

# Personal Career Planning



## Laser Learning Awards

LASER supports its recognised centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.






LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are recognised (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

## Contact us

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## Qualification Overview

### OFQUAL QUALIFICATION NUMBERS

600/8900/3      LASER Level 1 Award in Personal Career Planning

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

### PURPOSE AND AIM OF QUALIFICATIONS

The aim of this qualification is to help the learner plan for transition to the next stage of education, training or work. It equips the learner with an understanding of their own strengths, qualities, skills and abilities, how their abilities relate to potential progression opportunities and where to source information, advice and guidance for career planning

### WHO IS IT FOR?

It suits any learner capable of working at Level 1 looking to the next phase in their educational, training or employment career. Schools may like to take this qualification up as one way of evidencing their Information, Advice and Guidance (IAG) activities.

### ENTRY REQUIREMENTS

There are no specific entry requirements.

### RULES OF COMBINATION

To achieve the LASER Level 1 Award in Personal Career Planning the learner must achieve the mandatory, 3 credit, Level 1 unit in Personal Career Planning.

### UNITS

Please follow the link to the [units list](#) and click on the unit titles.

### ASSESSMENT

The qualifications are achieved by providing evidence covering the learning outcomes and assessment criteria of each unit. Details of assessment methods are contained within each unit. There is no external assessment: evidence is assessed and internally verified by the provider, and verified externally by LASER.

### PRICE

For LASER's price list, please click [here](#).

### DATES

Operational Start Date: 1 May 2013  
Qualifications Review Date: 31 March 2025

### TO DELIVER

Providers must be recognised by LASER. Click [here](#) for details of how to become Recognised Centre. Once approved, centres can download New Course Notification forms from our [Quartz Web Portal](#) and will also have access to our [Secure Area](#) with a wide range of information and secure web-based functions, designed to make the administration and assessment of our qualifications simple and efficient.

## 1. About the Qualification

The LASER Level 1 Award in Personal Career Planning is a small, three credit qualification which has a credit value of 3 and a Total Qualification Time of 30 hours, including Guided Learning Hours (GLH) value of 27 hours. This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

A one page Qualification Summary outlining the qualifications is provided in [Qualification Overview](#).

To offer these qualifications through LASER, a centre must be recognised by LASER. For further information about becoming a Recognised Centre or working in partnership with a Recognised Centre please contact us, via email [enquiries@laser-awards.org.uk](mailto:enquiries@laser-awards.org.uk) or telephone 01932 569894.

Existing recognised centres must complete a New Course Notification Form before starting to deliver the qualification, which is available via our [Quartz Web Portal](#). Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our [Quartz Web Portal](#).

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## 2. Offering the Qualification(s)

### 2.1 AIMS AND OBJECTIVES

The aim of this qualification is to help the learner plan for transition to the next stage of education, training or work. It equips the learner with an understanding of their own strengths, qualities, skills and abilities, how their abilities relate to potential progression opportunities and where to source information, advice and guidance for career planning.

### 2.2 TARGET GROUP

It suits any learner capable of working at Level 1 looking to the next phase in their educational, training or employment career. Schools may like to take this qualification up as one way of evidencing their Information, Advice and Guidance (IAG) activities.

This qualification is approved for use with learners of any age.

### 2.3 ENTRY REQUIREMENTS

There are no specific entry requirements but tutors must ensure that the level of the qualification is appropriate to the learner.

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## 2.4 ACHIEVING THE QUALIFICATION

To achieve the LASER Level 1 Award in Personal Career Planning the learner must achieve the single, mandatory, 3 credit, Level 1 unit in Personal Career Planning and meet the assessment criteria for that unit.

### Rules of Combination:

To achieve the LASER Level 1 Award in Personal Career Planning the learner must achieve the mandatory, 3 credit, Level 1 unit in Personal Career Planning.

LASER Level 1 Award in Personal Career Planning					OFQUAL CODE: 600/8900/3
OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	UNIT DESCRIPTION	UNIT CREDIT VALUE	UNIT LEVEL
M/504/7527	WJB054	<a href="#">Personal Career Planning</a>	Mandatory	3	Level 1

## 2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 1 Award in Personal Career Planning	3	27	30

\* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH).

**Guided Learning Hours (GLH)** comprises activities completed by the learner under the direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means. Examples of Guided Learning activities include:

- Supervised:
  - classroom based learning
  - work-based learning
  - e-learning
- Real-time tutorials including webinars, phone, and other electronic delivery methods.
- All forms of assessment which take place under the immediate guidance or supervision of a tutor/teacher, lecturer, supervisor, trainer or other approved/appropriate provider.

**Additional Hours (AH)** recognises all the other time taken in preparation that is not under the direct supervision of tutor/teacher, lecturer, supervisor, trainer etc. This time does not form part of the GLH, but does contribute to TQT. Example activities that could contribute to Additional Hours could include:

- Unsupervised:
  - independent compilation of portfolio of evidence
  - work-based learning
  - e-learning or e-assessment
  - coursework or research
  - private study time
  - viewing of a pre-recorded podcast or webinar

## 2.6 LANGUAGE REQUIREMENTS

The qualification is only available in English.

## 2.7 PROGRESSION OPPORTUNITIES

The LASER Level 1 Award in Personal Career Planning provides the learner with evidence supportive of progression to employment and further learning opportunities within employment, or further study.

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# 3. How the Qualification will be Assessed

## 3.1 OVERVIEW

This qualification is assessed by the centre and subject to LASER's requirements for quality assurance. Once recognised as a Laser Centre simply log on to the [Secure Area](#)<sup>1</sup> of the LASER website. When you visit the Laser Qualification Centre you'll find a Quality & Assessment Area which offers a full resource bank of quality information, including the latest LASER Assessment Guidance.

## 3.2 ASSESSMENT DESIGN

These qualifications are assessed through the development of a portfolio of evidence. The portfolio should comprise a series of tasks devised by the centre, mapped to the assessment criteria. Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the qualification.

Some units have specific requirements about how they should be assessed. These requirements are stated on the unit of assessment itself where applicable. To view the unit content, please click on the unit title hyperlinks within the tables in [Section 2.4](#).

The centre must assess the learner in terms of whether they have met each unit assessment criteria. All the unit assessment criteria in a unit must be met (and evidenced) before a unit can be deemed achieved. Level Descriptors are provided in [Appendix 1](#).

<sup>1</sup> All Recognised Centres have access to the [Secure Area](#) of the LASER website.

Assessment must be valid, reliable and sufficient to meet the outcome, and allow transparent authenticity: this means it must be apparent that evidence produced by a learner is the work of the individual learner, even if they have worked in a group. It is recommended that assessments are internally verified to meet these standards before they are implemented.

Assessed work must be internally quality assured ([See Section 6](#)).

### 3.3 RECORD KEEPING

The use of a [Tutor Assessment Planning Sheet](#)<sup>2</sup> is recommended, as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and quality reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the [Individual Learner Record](#) for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

Also available is a specially created 'Personal Career Planning' [Evidence Log](#) for centres to record how and when each learner has achieved each unit assessment criteria. This has been pre-populated with unit information for ease of use by the centre. It includes room for tutor feedback and learner comments, making it ideal for inclusion in learner portfolios. It is acceptable to design one large learning record spreadsheet for a group of learners, but it must be printed for verification and quality review, and each learner's achievement must be signed off with an original tutor signature.

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## 4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document '[Access to Fair Assessment](#)'. This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

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<sup>1</sup> All Recognised Centres have access to the [Secure Area](#) of the LASER website.

<sup>2</sup> Once recognised as a Laser Centre simply log on to the [Secure Area](#) of the LASER website. When you visit the Laser Qualifications Centre you will find all of the resources you need in the Quality & Assessment Area.



## 5. Tutor/Assessor/Internal Quality Assurer Requirements

LASER recommends tutors, assessors, and internal quality assurers are experienced, and requires that they have a clear understanding of the subject matter. All staff involved in the delivery of the qualification should have, or be working towards, a relevant teaching/assessing/quality assurance qualification as appropriate.

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## 6. Quality Assurance of the Qualification(s)

Recognised centres must implement the internal quality assurance arrangements detailed in the LASER Centre Handbook. To access this simply logon to the [Secure area](#) of the LASER website and visit the Laser admin area. The LASER Quality Reviewer will regularly monitor compliance with these requirements. The Quality Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal quality assurance systems to underpin the valid delivery of the qualification. Internal quality assurance is the process by which the centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings, to ensure consistency and fairness. It involves two key processes: quality assurance and standardisation, and is done by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However there must be:

- an appropriate quality assurance system in place, and
- evidence the system is implemented effectively.

The outcome of the internal quality assurance process is the recommendation of award of credit to learners (RAC). There are two ways credit can be awarded to learners: by a LASER Quality Reviewer or by a member of staff at the centre who has been approved by LASER to hold Direct Claims Status.

### 6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurers (AIQA/s) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for [DCS](#) must be made by the individual holding AIQA status and must show evidence of good internal quality assurance practice at the centre for which the application is made. When an AIQA leaves an organisation, DCS does not automatically continue for that centre nor can it be automatically transferred for the individual to any new centre. An application must be made in conjunction with the new centre.

AIQA and DCS status is monitored by the Quality Reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

## 6.2 STANDARDISATION

LASER will hold regular standardisation events to make sure there is consistent application of assessment. Centres are required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

LASER hold standardisation events on a rolling basis to make sure comparable standards are being achieved year on year and there is a consistency of delivery and assessment across centres. Quality reviewers will identify samples of learners' work that they want to retain for standardisation purposes during quality assurance visits. Where an AIQA is in place they will identify samples of learners' work to submit to national standardisation events. Centres are required to retain records of the assessment and internal quality assurance processes to contribute to standardisation events. Where units are common to other awarding organisations' qualifications, LASER will work collaboratively to make sure standardisation requirements as set out in the Qualifications and Credit Framework and Ofqual's General Conditions of Recognition are met.

Standardisation activities also include opportunities for networking and sharing of resources, together with regular information about new or replacement units. Centres are recommended to attend these annual meetings, in addition to centre visits by Quality Reviewers.

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## 6.3 RETAINING EVIDENCE

For all qualifications, centres must retain complete and accurate records for at least three years from the end of the academic year to which they relate. These records must be made available to LASER on request.

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## Appendix 1: Ofqual Level Descriptors – Level 1

LEVEL	SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND ACTION	AUTONOMY AND ACCOUNTABILITY
Level 1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

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