

Level 1 Award in Securing Progression
603/4408/8

Assessment Guide

Entering Work Suite - 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. These assessment principles are prepared with that in mind and are applicable to the *Entering Work Suite* of qualifications detailed below:

Level 1 Certificate - Securing Employment

Level 1 Certification - Introduction to Construction

Level 1 Certificate – Introduction to Lean Techniques

Level 2 Certificate - Preparation for Military Service

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 an 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.

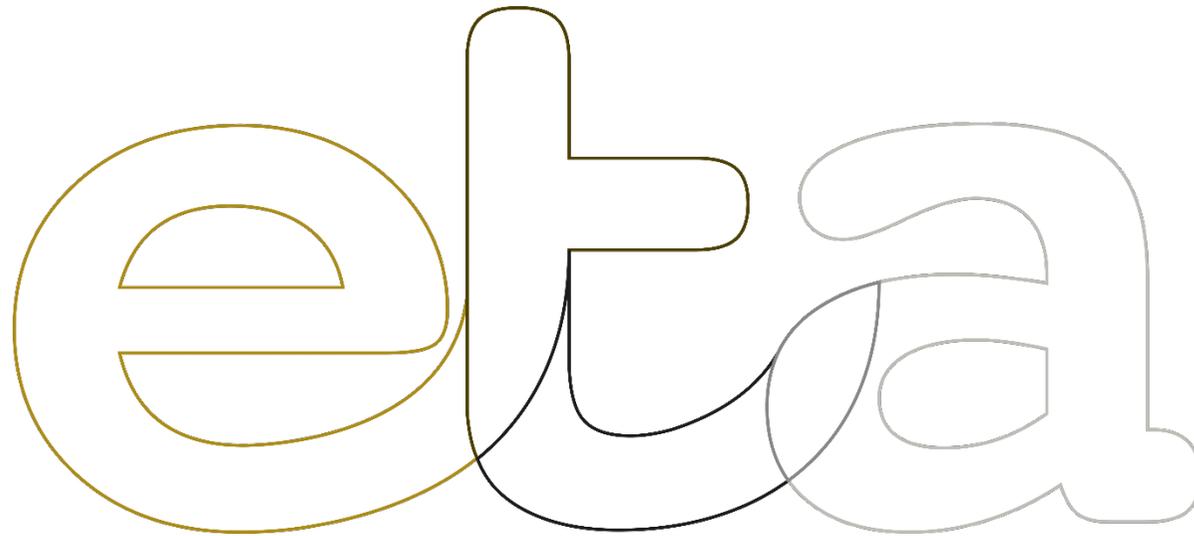
Instructions for Conducting Assessment

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 Unit – Identify Suitable Opportunities

Unit aim

This unit introduces learners to identifying and understanding their requirements and strengths, along with the contribution they can make towards a positive environment. It encourages learners to make informed choices about the right type of opportunities for them, their own requirements and how they influence their potential opportunities.

Unit introduction

This unit will help learners to develop an understanding of how to identify the right opportunity for them and how that will contribute to their long term goals.

Assessment

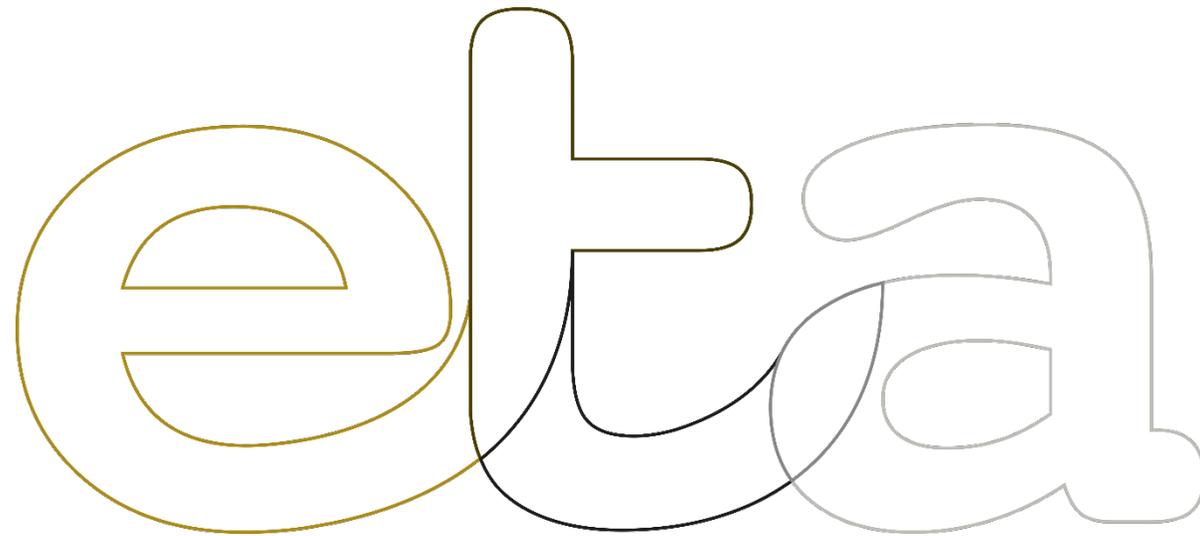
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit, through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		K/617/5730
Qualification Framework		RQF
Title		Identify suitable opportunities
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how self-assessment can improve sought after opportunities	1.1 Outline why it is important to assess own personal strengths and weaknesses	
		1.2 Outline why it is important to assess own personal skills and qualities	
		1.3 List your own strengths and weaknesses that contribute toward seeking opportunities	This must include at least three of each
		1.4 List your own skills and qualities that contribute toward seeking opportunities	This must include at least three of each

2	Be able to set goals to develop own strengths, skills and qualities for any opportunities	2.1	State a long-term goal for a potential opportunity with realistic targets	Should include self-improvement or further learning This should include target dates
		2.2	State a short-term goal for a potential opportunity with realistic targets	This should include target dates
		2.3	List ways to achieve identified long and short term goals	This should include both activity and timescale and target dates
		2.4	Explain why goals may not be reached within the timescale	
3	Understand where and how to search for opportunities	3.1	Describe three possible sources of identifying opportunities and provide examples	At least one of these sources must be a digital reference
		3.2	Describe the support networks available to help them as individuals	Must include be a digital reference
		3.3	Provide examples of opportunities that interest you	This must include at least three examples
4	Know how to develop transferable skills and qualities needed for any opportunity	4.1	Explain how everyday activities can help develop transferable skills qualities	
		4.2	Explain how other initiatives can	

			help develop transferable skills and qualities	
5	Understand how own experiences and influences affect opportunity choices	5.1	Explain how to use own experiences to support your choices	
		5.2	Assess how own attitudes, values and behaviour affect opportunities sought	



Level 1 Unit – Applying for Opportunities

Unit aim

This unit introduces and guides learners to identify, evaluate and progress applications. It encourages learners to make informed choices about the opportunities they might apply for, contributing positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of the process and delivery of applications to secure opportunities. They will understand the personal qualities that are valued by employers and contribute towards securing and progressing their career.

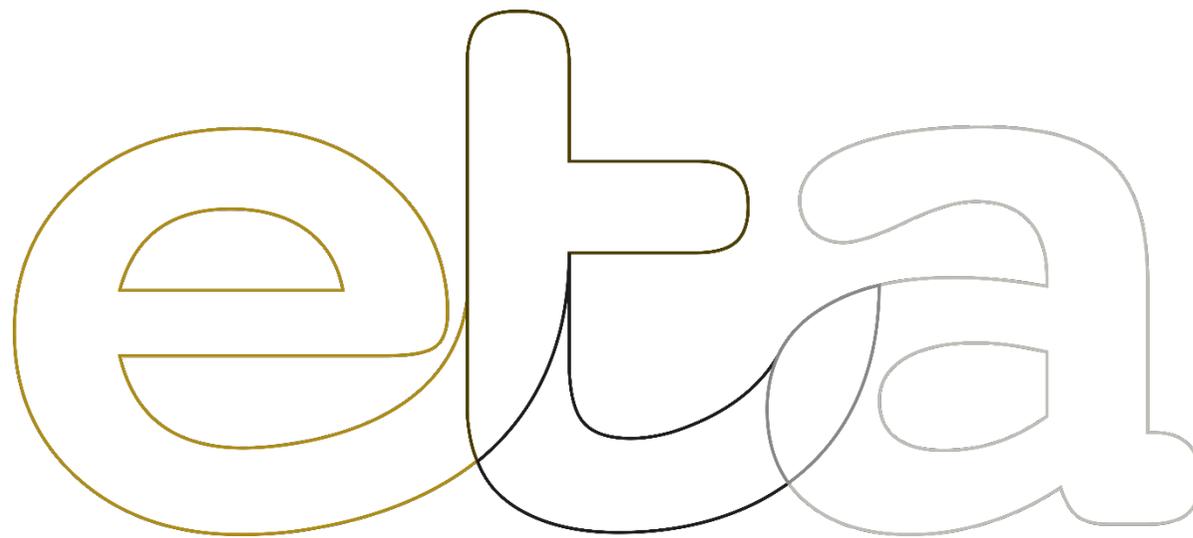
Assessment

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		D/617/1559
Qualification Framework		RQF
Title		Applying for Opportunities
Unit Level		Level 1
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know the type of information usually asked for in job applications	1.1 Identify the type of information usually requested in a straightforward application	<ul style="list-style-type: none"> • Personal information • Capability and previous achievements
		1.2 Present the information they will need for an application ensuring that it is accurate and up to date	
2	Understand how a straightforward job application form should be completed and an accompanying letter written	2.1 Complete a straightforward application form accurately	This must be drafted, marked by a professional and amended accordingly
		2.2 Write an accompanying letter to send to submit with an application	<ul style="list-style-type: none"> • an appropriately selected format • address and date it correctly • use a relevant style and language

				<ul style="list-style-type: none"> • check the letter for mistakes and accuracy
3	Identify and select alternative routes to direct applications online	3.1	Identify sources of opportunities and their related benefits	This must include generic job sites and agencies
		3.2	Evaluate the identified benefits against their personal circumstances	
4	Applying for opportunities online	4.1	Identify application routes for opportunities in an appropriate skills level, sector and geography	
		4.2	Complete a template application to the required standards to submit online	



Level 1 Unit – Participation Personal Behaviours and Standards

Unit aim

This unit introduces learners to identify, understand and contribute towards a positive working environment and the organisations that provide this. It encourages learners to make informed choices about their behaviours and values at work contributing positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of the behaviours and values that are important to employers and will contribute towards securing and progressing their career.

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		M/617/5731
Qualification Framework		RQF
Title		Participation Personal Behaviours and Standards
Unit Level		Level 1
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
Understand the behaviours, attitudes and attributes required for participation	1.1	Identify what is generally expected to participate in activities	<ul style="list-style-type: none"> • Behaviours • Attitude • Capabilities
	1.2	Identify what could be barriers to participating in activities	<ul style="list-style-type: none"> • Behaviours • Attitude • Capabilities
Understand emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
	2.2	State how behaviours impact on performance of self and others	

	2.3	Describe the importance of emotions and behaviours when seeking to participate in activities	
Be able to recognise areas for personal development	3.1	Identify own areas of strength and development needs in order to meet the behaviours, attitudes and capabilities required to participate in activities	This is to include <ul style="list-style-type: none"> • Self-assessment • Observed Feedback
	3.2	List in an action plan, areas for development to meet the behaviours, attitudes and attributes required to participate in activities	
Contribute towards team working, creating a positive working environment and delivering common goals	4.1	Identify the different roles required within a team to ensure it performs effectively	This must include a minimum of three role examples and how they impact on each other
	4.2	Give examples of own contribution and how this support team working	This should include common roles within a team
	4.3	Describe how own contribution affects others to deliver team targets	Identify own preferred role type within a team