

The assessment and accreditation of CEG

This section provides:

- an overview of assessment and accreditation,
and
- the principles of assessment for learning.

Assessment and accreditation

There is an increasing requirement for organisations to demonstrate that career learning has taken place. Assessment of career learning can be through formal or informal processes. It will help to identify the learning achieved by the young person and what future learning needs to take place. Effective assessment of learning is dependent on the identification of SMART learning outcomes.

Assessment can make use of:

- a school's own marking scheme
- progression data — destination information
- individual learning plans
- peer and self-assessment, or
- personal adviser interviews.

You may wish to adopt a formal process of assessment to accredit learning. There are a number of courses which exist for this purpose. A list of these courses can be found on the QCA website. The benefit to schools in adopting an accredited approach is that the results can contribute to performance tables. Some young people attach considerable value to accredited learning. The evidence from the assessment of career learning will contribute to the evaluation of the programme.

Personalisation of the CEIAG curriculum

Coherent processes are needed to individualise learning programmes. This will allow you to identify career learning needs as they relate to the career-planning continuum, target setting and review.

There are a number of opportunities within organisations to develop the links between existing target setting processes and CEG.

Examples may include:

- transition planning
- individual education planning
- person-centred planning
- target review days, and
- individual learning planning.

Links between these processes and career learning need to be clear in any policy for CEG.

The following website has information produced by the Assessment Reform Group 2002 on the ten principles for assessment of learning.

<http://gtcni.openrepository.com/gtcni/bitstream/2428/4623/1/Assessment%20for%20Learning%20-%2010%20principles.pdf>

The career planning continuum

Knowledge, skills and attitudes to make decisions			Well informed and realistic decision	Knowledge, skills and attitudes to implement decisions				
Being motivated	Understanding and owning a rational method for decision making	Deciding by using the decision making method to gain and organise insight into self and opportunities		Locating opportunities	Approaching opportunity providers	Managing selection processes	Dealing with the selection outcome	Appraising the planning

