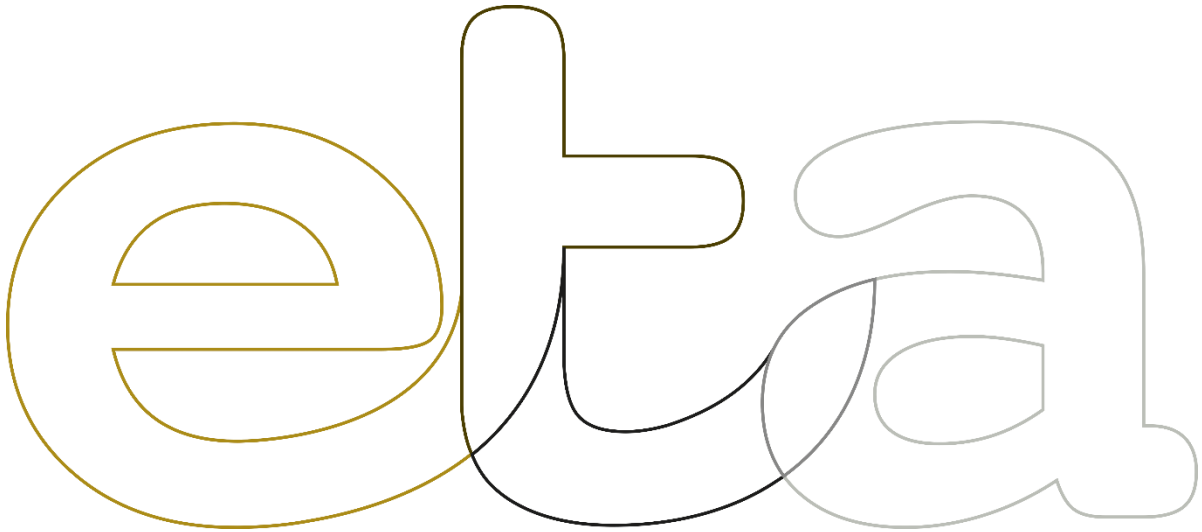

Level 1 Award in Career Progression Opportunities
603/5613/3

Assessment Guide

Assessment Principles

Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact.

Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development as the related industry requires.

2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry-driven standards and requirements.

3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.

4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task-based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

Delivery Team Requirements

Tutors / Assessors

- Tutors / Assessors should have a detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment, but individuals with less experience could be considered as assessors if sufficiently occupationally competent

Internal Quality Assurers (IQAs)

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed, but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

Technical / Expert Witness

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

Assessment Materials

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

Instructions for Conducting Assessment

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.

Level 1 Award in Career Progression Opportunities

Unit aim

This unit introduces and will give the learners an understanding of the possible career pathways they may be interested in. It will make sure that the skills and experience they have gives them the opportunity to apply for the job they always longed to do, when it becomes available. The learner will also find that as they progress through working life the need to continually gain new skills and experience if they want to progress.

Unit introduction

This unit gives learners the opportunity to understand why it is so important to plan for a career. They will then research different jobs and courses for a chosen pathway. Having gathered that information, they will then be able to plan for the chosen pathway.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		J/617/5735
Qualification Framework		RQF
Title		Career Progression Opportunities
Unit Level		Level 1
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		**Assessment Criteria - The learner can**	**Criteria expansion**
1. Understand the ways available to progress careers	1.1	Explain how work and studying opportunities can help with career progress	
	1.2	Explain how one job role or a stage of career development may lead to a progression to another job role or study opportunity	
2. Know how to carry out self-assessment for a different type of career pathway	2.1	Describe personal motivation needs when deciding on a career pathway	
	2.2	Describe the factors that can influence career planning and outcomes	
	2.3	Identify own skills and experience against those required for chosen pathways	This must include at least three examples

3. Know how to successfully research for a chosen career pathway	3.1	Describe the opportunities that are available within a chosen career pathway	
	3.2	Describe the essential criteria required for progression within the chosen career pathway	A reference to digital media must be included

4. Be able to make a S.M.A.R.T plan for career progression in a chosen pathway	4.1	Explain the acronym S.M.A.R.T	
	4.2	Identify S.M.A.R.T goals using information gathered from a self-assessment	
	4.3	Identify resources needed to support the career progression plan	Include a digital media reference
	4.4	Identify the short term goals in the plan	
	4.5	Identify the long term goals in the plan	
	4.6	Outline how the career progression plan will be reviewed and actioned	