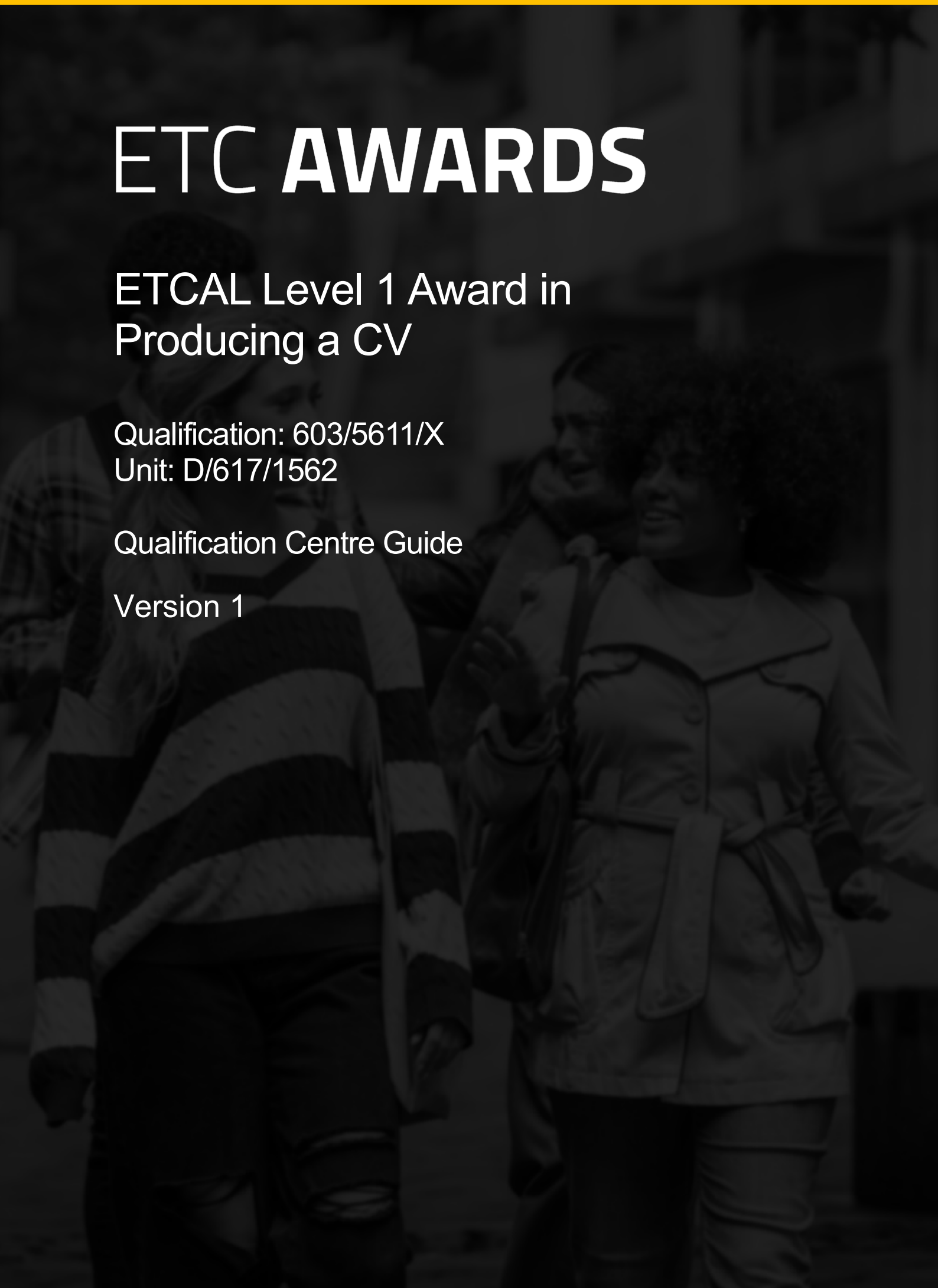
ETC **AWARDS**

ETCAL Level 1 Award in Producing a CV

Qualification: 603/5611/X
Unit: D/617/1562

Qualification Centre Guide

Version 1



Version Control

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1. Overview

This qualification will undergo formal periodic review at least every three years, or sooner if triggered by regulatory changes, employer demand, or evidence from quality assurance processes.

1.1 Qualification Purpose

This unit introduces learners to the concept of developing and using a CV as an application tool for suitable job opportunities as well as supporting career progression opportunities.

1.2 Qualification Introduction

This qualification has been developed through a structured and carefully managed design process, informed by the expertise of subject matter specialists. Their input has supported the development of content that is relevant, appropriately demanding and reflective of current expectations for the teaching, learning and assessment of Producing a CV.

The qualification has been developed within the requirements of the Regulated Qualifications Framework and in accordance with relevant regulatory expectations and subject conditions.

It is designed to support learners in developing their personal CV and understand the importance of having an appropriate method to communicate their capability, knowledge and experience. They will also set out their personal qualities and how this will contribute towards securing and progressing their career.

1.3 Learner Entry Requirements

Learners may register for this qualification without the need for prior study or formal pre-requisite qualifications. Centres should assess each applicant's suitability before registration, ensuring the chosen route reflects their experience and development needs. Individual starting points, existing knowledge and any relevant workplace responsibilities should be considered to support appropriate entry and successful progression.

1.4 Qualification Structure

This qualification comprises of one mandatory unit, with a total of 35 Guiding Learning Hours (GLH). The size of the qualification has been set to appropriately cover the knowledge, skills and behaviours relevant to producing a CV.

Qualification Number		603/5611/X
Qualification Framework		RQF
Title		Producing a CV
Qualification Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Qualification Credit Value		4 Credits
Qualification Grading Structure		Pass / Fail

Unit Title	Mandatory Unit	GLH	TQT	Credit Value	Grading
Producing a CV	D/617/1562	35	40	4	Pass/Fail
Total		**35**	**40**	**4**	**Pass / Fail**

1.5 Assessment Overview

Short answer and scenario-based questions will cover the knowledge criteria of the qualification, via the completion of the Assessment Workbook.

While the assessment design and requirements are determined by ETC Awards, centres are permitted to carry out the marking of these assessments under strict conditions. All centre-marked assessments must be internally quality assured and subject to external quality assurance sampling by ETC Awards to confirm accuracy and fairness of outcomes.

The assessment via the Assessment Workbook will be graded Pass or Fail. The assessment needs to be passed in order to achieve the overall result.

2. Assessment

2.1 Achievement

To achieve this qualification, 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. Learners must achieve a total of 4 credits by completing the one mandatory unit to gain the Award.

2.2 Assessment Methods and Conditions

Centres are not permitted to release any of the assessment detail to learners prior to them starting the assessment.

Assessment Workbook Questions
The Assessment Workbook is completed throughout the learner journey and consists of short-answer and scenario-based questions. It is used formatively to support learning, test understanding, and apply knowledge to practical situations.

Learners complete tasks independently, with feedback provided at key stages to inform progress and development. To achieve a pass, assessment requirements must be met against all assessment criteria.

3. Qualification Detail and Indicative Content

Qualification Number	603/5611/X
Qualification Framework	RQF
Title	Producing a CV
Qualification Level	Level 1
Guided Learning Hours	35 GLH
Total Qualification Time	40 TQT
Qualification Credit Value	4 Credits
Qualification Grading Structure	Pass / Fail

Indicative Content (IC) is provided as a guide to support the development of learning and training programmes, in order to prepare learners for assessment.

Learning Outcomes
Learners will:

LO1: Know the type of information usually included in a CV

LO2: Understand the importance of a reference

LO3: Produce a CV

LO4: Understand feedback on a CV

LO5: Be able to update a CV to meet job requirements

LO1: Know the type of information usually included in a CV

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
1.1	Identify the type of information usually included in a CV
1.2	Collect information required to create a CV, ensuring it is accurate and up to date

Indicative Content

1.1
Different types of information could include:

- Contact information/Personal details
- A photograph (not mandatory)
- Key skills
- Education
- Further training
- Past employment
- References

1.2
Learners should be able to use the headings above to begin to create relevant information for their own CVs

LO2: Understand the importance of a reference

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
2.1	Identify 2 people who would be suitable as referees
2.2	Give examples of people who would not be acceptable as referees

Indicative Content

2.1
These could include:

- Past employers
- College tutor
- Work experience supervisor
- Volunteer organiser

2.2
These could include:

- People who know you personally
- A family member
- A friend

LO3: Produce a CV

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
3.1	Identify a suitable layout for a CV
3.2	Create an accurately and appropriately laid out CV

Indicative Content

3.1

General structure/layout of a CV should follow this order:

- Personal information and contact details
- Personal profile
- Key skills
- Work experience/previous employment
- Education
- References

3.2

- The accuracy of each CV should be reflected in spelling punctuation and grammar, achieved by proofreading and editing. The format should follow the structure suggested in 3.1
- Each CV should be formatted to ensure readability, clarity and accuracy, with clear use of a range of formatting tools such as subheadings, bullet points etc.

LO4: Understand Feedback on a CV

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
4.1	Summarise feedback received on a CV, from a professional
4.2	Review changes that have been recommended to be made to your CV, based upon feedback
4.3	Describe 3 reasons why a CV needs to be updated

Indicative Content

4.1

Learners will be able to summarise what changes need making to a draft of their CV, as a result of feedback.

4.2

Learners will be able to list what specific improvements are needed on their CV.

4.3

Learners will be able to describe how the updates required will improve their CV. These reasons could include:

- Clarity
- Accuracy
- Detail and development
- Correct structure/format
- Use of professional language to emphasise skills
- Better able to promote the learner's skills and abilities
- Being more engaging, interesting and persuasive

LO5: Be able to update a CV to meet job requirements

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
5.1	Summarise a draft CV with notes on the required changes
5.2	Update a CV for a given job role
5.3	Produce a final CV that is suitable for use (i.e. for a job application)

Indicative Content

5.1 Learners will be able to explain what changes need to be made in order to improve their draft CV, in a succinct way

5.2 Learners will be able to use the taught CV format and add their own work experience and skills that are relevant to the role

5.3 Learners will be able to complete their own CV, successfully using their knowledge of format and language to produce a CV that could be used in a job application

4. Grading

4.1 Grading Criteria

This qualification is graded on a Pass/Fail basis only.

To achieve the qualification, a learner must meet all learning outcomes and assessment criteria for the unit. If the evidence does not fully meet the assessment requirements, the unit will be recorded as not achieved and the learner will be required to provide additional evidence if they wish to be reassessed for achievement.

Where a learner does not meet learning outcomes and assessment criteria for the unit, the qualification will not be awarded.

4.2 Marking Guidance

All assessment decisions for this qualification must be made against the published learning outcomes and assessment criteria. Assessors must apply the following principles when marking:

- **Criterion-referenced:** decisions are based solely on whether the learner has met the stated outcomes and criteria, not by comparison with the performance of other learners
- **Sufficiency:** evidence must be complete and cover the breadth and depth required
- **Authenticity:** assessors must be satisfied that the evidence is the learner's own work
- **Consistency:** the same standards must be applied across all learners and units
- **Transparency:** feedback should make clear why the learner has achieved (or not achieved) each outcome

Centres must maintain clear records of assessment decisions, which will be subject to internal quality assurance (IQA) and external quality assurance (EQA) by the awarding organisation.

4.3 Marking and Judgement

Assessment decisions must be based on learners clearly indicating they have met the Assessment Criteria, aligned with learning outcomes. Assessors must apply standards consistently and provide constructive feedback where appropriate.

Evidence must show how the learner has met each relevant assessment criteria.

- Assessors must apply standards **consistently across learners and cohorts**.
- Constructive feedback should be provided where appropriate, particularly where criteria are not met.

Assessors must not:

- Infer competence without evidence
- Compensate weak criteria with strong performance elsewhere
- Apply additional, undisclosed criteria

5. Qualification Approval and External Quality Assurance

5.1 Gaining Approval

New centres to ETC Awards, prior to delivering or assessing this qualification, must gain centre approval. In the case of existing approved centres, they must gain the specific qualification approval.

Centre Staffing Requirements
Centres must ensure that all individuals involved in the delivery and assessment of ETC Awards' qualifications are occupationally knowledgeable, experienced, and competent in the relevant subject area(s).

Tutors and Assessors
All tutors and assessors should hold, or be working towards, an appropriate teaching and/or assessing qualification relevant to their role. In addition, where qualification requirements specify occupational competence, staff must be able to demonstrate current and relevant knowledge, skills, and experience within the subject area being delivered or assessed. The centre should ensure that staffing arrangements meet the specific requirements of each qualification and awarding organisation, recognising that some qualifications require occupationally competent practitioners whilst others do not.

Internal Quality Assurers (IQAs)
IQAs must have a thorough understanding of the structure, content and requirements of the units they quality assure, gained through direct work or delivery in the relevant subject area, whether in an operational or support role. This understanding must be sufficient to judge whether assessors have fully assessed learners against all unit principles and requirements. In line with best practice, IQAs should hold, or be working towards, relevant internal quality assurance qualifications or equivalent.

External Quality Assurance
ETC Awards will operate a continuous sampling approach to External Quality Assurance (EQA), whereby assessment decisions, learner evidence, internal quality assurance activities and associated documentation are reviewed throughout the year rather than at a single point in time. Sampling activities may include the review of completed portfolios, observation of delivery, assessment and IQA decisions, learner tracking documentation, and discussions with assessors, internal quality assurers, and learners. The level and frequency of sampling is risk-based and proportionate, with increased sampling undertaken where new qualifications, new staff, identified quality concerns, significant changes in delivery, or previous action points require additional scrutiny. This approach supports ongoing quality improvement, enables early identification of issues, and provides assurance that assessment and quality assurance practices remain valid, reliable, fair, and consistent across all programmes.

5.2 Authentication of Learner Work and Assessments

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a declaration of authenticity, signed by the learner and assessor and must be completed and available for internal and external quality assurance activities.

5.3 Evidence and Documentation Retention

As an approved centre, it is essential that information is collected and made available when required. The evidence and information must be accurate, relevant and up to date. Centres must demonstrate that they have robust administrative arrangements in place to collect and maintain the following:

Auditable quality assurance systems, these should include the facility for documenting and recording assessment decisions.

Appropriate records to track a learner's progress and facilitate independent authentication of certification claims must be maintained and need to include:

- Learner name, date of birth, contact address
- Learner workplace address and contact details (if applicable)
- Learner start date
- Learner awarding organisation registration date
- Learner registration number
- Assessor and tutor names applicable to the learner
- IQA name(s) applicable to the learner

Learner assessment records clearly detailing:

- Who, what, when
- Assessment decision by unit
- Assessment method by unit
- Storage details of any evidence

Internal Quality Assurance records clearly detailing:

- Who, what, when
- Rationale for sample
- Sampling strategy
- Evidence of IQA standardisation meetings and practice
- Assessor meetings and evidence of support provided
- Evidence of assessor and IQA competence including certificates of achievement and CVs

Records of:

- Certificates claimed – who and when
- Appeals – who, what, when and the outcome
- Complaints – who, what, when and the outcome

These records must be kept from the moment the learner is registered and in line with centre policy, or no less than 3 years after certification. The records must be made available if requested by either ETC Awards or the relevant regulatory authority.

Appropriate policies and procedures will also need to be made available, as requested to ETC Awards including, but not limited to:

- Health and Safety Policy
- Data Protection Policy
- Safeguarding Policy
- Complaints Policy
- Maladministration and Malpractice Policy
- Internal Quality Assurance Policy
- Equality and Diversity Policy

Centre or qualification approval will not be granted where auditable records to verify learner achievement cannot be provided, or where the required policies are not in place.

5.4 Centre Notification of Material Changes

Centres must inform ETC Awards immediately of any material changes affecting delivery, including staffing changes, facilities issues, significant increases in learner numbers or changes in resources.

5.5 Centre Feedback

Centres should have effective processes in place to collect stakeholder feedback, for example:

- Learner
- Employer

- Assessor
- IQA

Information collected should be regular and timely and should highlight areas such as user experience, induction and on-boarding process, quality of delivery and assessment, qualification content, good practice and areas for improvement. It is good practice for centres to present this in a standard format e.g. tables, graphs and demonstrate how feedback has informed changes and/or improvements to qualification and assessment delivery.

5.6 Malpractice

All ETC Awards approved centres must have in place arrangements to investigate suspected cases of malpractice and maladministration in addition to ensuring that all members of the delivery team and learners are familiar with the contents of this policy.

Failure to report even a suspected case of malpractice and/or maladministration to ETC Awards could result in a centre being sanctioned and will affect the risk rating of the centre. If you feel you would like support in understanding how you can mitigate against or deal with cases of malpractice or maladministration, please contact ETC Awards directly.

5.7 Adjustments, Access Arrangements and Special Considerations

In accordance with the Reasonable Adjustments Policy, centres may apply for alternative or adapted modes of delivery (for example, a paper-based MCQ knowledge test or additional learner support) as a reasonable adjustment. Such requests must be supported by appropriate evidence and justification and are subject to formal approval by ETC Awards prior to implementation.

5.8 Appeals

ETC Awards has a published Appeals Policy which complies with Ofqual's General Condition I1 and includes measures to investigate and resolve any concerns about inaccurate results in a 'fair and timely manner'. The centre/learner has 21 days from the date they receive notification of a decision made by ETC Awards in which to lodge an appeal against that decision.