



# Jersey Progression Qualification in Childcare and Education

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# **Section A**

## **Qualification:**

### **Context and**

### **Regulations**



## Introduction

**The Jersey Progression Qualification (JPQ)** was introduced at Highlands College in September 2016 as a pilot project. The development of this qualification at level 2 has significantly improved the life chances of young people by ensuring that a greater proportion of school leavers progress from level 1 achievement at school to level 2 courses in the college. In 2014, 20.4% of full-time students were enrolled on level 1 or entry level qualifications. In 2017, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

**The Jersey Progression Qualification** provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2, continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

**The Jersey Progression Qualification** is designed as a 'bridging course', between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education <sup>1</sup> to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

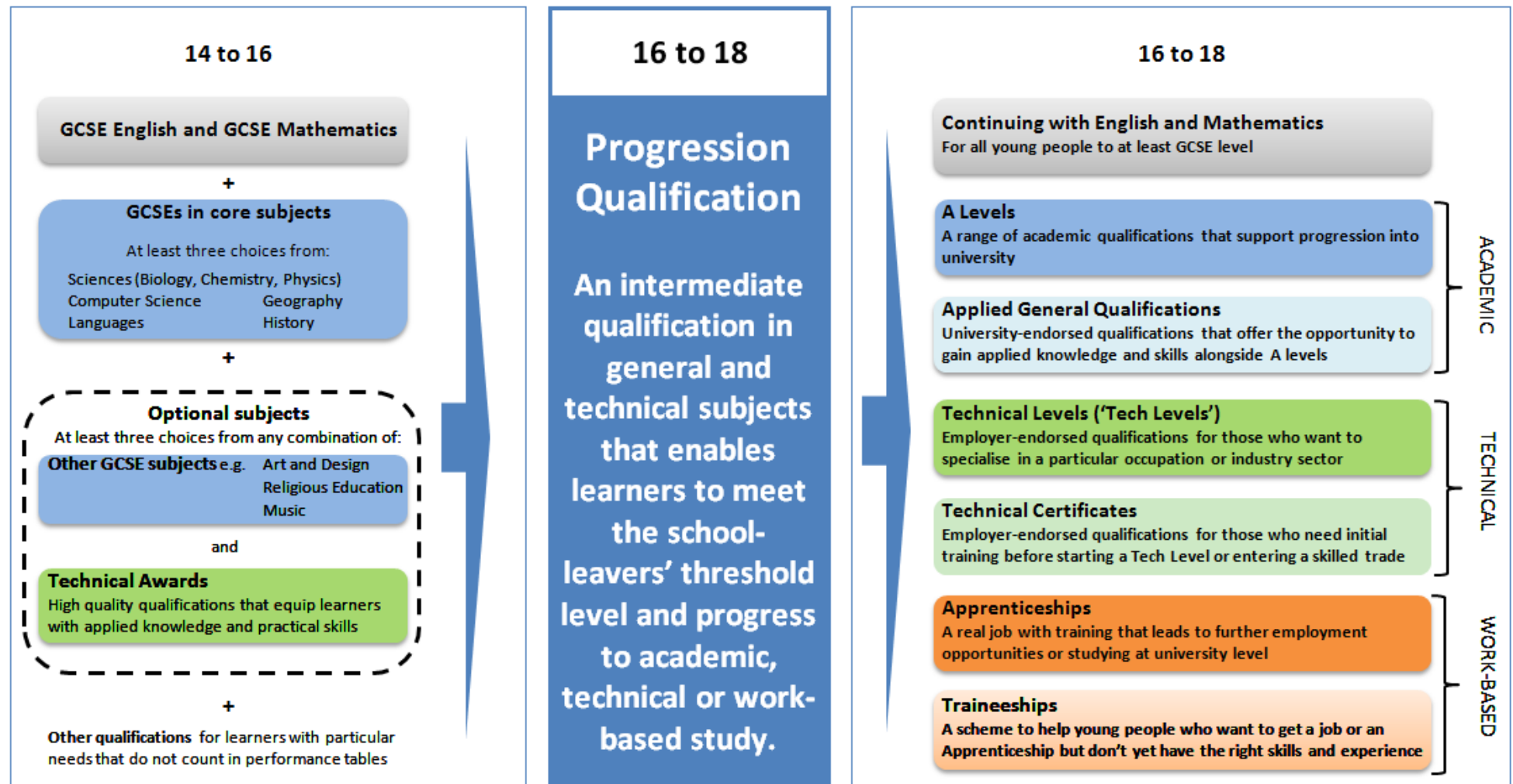
**The Jersey Progression Qualification** has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536046/Report\\_of\\_the\\_Independent\\_Panel\\_on\\_Technical\\_Education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf)

## New Routes to University, an Apprenticeship or Employment





## About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate is equivalent to **two** GCSEs at grades A\* to C (or grades 4 to 9) in terms of standard, level of content and period of study (240 guided learning hours).
- The Progression Diploma is equivalent to **four** GCSEs at grades A\* to C (or grades 4 to 9) in terms of standard, level of content and period of study (480 guided learning hours).

**The Jersey Progression Qualification** has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport.

## Qualification purpose

**The Jersey Progression Qualification** enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

**The Jersey Progression Qualification** provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

**The Jersey Progression Qualification** is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

## Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

## Qualification structure

**The Jersey Progression Certificate** and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

**The Jersey Progression Qualification** is structured so that the smaller **Jersey Progression Certificate** is “nested” within the larger **Jersey Progression Diploma**.

**The Jersey Progression Certificate** requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

**The Jersey Progression Certificate** is a standalone five-unit qualification. **The Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate ‘nested’ within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours gives equivalency to two GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

**The Jersey Progression Diploma** builds on the five-unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours from the Jersey Progression Certificate plus the additional 240 guided hours that make up the Jersey Progression Diploma (total 480 guided hours) gives equivalency to four GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

JERSEY PROGRESSION QUALIFICATION STRUCTURE						
1 or 3	CORE UNIT	48 hours	P L U S	1 or 3	CORE UNIT	48 hours
2 or 4	CORE UNIT	48 hours		2 or 4	CORE UNIT	48 hours
5	Any <b>THREE</b> option units	48 hours		8	Any <b>THREE</b> option units	48 hours
6		48 hours		9		48 hours
7		48 hours		10		48 hours
Total Guided Hours		240		Total Guided Hours		240
JERSEY PROGRESSION CERTIFICATE				JERSEY PROGRESSION DIPLOMA		

The assessment opportunities in the **Jersey Progression Certificate** and **Jersey Progression Diploma** are designed to enable learners to demonstrate that they:

- have acquired the taught skills to an expected minimum level
- have gained sufficient practical and theoretical knowledge of the technical and professional area
- can demonstrate their understanding of the subject content
- are aware of what is required by the sector in which they are interested
- can behave appropriately when working within the specific technical and professional area.

To be awarded **the Level 2 Jersey Progression Certificate**, learners are required to successfully complete **two core units** and **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification. Unit certificates can be awarded to learners who have not achieved the full qualification, but who have achieved at least one unit.

To be awarded **the Level 2 Jersey Progression Diploma**, learners are required to successfully complete a further **two core units** and a further **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification.

## Grading

The Jersey Progression Certificate and Diploma are graded qualifications. The grades for individual units are recorded on the final certificate, but there is **one** overall grade of Pass, Merit, Distinction, or Distinction\* awarded for the Certificate and a **second** overall grade of Pass, Merit, Distinction, or Distinction\* awarded for the Diploma. The grade of Distinction\* is awarded if all the units are achieved at Distinction level.

Grading descriptors for each learning outcome and each unit have been included in this qualification specification. Assessors must be confident that all the learning outcomes have been evidenced and met by the learner in order to pass the unit. Assessors will judge the evidence produced by the learner to determine the grade for the unit.

Pass, Merit and Distinction Grades are awarded for the **Jersey Progression Certificate** at unit level and these are converted to **one** overall grade for the five units (2 core and 3 option) that contribute to the award of this qualification.

Similarly, Pass, Merit and Distinction Grades are awarded for the remaining five units that make up the **Jersey Progression Diploma** at unit level and these are converted to a **second** overall grade for the qualification for the remaining five units (2 core and 3 option) that contribute to the award of this qualification.

**The Jersey Progression Certificate** is awarded with **one** overall grade of Pass, Merit, Distinction or Distinction\*.

**The Jersey Progression Diploma** is awarded with the **one** overall grade of Pass, Merit, Distinction or Distinction\* achieved through the units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction\* achieved through the remaining units that make up the Diploma.

Distinction\* is only awarded where all units are achieved at Distinction level.

## Unit grading

The grading descriptors for each unit are included in the qualification specification. Grading descriptors are written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. Grading is initially carried out at the learning outcome level.

Assessors must firstly be confident that all the Pass descriptors have been met for a learning outcome.

For example:

<b>Pass:</b>	LO1: Describes some characteristics and benefits of good customer service and some elements of legal requirements
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Assessors can then move on to decide if the Merit descriptors have been met for the learning outcome.

For example:

<b>Merit:</b>	LO1: Describes a range of good customer service characteristics and benefits citing some examples and a range of legal requirements
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If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met for the learning outcome.

For example:

<b>Distinction:</b>	LO1: Describes a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one
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Each unit has three grades which are equally weighted. If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved (NYA) must be awarded for the unit.

## Overall unit grade

The overall unit grade is determined by the highest average grade across the three learning outcomes. The overall unit grade will be determined from the following table:

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M
Pass is a minimum requirement for all learning outcomes			

## Pass only criteria

When a learning outcome is **PASS** only, for example LO1, the criterion for LO1 applies to MERIT and DISTINCTION and the grade for LO1 defaults to the highest grade achieved for LO2 or LO3 in order to determine the overall unit grade.

For example:

	PASS	MERIT	DISTINCTION	Grade awarded
<b>LO1</b>	PASS ONLY	PASS ONLY	PASS ONLY	<b>Defaults to DISTINCTION</b>
<b>LO2</b>			Meets <b>Distinction</b> Criterion	<b>DISTINCTION</b>
<b>LO3</b>		Meets <b>Merit</b> Criterion		<b>MERIT</b>
LO1 = D; LO2 = D; LO3 = M (DDM = D)				<b>DISTINCTION</b>

A further example, where LO3 is pass only:

	PASS	MERIT	DISTINCTION	Grade awarded
<b>LO1</b>		Meets <b>Merit</b> Criterion		<b>MERIT</b>
<b>LO2</b>		Meets <b>Merit</b> Criterion		<b>MERIT</b>
<b>LO3</b>	PASS ONLY	PASS ONLY	PASS ONLY	<b>Defaults to MERIT</b>
LO1 = M; LO2 = M; LO3 = M (MMM = M)				<b>MERIT</b>

## Qualification grading

The final grade for the qualification is based on the unit grades - Pass, Merit, and Distinction. It is arrived at according to the table below which shows how the combination of unit grades is aggregated to form the overall qualification grade for the Certificate and the Diploma.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances.

The **highest** possible grade is determined first. Units 1, 2, 3 and 4 are the **core** units of the qualification. Units 1 and 3 contain synoptic elements, unit 2 contains essential knowledge and skills and unit 4 is the **Working in the Industry** unit which is common to all subject strands. Units 5 and above are all option units. The **highest** overall grade is determined by:

1. Selecting the highest grade achieved for unit 1 or 3
2. Selecting the highest grade achieved for unit 2 or 4
3. Selecting the **three** highest grades achieved from the option units.

For example:

This is a candidate grade profile for all 10 units:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>P</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>M</b>	<b>P</b>	<b>D</b>	<b>D</b>	<b>M</b>

1. Between units 1 and 3, the highest grade achieved is for Unit 3: **MERIT**
2. Between units 2 and 4, the highest grade achieved is for Unit 4: **DISTINCTION**
3. The **three** highest grades achieved from the option units are for Units 8, 9 and 6 or 10: **DISTINCTION; DISTINCTION; MERIT**.

The five **highest** grades achieved in this example (arranged in the order with lowest grades first) are:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>

The final **highest** overall grade is aggregated according to the table below:

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the table above, the example of a grade profile of **MMDDD** works out as an overall grade of **Distinction**.

A	B	C	D	E	OVERALL GRADE
M	M	D	D	D	D

Where **five** appropriate units have been achieved but less than 10 units have been fully achieved, just the Jersey Progression Certificate is awarded and the highest grade (Distinction, in this example) will be recorded on the certificate. A unit certificate for any additional units above the five used to grade the Certificate but fewer than five to contribute towards a Diploma will be issued. Where fewer than five units overall have been achieved, just a unit certificate will be awarded for the units achieved.

Once the **highest** overall grade has been determined, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Diploma**. Using the example from above, the remaining unit grades that can be used to calculate the second overall grade are:

1	2	5	7	10
P	M	P	P	M

Rearranged in grade order, with the lowest first, gives a grade profile of **PPPM**. Using the final overall grade table from above, the **second overall grade** is a **Pass**.

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the overall grade table, it will be noted that this particular profile is highlighted in red because it is a borderline grade. At the awarding stage there is an opportunity to review the grades for the units with a pass to ensure that the assessment is secure.

Where the learner has achieved ten units, as in the example above, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. In the example above, the overall grades are Pass and Distinction. Where one grade is higher than the other, the lower grade should be assigned to the Jersey Progression Certificate (Pass) and the higher grade to the Jersey Progression Diploma (Distinction).

Distinction\* (star) is awarded where all of the grades for the Certificate are Distinction. Double Distinction\*(star) is awarded where all 10 units are graded Distinction.



## Overall grading descriptors

### Not Yet Achieved

The learner will not meet all the learning outcomes and will not have enough work or evidence of progress available to allow a valid judgement to be made.

### Pass

To achieve a Pass grade the learner will meet all the requirements as set out in the assessment criteria for each unit. They will make some effort to apply knowledge, and have some understanding of key concepts, but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials, but this may be uneven in application. Their evidence will show some degree of planning, organisational and investigatory skills, but may be lacking in structure.

The learner will have completed the tasks to the minimum standard for a level 2 qualification.

### Merit

To achieve a Merit grade the learner will meet all the requirements as set out in the assessment criteria for each unit to the required standard. They will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. Their evidence will show planning, organisation and investigatory skills in a clear and logical way.

The learner will have completed the tasks in a manner exceeding the minimum standard for a level 2 qualification.

### Distinction

To achieve a Distinction grade the learner will meet all the requirements as set out in the assessment criteria for each unit to a high standard. They will demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. They will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. Their evidence will be appropriately contextualised showing planning, organisation and investigatory skills in a well-structured and thorough way.

The learner will have shown a high degree of motivation, ability and commitment and will have completed the tasks effectively in a manner far exceeding the minimum standard for a level 2 qualification.

### Distinction\* (Star)

The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work for a level 2 qualification.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The assessment for the **Jersey Progression Qualification** is unit based. Each unit requires the learner to demonstrate that they have met the learning outcomes. Learning outcomes are assessed through a portfolio of evidence which can take a number of different forms. The assessment methods used are appropriate to the type of learning activity and tasks prescribed in the unit.

Assessment methods include:

- Assignments
- Project based work
- Written tests or examinations
- Practical tests or examinations
- Lecturer/assessor observation
- Audio/video recorded activities
- Interviews or a viva
- On-line assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

## Course-based assessment

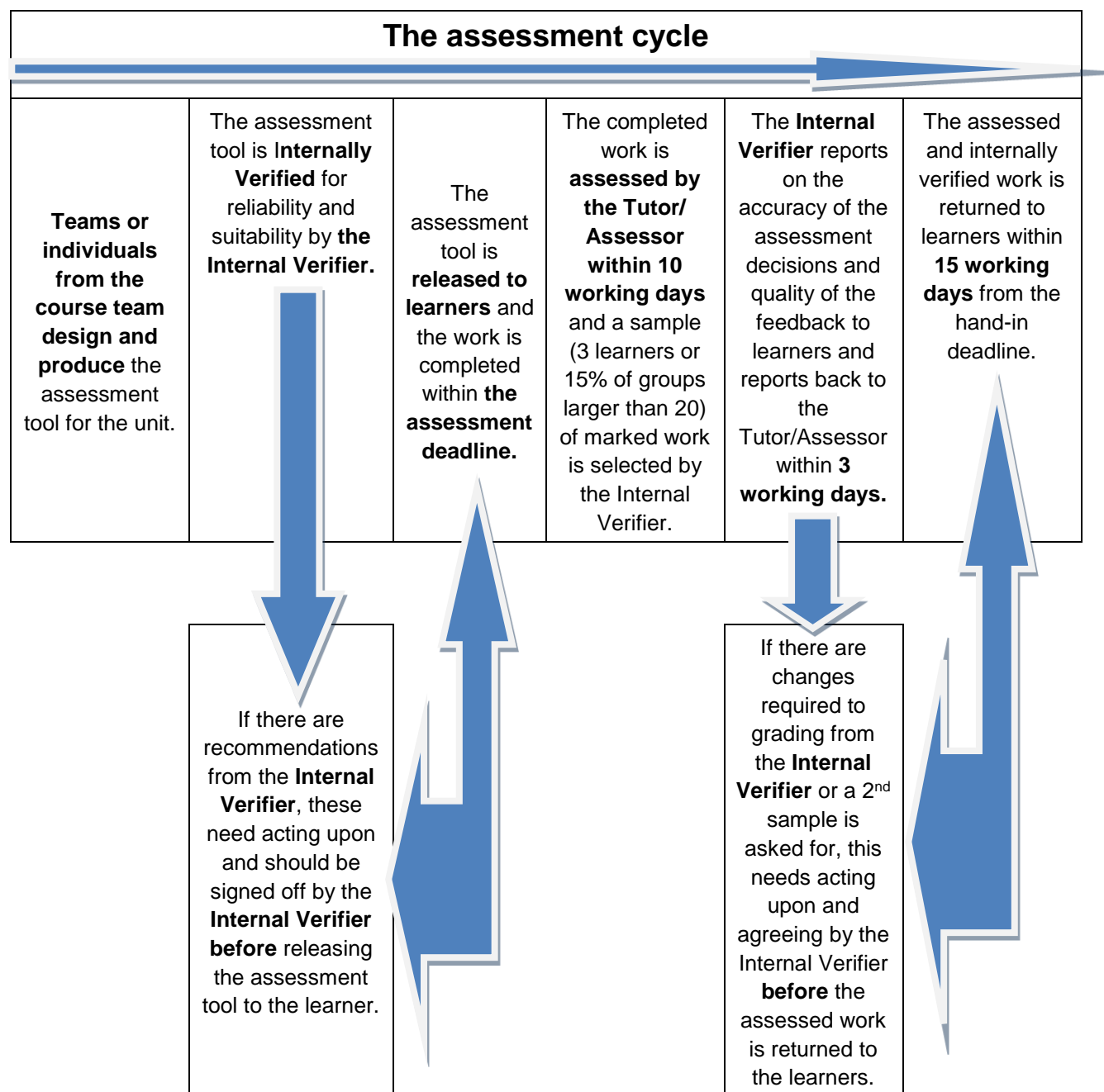
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst **all** of the content of a unit must be taught, course teams can be **selective** about which aspects of the content may be assessed, particularly where assessment tests or assignments are unseen prior to the learner taking them.

Once the assessment tool is designed and written it is given to an **Internal Verifier** to verify prior to being released to learners. The **Internal Verifier** must be independent from the design and production process of the assessment tool. The role of the **Internal Verifier** is to check the reliability and appropriateness of the assessment tool. The Internal Verifier will complete a pro-forma and feedback to the assessment tool writer/designer who will act upon any recommendations or required changes before issuing the assessment tool to learners.

Each learner will complete the appropriate assessment task or tasks for each unit to a given deadline. On completion of each unit learners will declare that the work produced is their own unaided work (except in the case of examinations or tests taken under timed and supervised conditions). The tutor/assessor will countersign this declaration to confirm that the work carried out is the learner's own and unaided work. Learners may carry out research activities outside of the supervised sessions, but any work submitted for assessment must be authenticated and attributable to the learner. Learners should ensure that any work by others or research material used in their assessed work is properly referenced and the source acknowledged.

Learner work will be assessed by the tutor/assessor using the grading criteria from each unit. The **Internal Verifier** will sample the assessed work and feedback to

the tutor/assessor on the accuracy of their assessment decisions using an Internal Verification pro-forma. The Tutor/Assessor must act on the feedback from the Internal Verifier and amend their assessment decisions accordingly. A further sample may be asked for where there are inaccuracies in the marking. A minimum of **three** different learners' work or **15%** of the cohort (whichever is the greater) should be sampled by the Internal Verifier for each assessment task. Across all units, all learners should be sampled where possible.



## Standardisation

To ensure that standards are maintained across the whole Jersey Progression Qualification and within each subject strand, a **Lead Internal Verifier** will sample at least **three** different internally verified Assessment Tools within each subject strand. The **Lead Internal Verifier** will provide each Course Team and their Internal Verifiers with a brief report that highlights areas of good practice and identifies any areas for improvement. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the standard, quality and consistency of the assessment tools being used across the qualification and make recommendations for improvements year on year.

The **Lead Internal Verifier** will also sample at least **three** internally verified assessment decisions from each subject strand. They will compare standards across and between each subject strand. This will ensure that assessment and grading decisions are being arrived at consistently in terms of the types and quality of evidence being presented for assessment purposes and the application of grading descriptors. The **Lead Internal Verifier** will also carry out standardisation exercises within subject strands and between different subject strands. The **Lead Internal Verifier** will produce a brief report for each course team that highlights good practice and provides recommendations that will ensure consistency and fairness of marking. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the reliability and consistency of assessment decisions within each programme and across the Jersey Progression Qualification as a whole.

## External verification

To further assure the quality and consistency of assessment across all subjects of the Jersey Progression Qualification, there is an external verification process that mirrors that of the Lead Internal Verification process. External verification is carried out by an external verifier who is appointed, trained and monitored by NCFE. The external verifier is responsible for monitoring and sampling learners' evidence to ensure that assessment decisions are valid, reliable, fair and consistent. The issuing of certificates by NCFE is subject to the External Verifier reporting that all of the conditions of accreditation have been met.

## Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registrar is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally the College Registrar), a member of the College Leadership Team, the Lead Internal Verifier and a Minutes Secretary.

### Attendance at the Award Board

- The Head of Department or Director for the named qualification
- The Subject Co-ordinator for the named qualification
- The internal verifier(s) of all units for the named qualification
- Attendance of **unit assessors** at the awarding meeting is **optional**

## Required documentation for the Award Board

- Copies of all completed Extenuating Circumstances forms (if any)
- Copies of all completed Candidate Appeals forms (if any)
- Copies of documentation related to compensation for missing marks (if any)
- Completed grading sheets for all candidates showing all unit grades and the proposed final overall grade for the Jersey Progression Certificate and for the Jersey Progression Diploma.

## Agenda for the awarding meeting<sup>2</sup>

1. Welcome by the Chair and record of attendees made
2. Consideration of any Extenuating Circumstances
3. Decisions regarding individual candidates and extenuating circumstances documented and implemented **prior** to awarding<sup>3</sup>
4. Consideration of any Appeals
5. Decisions regarding individual appeals documented and implemented **prior** to awarding
6. Review of any candidates who have failed to complete the Certificate or the Diploma (or Unit 4: Working in the Industry) where there are no extenuating circumstances and/or an appeal has not been upheld
7. Chair records decisions related to non-completers which will be **one** of the following:
  - a. The candidate is allowed to resubmit work by a set date
  - b. The candidate is unable to resubmit work and achievement at unit only level will be recorded
8. Review of grade boundaries (at unit level for unit 4; at whole qualification level for named qualifications awarding).<sup>4</sup>
  - a. For unit 4: The Unit Leader will talk the panel through the Minimum Mark Setting Process for the unit and verify how the grade boundary decisions for the unit were reached. Comparison with the previous year's grade boundaries also to be taken into consideration.
  - b. All candidates with grades **PPMM** (which equates to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Pass are securely assessed. If any of the units graded at Pass are close to the Pass/Merit boundary, this work may be recommended for re-assessment. If one of the pass units is re-assessed at Merit, the overall grade to be awarded at **Merit**.

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<sup>2</sup> Unit 4: Working in the Industry is common to all named qualifications. There will be a separate awarding meeting for this unit which will happen before the subject panels. The agenda for this meeting will relate solely to the unit and the decisions for this unit will be carried forward to each subject awarding meeting.

<sup>3</sup> Where decisions related to Extenuating Circumstances and/or appeals cannot be resolved at this stage, the panel will reconvene to determine the outcomes for the individual candidates concerned. Decisions related to candidates where there are no appeals or extenuating circumstances will be made as part of items 6 and 7.

<sup>4</sup> Where the Unit 4 result is the reason for a candidate's overall grade being on the Pass/Merit or Merit/Distinction grade boundaries and that candidate's unit 4 grade is within 1 mark of the learning outcome grades for the unit, their work will be reviewed.

- c. All candidates with grades **MMMDD** (which equates to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Merit are securely assessed. If any of the units graded at Merit are close to the Merit/Distinction boundary, this work may be recommended for re- assessment. If one of the Merit units is re-assessed at Distinction, the overall grade to be awarded at **Distinction**.
9. Confirmation of the award of the Jersey Progression Certificate and the Jersey Progression Diploma for each candidate in the named qualification pathway.
10. Summary of Actions from the meeting.
11. AOB.

The Chair will make it clear at the outset of each Awarding Meeting that the results remain confidential until the External Verifier has submitted their final report for the year.

## Assessment regulations

To achieve the **Jersey Progression Qualification** learners will successfully pass the units associated with the qualification. The assessment schedule for each unit will be identified at the start of the course and may include a range of different tasks such as practical activities, skill tests, in-class tests, course work, written reports and formal examinations, amongst others. A submissions calendar for all assessed work will be made available at the beginning of the academic year.

Deadlines for assessment are an important part of the **Jersey Progression Qualification** as by meeting these, learners develop the important employability skill of good time management. It is also important not to advantage learners by accepting late work. This allows individuals extra time to complete assignments, which is unfair. If there are extenuating circumstances for late submission the learning needs to complete the appropriate form and submit it for consideration at the Award Board. Assessments which are not submitted by the original specified assessment deadline but are received within five working days afterwards will be marked but will only be able to receive a maximum grade of **Pass**. Late work will have limited written feedback.

Normally only one opportunity will be given to provide final formative assessment feedback on assessed work. Feedback will focus on enhancing the learners' understanding and knowledge to allow them to further develop their answers. It is not intended that tutors write or provide information that can be directly incorporated into an assessment.

Following formative assessment and feedback, learners are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and the final unit grade.

Summative assessment is a final assessment decision on an assessment task in relation to the assessment criteria of each unit. It is the definitive assessment and it is recorded on the learner's profile. Should the learner not achieve at least a Pass grade, the submitted work will be recorded as 'Not Yet Achieved'.

## Reassessment

The decision on whether to offer the learner the opportunity for reassessment will be made by the Course Team, in consultation with the Lead Internal Verifier, prior to the Award Board. Reassessment can either be through:

- Resubmission – revision of the work originally submitted; or
- Retake – submission of a new piece of work.

## Extenuating circumstances

The purpose of this policy is to outline the support available for learners who, during their studies, experience exceptional unforeseen circumstances beyond their control which severely affect their ability to successfully complete an assessment, meet an assignment deadline or sit an examination. The table below gives an indication of what might be considered valid extenuating circumstances and circumstances which would not be considered valid.

This list is not exhaustive and learners should not make assumptions regarding extenuating circumstances but should ask for advice from their tutor or staff from Student Life to confirm what might be an appropriate claim.

Each claim for extenuating circumstances must be accompanied by a completed Extenuating Circumstances Form (see Appendix I) and independent supportive evidence which is signed and dated by the appropriate individual, e.g. the doctor. Examples of corroborating evidence likely to be acceptable include an original copy of a medical certificate, the doctor's or counsellor's letter on headed paper, or a hospital appointment letter. Every claim for extenuating circumstances will be considered by the Course Team, in consultation with the Lead Internal Verifier, on a case by case basis.

Applications for extenuating circumstances should always be made as soon as possible **before** the assessment deadline. Claims made after the assignment is due will not normally be considered unless there are exceptional reasons for not doing so. Evidence and a completed claim form must be provided within five working days of the assessment deadline to support any such claims. If a claim is considered valid, an extension of a maximum of **ten working days** will normally be granted and the assessment must be submitted before this revised deadline. Any late submission of work for which there is no valid claim for extenuating circumstances but which is submitted within five working days of the initial deadline will receive a maximum grade of Pass.

## Compensation

To be awarded the Jersey Progression Certificate it is expected that the learner achieves two core units and three option units and for the Jersey Progression Diploma a further two core units and three option units. However, it may be possible to award **compensation** for one incomplete unit in the Certificate and one incomplete unit in the Diploma if there are valid extenuating circumstances. This equates to a maximum of 20% compensation for each qualification. The decision to award compensation rests with the Award Board. Where a unit is compensated, this will be shown on the learner transcript.



<b>Valid extenuating circumstances</b>
Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor
Extreme personal problems
Bereavement of a close family member or close friend
<b>Not valid</b>
Coughs, colds, sore throats or other minor illnesses
Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer
Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable
Transport problems
Computer problems including submission of the wrong file, computer malfunction, etc.
Alarm clock not going off
Misreading the timetable and/or failing to attend at the right time and in the right place
Non-submission of work
Lateness or absence from assessment sessions
Moving house
Sanctions imposed for being in breach of college regulations.



## **Student academic appeal procedure**

If a learner disagrees with an assessment decision the procedure outlined below will be followed. Please note an appeal can only be based on the achievement/non-achievement of the specific criteria related to that assessment.

### **Stage One: Informal**

If a learner disagrees with the assessment decision of an assessor, the learner must discuss this with the assessor within a period of five working days following the assessment decision. If the matter is unresolved then the issues should be documented on a Candidate Appeal Form (see Appendix II) before moving to Stage Two.

### **Stage Two: Formal**

The internal verifier should review the assessment decision within five working days and notify the learner in writing. The learner agrees or disagrees with the outcome, in writing, within a period of five working days and if the matter is unresolved Stage Three takes effect.

### **Stage Three: Appeal Hearing**

The College Registrar or their nominee will hear the appeal within a period of ten working days. The panel at the Appeal Hearing will also include the Head of Department, the original assessor and the internal verifier. The learner can choose to be accompanied by a friend, parent or guardian. The panel will inform the learner of the outcome of the hearing, both orally and in writing, within five working days.

## **Academic malpractice policy**

Academic malpractice can be defined as any attempt to gain unfair advantage in the assessment process of a qualification and therefore manipulate the grades which might be achieved. Malpractice may be intentional or unintentional, however, the college policy on malpractice does not consider whether there is intention to deceive or not.

Examples of malpractice include:

- allowing someone else to complete the assignment;
- copying another learner's work (with or without their permission);
- copying anything from the internet or from an article or book without acknowledging the author; or
- failure to reference sources correctly.

All assessed work must be solely the own work of the learner and learners must sign an assessment cover sheet before submission to confirm this.

The College supports learners in the avoidance of malpractice by helping them to develop appropriate academic skills through the initial part of their studies. This includes tuition on how to carry out and record research, writing skills and referencing.

The College takes academic malpractice very seriously and has produced a full policy which outlines what is deemed as malpractice, the process the college will use to investigate its occurrence and the sanctions which may be imposed if malpractice is proven. The policy and guidelines relating to academic malpractice can be found on the College Intranet.

## **Access arrangements and reasonable adjustments**

The College takes its commitments under the Discrimination (Jersey) Law 2013 very seriously and works to create equal access for learners through the provision of information, advice, guidance and, where appropriate, additional support to meet individual needs and situations.

If you have a recognised learning need, medical condition or disability which affects your ability to study, complete assessments or sit examinations, you must bring this to the attention of your tutor. They will advise you on the best course of action in accordance with the Highlands College Special Educational Needs and Equality, Diversity and Inclusiveness policies. These College policies have been developed to take account of the published policies and regulations of the Joint Council for Qualifications. Under these policies you may qualify for access arrangements, reasonable adjustments or additional support when studying or undertaking assessed work. Any such claims must be made in a timely manner and supported by appropriate evidence and documentation.

# **Section B**

## **Unit Content and assessment guidance**



## Structure of the Jersey Progression Qualification in Childcare and Education

Unit No.	Unit Title	Core/Option
1	Childcare and Education Study	Core
2	Nurturing Environments	Core
3	Introduction to How Children Learn	Core
4	Working in the Industry	Core
<p>The <b>Jersey Progression Certificate</b> requires learners to achieve unit 1 or 3 <b>and</b> unit 2 or 4.</p> <p>The <b>Jersey Progression Diploma</b> requires learners to achieve the remaining two core units.</p>		
5	Introduction to Working with Children	Option
6	Providing a Safe and Healthy Environment	Option
7	Communication in Child Care and Education	Option
8	Child Development	Option
9	Play and Learning	Option
10	Supporting Additional Needs	Option
<p>The <b>Jersey Progression Certificate</b> requires learners to achieve unit 1 or 3 <b>and</b> unit 2 or 4 and a further three option units.</p> <p>The <b>Jersey Progression Diploma</b> requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

## Unit:1 – Childcare and Education Study

<b>Unit Summary</b>	This unit draws together the subjects you have studied across the course. It allows you to demonstrate your knowledge of early years settings and the activities, legislation, and methods of communication involved in different environments.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2
<b>This core unit is synoptic.</b>	
<b>Learning outcome 1</b>	
<b>The learner will:</b> Outline environments and provision for children, describe suitable activities, and identify relevant legislation. They will list barriers to communication and outline how to overcome them.	
<b>The learner must know about:</b> <ul style="list-style-type: none"><li>• Types of settings and provision</li><li>• Age appropriate activities</li><li>• Legislation in line with the health and safety of a setting</li><li>• Barriers to communication and how to overcome these.</li></ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Respond to the case study and prepare a suitable plan for the day within the chosen early years setting.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"><li>• The ability to plan within an early year's environment</li><li>• Knowledge of a suitable activity within the scope of the environment</li><li>• A clear understanding of the requirements of health and safety.</li></ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the methods of communication used in the activity suggested for the environment.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"><li>• An awareness of the types of communication used in an early years setting.</li><li>• An understanding of the use and appropriateness of each type of communication.</li></ul>	

Unit No: 1 – Child Care and Education Study	
Grading Descriptors	Learning Outcome 1
Pass	<ul style="list-style-type: none"> <li>Complete the answer to the given case study by describing suitable environments for the child. Suggest suitable activities for some of the areas within the EYFS and correctly identify Health and Safety Legislation involved. Explain where there may be some barriers to communication and outline how to overcome them.</li> </ul>
Merit	<ul style="list-style-type: none"> <li>Complete the answer to the given case study by providing a detailed description of suitable environments for the child, with a clear suggestion as to most suitable. Suggest suitable activities for most of the areas within the EYFS and correctly outline relevant pieces of Health and Safety Legislation used with the setting. Explain where there may be some barriers to communication and outline how to overcome them.</li> </ul>
Distinction	<ul style="list-style-type: none"> <li>Complete the answer to the given case study, by providing a detailed description of suitable environments for the child, show a comparison between environments and then select the most appropriate one. Suggest suitable activities for all of the areas within the EYFS and correctly describe relevant pieces of Health and Safety Legislation used with the setting.</li> </ul>

**Unit No: 1 – Child Care and Education Study****Grading  
Descriptors****Learning Outcome 2****Pass**

- Plan an early year's environment ensuring that you consider the areas of the EYFS. Create a risk assessment for a suitable outing where you could take a group of 4 year olds. Remembering to identify the hazards that you may expect as well as controls in place to enable the outing to take place.

**Merit**

- Plan an early year's environment ensuring that you consider the areas of the EYFS. Create a detailed risk assessment for a suitable outing where you could take a group of 4 year olds. Review the hazards that you may expect as well as controls in place to enable the outing to take place.

**Distinction**

- Plan an early year's environment ensuring that you consider the areas of the EYFS. Create an accurate detailed risk assessment for a suitable outing where you could take a group of 4 year olds. Evaluate the hazards that you may expect as well as controls in place to enable the outing to take place. Include additional controls that may be put in place.



Unit No: 1 – Child Care and Education Study	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review the methods of communication used within the case study.</p> <ul style="list-style-type: none"> <li>Consider the methods of communication used when welcoming new parents and children into a setting. Suggest the types of communication that could be used.</li> <li>Explain how and when each type of communication should be used.</li> </ul>
Merit	<p>Learners will review the methods of communication used within the case study.</p> <ul style="list-style-type: none"> <li>Consider the methods of communication used when welcoming new parents and children into a setting. Describe the types of communication that could be used.</li> <li>Explain how and when each type of communication should be used and when a method of communication needs to be reviewed.</li> </ul>
Distinction	<p>Learners will review the methods of communication used within the case study.</p> <ul style="list-style-type: none"> <li>Consider the methods of communication used when welcoming new parents and children into a setting. Describe the types of communication that could be used and evaluate the different methods.</li> <li>Explain how and when each type of communication should be used and when a method of communication needs to be reviewed. Explain how the methods could be adapted.</li> </ul>

## **Unit No: 1 – Child Care and Education Study**

### **Assessment**

The assessment for this unit consists of an examination under controlled conditions where learners answer questions based on a case study. Learners will have 1 hour and 30 minutes in which to answer all the questions.

Learners will be given a case study seven days prior to the assessment. They will be able to revise the different aspects of the units they have covered over the year.

### **Types of evidence**

Written answers to questions based on a case study. Learners will need to provide some answers in continuous prose as well as completing a risk assessment and an activity plan.

### **Delivery guidance**

The focus of this unit is to consolidate and integrate the learning gathered from the units studied over the year. Learners will use their knowledge of health and safety to identify and explain the legislation and potential hazards involved in an early years setting. They will use their understanding of different settings and provisions to accommodate a family from the case study. Using their knowledge of child development, learners will suggest and plan suitable activities for the child from the case study. They will suggest and comment on the different types of communication methods used in professional situations, outlining when these methods of communication would be used. Learners will use the knowledge gained from both the course content and their experiences on placement to support them in answering these questions. All questions will generate a written response.

## Unit 2 – Nurturing Environments

<b>Unit Summary</b>	This unit will teach you how to safeguard children and adults through working practices. You will learn how to recognise signs and symptoms of abuse and make child protection referrals.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2

### Learning outcome 1 & 2

**The learner will:**

Describe working practices that safeguard children and adults.

**The learner must know about:**

- Protecting children
- Ways in which adults keep themselves safe
- Referrals, the Multi-Agency Safeguarding Hub (MASH) and whistleblowing.

### Learning outcome 3

**The learner will:** Consider and justify actions to be taken against set criteria in safeguarding and child protection procedures.

**The learner must consider:**

- All aspects of safeguarding and child protection procedures.

Unit No: 2 – Nurturing Environments	
Grading Descriptors	Learning Outcomes 1 & 2
Pass	<p>Learners will describe working practices that safeguard children and adults.</p> <ul style="list-style-type: none"> <li>• Arrive at conclusions based on some working practices relevant to Jersey child protection procedures.</li> <li>• Provide possible solutions to safeguarding and child protection issues.</li> </ul>
Merit	<p>Learners will describe working practices that safeguard children and adults.</p> <ul style="list-style-type: none"> <li>• Arrive at accurate conclusions based on working practices relevant to Jersey child protection procedures.</li> <li>• Provide effective solutions to safeguarding and child protection issues</li> </ul>
Distinction	<p>Learners will describe working practices that safeguard children and adults.</p> <ul style="list-style-type: none"> <li>• Arrive at accurate conclusions, weighing up all the information relevant to Jersey child protection procedures.</li> <li>• Provide effective solutions to safeguarding and child protection issues showing a detailed understanding of child protection procedures.</li> </ul>

Unit No: 2 – Nurturing Environments	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will consider and justify actions to be taken against set criteria in safeguarding and child protection procedures.</p> <ul style="list-style-type: none"> <li>• Suggest three difficulties faced by professionals when dealing with a child protection issues.</li> <li>• Give reasons why some abuse may not be reported.</li> </ul>
Merit	<p>Consider and justify actions to be taken against set criteria in safeguarding and child protection procedures.</p> <ul style="list-style-type: none"> <li>• Suggest three difficulties faced by professionals when dealing with a child protection issues.</li> <li>• Give reasons why some abuse may not be reported.</li> </ul>
Distinction	<p>Learners will consider and justify actions to be taken against set criteria in safeguarding and child protection procedures.</p> <ul style="list-style-type: none"> <li>• Give reasons for and analyse three difficulties faced by professionals when dealing with a child protection issues.</li> <li>• Evaluate why abuse may not be reported and justify your conclusions.</li> </ul>

## **Unit No: 2 – Nurturing Environments**

### **Assessment**

The assessment for this unit consists of:

An assessment under controlled conditions involving all aspects of safeguarding and child protection procedures. This assessment will also provide learners with the recognized Foundation Certificate in Safeguarding awarded by the Safeguarding Partnership Board.

### **Types of evidence**

Written answers to questions based on case studies and scenarios. This assessment will provide learners with the recognized Foundation Certificate in Safeguarding awarded by the Safeguarding Partnership Board.

### **Delivery guidance**

The focus of this unit is for learners to gain a knowledge and understanding of the procedures which are followed by practitioners to safeguard children across a range of settings. Learners will gain an understanding of the current legislation, guidelines, policies and procedures for the safeguarding, protection and welfare of children. As part of this they will follow the Safeguarding Partnership Board's training certificate.

Learners will develop an awareness of the policies and procedures relating to whistleblowing, and the roles and responsibilities involved. They will develop an understanding of the procedures they need to follow when reporting a serious concern relating to safeguarding. Learners will understand the boundaries of confidentiality when reporting safeguarding concerns. The unit will also focus on the benefits of working with others in the context of safeguarding and child protection and understanding the need to share information. As part of the Safeguarding Certificate and the unit, learners will develop a knowledge of the different signs, symptoms, indicators and behaviours that may cause concern regarding child protection. They will know how to take action when harm or abuse is suspected and/or disclosed. This will include an understanding of the risks for children online and how to protect them.

The unit will provide learners with the knowledge surrounding Serious Case Reviews. They will know what serious case reviews are and why they are required.

## Unit 3 – Introduction to How Children Learn

<b>Unit Summary</b>	During this unit you will be introduced to different frameworks used in early years settings, understand the principles of how children learn and explore the role of the adult in supporting children's learning.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2
<b>This core unit is synoptic.</b>	
<b>Learning outcome 1</b>	
<b>The learner will:</b> Recognise current frameworks used in early years settings and identify the principles of how children learn.	
<b>The learner must know about:</b> <ul style="list-style-type: none"><li>• Current frameworks used in early years' settings</li><li>• Theories of learning used in early years' settings</li><li>• Factors that affect learning.</li></ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Create an enabling environment for children and support children in their learning.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"><li>• An understanding of differentiation within the early year's environment</li><li>• Prepare a resource to enable learning.</li></ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Evaluate the effectiveness of the learning resource.	
<b>The learner must consider:</b> <ul style="list-style-type: none"><li>• The effectiveness of the resource and suggest how the resource could be adapted.</li></ul>	

Unit No: 3 – Introduction to How Children Learn	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will recognise current frameworks used in early years' settings and identify the principles of how children learn.</p> <ul style="list-style-type: none"> <li>• Outline current frameworks used in an early years setting.</li> <li>• Identify theories related to learning and summarise how the theories influence practice.</li> </ul>
Merit	<p>Learners will recognise current frameworks used in early years' settings and identify the principles of how children learn.</p> <ul style="list-style-type: none"> <li>• Outline current frameworks used in an early years setting and give examples of how these are implemented.</li> <li>• Identify theories related to learning and provide a detailed summary of how the theories influence practice.</li> </ul>
Distinction	<p>Learners will recognise current frameworks used in early years' settings and identify the principles of how children learn.</p> <ul style="list-style-type: none"> <li>• Describe the current frameworks used in an early years setting, give examples of how these are implemented and suggest how the frameworks influence planning.</li> <li>• Identify theories related to learning and provide a comprehensive summary of how the theories influence practice.</li> </ul>

**Unit No: 3 – Introduction to How Children Learn**

<b>Grading Descriptors</b>	<b>Learning Outcome 2</b>
<b>Pass</b>	<p>Learners will create an enabling environment for children and support children in their learning.</p> <ul style="list-style-type: none"><li>• Prepare a resource to support children's learning</li><li>• Identify an area of learning and prepare a resource which can be used to develop the area of learning identified.</li><li>• Implement an activity using the resource.</li></ul>
<b>Merit</b>	<p>Learners will create an enabling environment for children and support children in their learning.</p> <ul style="list-style-type: none"><li>• Identify an area of learning giving reasons for choosing the area</li><li>• Prepare a resource which can be used to develop the area of learning identified. Suggest how the resource meets the needs of the children.</li><li>• Implement an activity using the resource, providing an activity plan with a rationale.</li></ul>
<b>Distinction</b>	<p>Learners will create an enabling environment for children and support children in their learning.</p> <ul style="list-style-type: none"><li>• Identify an area of learning giving an explanation for choosing the area.</li><li>• Prepare a resource which can be used to develop the area of learning identified. Suggest how the resource meets the needs of the children and supports the area of learning.</li><li>• Implement an activity using the resource, providing an activity plan with aims and a rationale.</li></ul>



**Unit No: 3 – Introduction to How Children Learn**

<b>Grading Descriptors</b>	<b>Learning Outcome 3</b>
<b>Pass</b>	Learners will evaluate the effectiveness of the learning resource. <ul style="list-style-type: none"><li>• Provide an evaluation of the resource.</li><li>• Consider ways to adapt the resource to promote further learning.</li></ul>
<b>Merit</b>	Learners will evaluate the effectiveness of the learning resource <ul style="list-style-type: none"><li>• Provide an evaluation of the resource, giving examples of how the resource meets the given rationale, learning goals and aims.</li><li>• Consider ways to adapt the resource to promote further learning which demonstrate an understanding of differentiation.</li></ul>
<b>Distinction</b>	Learners will evaluate the effectiveness of the learning resource <ul style="list-style-type: none"><li>• Provide a detailed evaluation of the resource, giving examples of how the resource meets the given rationale, learning goals and aims.</li><li>• Make recommendations of ways to adapt the resource to promote further learning which demonstrate an understanding of differentiation and explains how specific learning outcomes can be met.</li></ul>

## Unit No: 3 – Introduction to How Children Learn

### Assessment

The assessment for this unit consists of:

- The production of a booklet to demonstrate the understanding of current frameworks and the theories of early years learning.
- The creation of a learning resource for use with children using a variety of mediums.
- The implementation of a learning resource for use with children.
- The evaluation of a learning resource for use with children.

### Types of evidence

- A booklet demonstrating an understanding of current frameworks and the theories of early years learning.
- An early years learning resource and an evaluation of the resource.

### Delivery guidance

The focus of this unit is for learners to gain a knowledge and understanding of the different frameworks used in early years' settings, the principles of how children learn and the role of the adult in supporting children's learning. Learners will gain an understanding of early years' frameworks and the principles and theories of learning through the different stages of cognitive development. They will explore the role of active learning, the skills needed for effective learning and the importance of play.

Learners will gain an understanding of the factors that can affect the child's ability to learn. They will explore the role of the adult in supporting children's learning, providing environments to support learning and identifying learning opportunities in everyday routines. They will understand the difference between adult led and child initiated activities. Learners will use their knowledge and understanding to produce and evaluate a learning resource for use with children.

## Unit 4 – Working in the Industry

<b>Unit summary</b>	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for a placement and subsequently embark on work experience. This unit concludes with an opportunity to re-assess your skill set and the progress made.
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<b>Guided hours</b>	<b>48 hours</b>
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<b>Level</b>	<b>2</b>
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### Learning outcome 1

**The learner will:** Identify current employability skills and plan for an industry relevant work placement.

**The learner must know about:**

- Employability skills and employment opportunities in their industry.
- Curriculum vitae (CV) and covering letters.
- Interview skills.

### Learning outcome 2

**The learner will:** Carry out an industry relevant work placement.

**The learner must demonstrate:**

- Planning skills
- Communication skills
- Self-management skills
- Team work skills
- Problem solving skills
- Decision making skills

### Learning outcome 3

**The learner will:** Review the progress made in developing employability skills during the placement period and how this has influenced their plans for the future.

**The learner must consider:**

- Their current employability skills
- The progress made from their work experience
- The impact of their work experience on improving their employability skills
- How their work experience placement has influenced their plans for the future.

## Grading descriptors

Pass:

**LO1:** Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, their strengths and areas for development.
- Identify three employment options in the sector
- Complete preparation for an appropriate work placement including a basic C.V., covering letter and demonstration of adequate interview skills.

**LO2:** Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio demonstrating some degree of accuracy against the brief.

**LO3:** Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills and provide evidence to support this.
- Outline basic ways to improve the employability skills.
- Outline how their placement has influenced their plans for the future

Merit:

**LO1:** Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, strengths and areas for improvement with explanations of these.
- Identify and describe the job roles of at least 3 employment options in the sector
- Complete tailored preparation for an appropriate work placement including a tailored C.V., appropriate covering letter and demonstration of good interview skills.

**LO2:** Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio demonstrating mostly accurate information against the brief.

**LO3:** Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills and provide evidence to support this.
- Outline advanced ways to improve the employability skills.
- Describe how their placement has influenced their plans for the future

## Grading descriptors

### Distinction:

**LO1:** Identify current employability skills and the appropriate employability options in the industry.

- Identify current employability skills, outline strengths and areas for improvement with detailed explanations of each.
- Identify and evaluate several employment options in the sector.
- Complete thorough and appropriate preparation for a work placement including a detailed C.V., covering letter and demonstration of excellent interview skills.

**LO2:** Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio with accurate information against the brief.

**LO3:** Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills, recognise their relative importance and provide evidence to support this.
- Describe advanced ways and develop ideas to improve the employability skills.
- Give detailed account of how their placement has influenced their plans for the future

## Assessment

The assessment for this unit requires the completion of:

1. an online employability skills assessment via “Navigate” under controlled conditions. This will be completed during the first week of course.
2. pre-placement planning and preparation including a C.V., covering letter.
3. allocated days of work placement at a time appropriate for industry, the course and the learner.
4. a daily work placement journal.
5. a second online employability skills assessment (following placement) via “Navigate” under controlled conditions demonstrating the progress made since the first employability skills assessment.
6. A review task in the form of an interview under controlled conditions

Timing of assessment tasks:

- Employability skills assessment
- Completion of pre-placement paperwork
- Completion of work placement (minimum 5 days)
- Maintenance of work placement journal
- Reassessment of employability skills post placement under controlled conditions
- Controlled assessment in the form of interview to reflect on unit, work experience and plans for the future.

## Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement planning and preparation including a C.V., covering letter, and evidence of interview skills.
3. Completion of allocated days of work placement.
4. A daily work placement journal.
5. The results of a second online employability skills assessment (following placement).
6. An observed interview carried out by an examiner.

## Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete sufficient time in a placement to ensure that they have been able to develop their employability skills and knowledge of the industry/work place. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research into employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research on line. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement.

Learners will complete a relevant and appropriate work placement and produce a daily placement journal through Navigate which will be verified by the placement supervisor and personal tutor. After the placement, learners will complete: an online placement review; a review of skills; and an updated C.V. They will identify their strengths and areas for development appropriate to employment in the industry.

## Unit 5 – Introduction to Working with Children

<b>Unit Summary</b>	This unit will provide an overview of types of settings and local provision for children. It will enable you to prepare for your placement and to understand the roles and responsibilities of an early years practitioner.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2

### Learning outcome 1

**The learner will:** Outline environments and provisions for children including different childcare settings and the provisions available for children from 0 to 7 years.

**The learner must know about:**

- Types of settings including Pre-schools and playgroups, schools / classes, home based care, day care, children's centres, play work / play care, hospitals and community based services.
- The roles and responsibilities of early years practitioners.

### Learning outcome 2

**The learner will:** Prepare for placement as a professional

**The learner must demonstrate:**

- The ability to research the relevant environment
- Their ability to present themselves appropriately for placement
- How to undertake an interview appropriately

### Learning outcome 3

**The learner will:** Carry out a review of the preparation and interview for placement.

**The learner must consider:**

- Their appearance at interview and for placement
- Their use of questions during their placement interview
- The ways they could improve their interview techniques.



Unit No: 5 – Introduction to Working with Children	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will outline environments and provisions for children including different childcare settings and the provisions available for children from 0 to 7 years.</p> <ul style="list-style-type: none"> <li>• Describe two relevant types of settings, making links between them. Examples must be supported by three points specific to the provision.</li> <li>• Include an explanation of the roles and responsibilities of the practitioner.</li> <li>• Use sources for research and paraphrase the research into own words.</li> </ul>
Merit	<p>Learners will outline environments and provisions for children including different childcare settings and the provisions available for children from 0 to 7 years.</p> <ul style="list-style-type: none"> <li>• Describe two relevant types of settings, making links between them. Examples must be supported by a minimum of three points specific to the provision.</li> <li>• Include a detailed explanation of the roles and responsibilities of the practitioner.</li> <li>• Use sources for research and clearly identify, either paraphrase or use direct quotes correctly. Sources will be appropriately referenced.</li> </ul>
Distinction	<p>Learners will outline environments and provisions for children including different childcare settings and the provisions available for children from 0 to 7 years.</p> <ul style="list-style-type: none"> <li>• Describe two relevant types of settings and explain how they are linked. Examples must be supported by a minimum of four points specific to the provision.</li> <li>• Include a detailed explanation of the roles and responsibilities of the practitioner and how they meet the needs of the service user.</li> <li>• Use sources for research these must be clearly identified and direct quotes correctly referenced. Sources will be appropriately referenced.</li> </ul>

Unit No: 5 – Introduction to Working with Children	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will prepare for placement as a professional.</p> <ul style="list-style-type: none"> <li>• Research the placement setting you will be attending and briefly outline its main purpose.</li> <li>• Make arrangements for interview.</li> <li>• Attend the interview, dress appropriately and meet some of the requirements indicated on the interview checklist.</li> </ul>
Merit	<p>Learners will prepare for placement as a professional.</p> <ul style="list-style-type: none"> <li>• Research the placement setting you will be attending and describe its main purpose.</li> <li>• Make arrangements for interview</li> <li>• Attend the interview, dress appropriately and be suitably prepared with questions, meet most of the requirements on the interview checklist.</li> </ul>
Distinction	<p>Learners will prepare for placement as a professional.</p> <ul style="list-style-type: none"> <li>• Research the placement setting you will be attending and describe its main purpose in detail. Reference the sources used.</li> <li>• Make arrangements for interview.</li> <li>• Undertake a successful interview, be prepared with questions and meet all the requirements indicated on the interview checklist.</li> </ul>

Unit No: 5 – Introduction to Working with Children	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will carry out a review of the preparation and interview for placement.</p> <ul style="list-style-type: none"> <li>• Following the interview, review the effectiveness of the preparation.</li> <li>• Consider ways to improve on the performance at interview.</li> </ul>
Merit	<p>Learners will carry out a review of preparation and interview for placement.</p> <ul style="list-style-type: none"> <li>• Following the interview, reflect on and evaluate the effectiveness of the preparation. Suggest at least two ways to improve the preparation.</li> <li>• Reflect on and evaluate the effectiveness of the performance at interview. Suggest at least two ways in which this could be improved.</li> </ul>
Distinction	<p>Learners will carry out a review of the preparation and interview for placement.</p> <ul style="list-style-type: none"> <li>• Conclude that they can show insight and understanding of a skillful interview and formulate ways to improve performance</li> <li>• Following the interview, reflect on and evaluate in detail the effectiveness of the preparation. Outline at least three strengths of the preparation.</li> <li>• Reflect on and evaluate in detail the effectiveness of the performance at interview. Outline the strengths of the performance at interview and outline some of the ways in which this could be improved.</li> </ul>

## Unit 5 – Introduction to Working with Children

### Assessment

The assessment for this unit consists of:

- The completion of a poster showing different types of childcare settings and provisions.
- The completion of a written assignment demonstrating the learner's use of research into different types of childcare settings and provisions.
- An interview checklist completed by the placement interviewer and giving feedback on the learner's appearance and presentation at interview.
- A written reflection and evaluation of the learner's preparation for placement interview.
- A written reflection and evaluation of the learner's performance during the placement interview.

### Types of evidence

- A poster of different types of childcare settings and provisions.
- An interview checklist to be completed by the placement interviewer.
- A written evaluation of the learner's preparation for placement interview.
- A written evaluation of the learner's performance at the placement interview.

### Delivery guidance

The purpose of this unit is to introduce learners to different aspects of working with children. It will provide them with a broad understanding in preparation for other units which are more specific. Learners will need to know about a variety of settings available for children and the ways in which these settings support the care of children and parents. They will need to know about the different types of provision that are available within the community and to have a clear understanding of how these provisions are funded.

Learners will begin to prepare themselves for placement. A significant part of the unit will focus on interview preparation and research into the placement provision and setting. The learners will be aware of the expectations of placement prior to their interview. They will consider dress code, appropriate behaviour, good hygiene, attendance and punctuality.

Learners will attend an interview in preparation for placement where they will ask their interviewer to complete a checklist on their presentation at interview. Following this, learners will reflect on their preparation for placement and consider how they could improve.

## Unit 6 – Providing a Safe and Healthy Environment

<b>Unit Summary</b>	This unit will enable you to prepare a safe and healthy environment for children. You will be given an understanding of relevant legislation and learn how to plan activities and outings suitable for different ages and stages of early years development.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2
<b>Learning outcome 1</b>	
<b>The learner will:</b> Know how to prepare and maintain a safe environment and understand the relevant legislation, policies and procedures.	
<b>The learner must know about:</b> <ul style="list-style-type: none"><li>• Preparing and maintaining a safe environment indoors and outdoors for children aged 0-7.</li><li>• Risk Assessments, the importance of them and how to complete them accurately.</li><li>• Legislation, policies and procedures related to health and safety including the law and regulations.</li></ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Undertake a risk assessment.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"><li>• How to identify hazards within the setting and on outings.</li><li>• The ability to complete a risk assessment accurately.</li><li>• An understanding of the process of dealing with hazards by either reducing or removing the hazard.</li></ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the completed risk assessment.	
<b>The learner must consider:</b> <ul style="list-style-type: none"><li>• The safety of the environment for children aged between 0-7 years.</li><li>• Recommendations on how to make the environment safe for the age and developmental stage of the child.</li><li>• Conclusion to the safety of the environment assessed, by understanding what the risks are.</li></ul>	

Unit No: 6 – Providing and Safe and Healthy Environment	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will know how to prepare and maintain a safe environment and understand the relevant legislation, policies and procedures.</p> <ul style="list-style-type: none"> <li>• Plan a safe indoor environment for children.</li> <li>• Plan an outing for children.</li> <li>• Identify the relevant legislation, policies and procedures with regard to health and safety for both the indoor environment and the outing.</li> </ul>
Merit	<p>Learners will know how to prepare and maintain a safe environment and understand the relevant legislation, policies and procedures.</p> <ul style="list-style-type: none"> <li>• Plan a safe indoor environment for children and suggest activities.</li> <li>• Plan an outing for children, suggest activities and outline the equipment required for the visit.</li> <li>• Identify the relevant legislation, policies and procedures with regard to health and safety for both the indoor environment and the outing. Ensure the legislation titles are written accurately</li> </ul>
Distinction	<p>Learners will know how to prepare and maintain a safe environment and understand the relevant legislation, policies and procedures.</p> <ul style="list-style-type: none"> <li>• Plan a safe indoor environment, with safety features, for children and give a detailed plan of activities.</li> <li>• Plan an outing for children, give a detailed plan of activities and outline the equipment required for the visit. Consider the additional needs of the group.</li> <li>• Accurately describe the relevant legislation, policies and procedures with regard to health and safety for both the indoor environment and the outing. Ensure the legislation titles are written accurately with initial dates and if amended.</li> </ul>

Unit No: 6 – Providing and Safe and Healthy Environment	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will undertake a risk assessment.</p> <ul style="list-style-type: none"> <li>• Complete and present a risk assessment following a brief.</li> <li>• Demonstrate the ability to assess the environment.</li> <li>• Identify and record potential hazards.</li> <li>• Outline some of the controls to be put in place.</li> </ul>
Merit	<p>Learners will undertake a risk assessment.</p> <ul style="list-style-type: none"> <li>• Complete and present an accurate risk assessment following a brief.</li> <li>• Demonstrate the ability to assess the environment accurately.</li> <li>• Identify and make a detailed record of potential hazards.</li> <li>• Outline the controls to be put in place.</li> </ul>
Distinction	<p>Learners will undertake a risk assessment.</p> <ul style="list-style-type: none"> <li>• Complete and present an accurate and detailed risk assessment following a brief.</li> <li>• Demonstrate the ability to assess the environment accurately and in detail.</li> <li>• Identify and make a detailed record of all potential hazards.</li> <li>• Describe all the controls to be put in place.</li> </ul>

Unit No: 6 – Providing and Safe and Healthy Environment	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review the completed risk assessment.</p> <ul style="list-style-type: none"> <li>• Review the different aspects of the risk assessment provided.</li> <li>• Come to a conclusion as to the safety of the environment.</li> <li>• Outline the importance of monitoring and reviewing in risk assessments.</li> </ul>
Merit	<p>Learners will review the completed risk assessment.</p> <ul style="list-style-type: none"> <li>• Give a detailed review of the different aspects of the risk assessment.</li> <li>• Come to a conclusion as to the safety of the environment, taking in to consideration the controls in place.</li> <li>• Evaluate the importance of monitoring and reviewing in risk assessments.</li> </ul>
Distinction	<p>Learners will review the completed risk assessment.</p> <ul style="list-style-type: none"> <li>• Provide a detailed review of the risk assessment and the process.</li> <li>• Come to a detailed conclusion as to the safety of the environment and justify the controls and additional controls in place.</li> <li>• Analyse the importance of monitoring and reviewing risk assessments in line with current legislation.</li> </ul>



## Unit No: 6 – Providing and Safe and Healthy Environment

### Assessment

The assessment for this unit consists of:

- The completion of a plan of a safe indoor environment and a suitable outing for children, giving an overview of the potential risks and hazards involved.
- The completion of a written description of relevant Health and Safety legislation, policies and procedures.
- The completion of a written risk assessment based on a given brief.
- The completion of a review of the written risk assessment.

### Types of evidence

The evidence for this units consists of:

- A written plan of a safe indoor environment and a suitable outing for children, giving an overview of the potential risks and hazards involved.
- A description of relevant Health and Safety legislation, policies and procedures.
- A risk assessment based on a given brief.
- A review of the risk assessment.

### Delivery guidance

In this unit learners focus on the legislation, policies and procedures which support safe environments for children. They will develop knowledge of the requirements in regards to all aspects of health and safety. Learners will be able to identify the relevant health and safety laws, policies and procedures of both the UK and Jersey legislation and understand what they cover.

Learners will know how to carry out a risk assessment in a formal and informal manner. They will understand the importance of risk assessments when keeping children safe. The unit will also support learners in understanding the consequences of not carrying out risk assessments. The risk assessments will focus on safety in the indoor environment as well as when children are out on visits and outings.

Through risk assessments, learners will be able to identify the hazards in a setting or on a visit and will learn how to remove or reduce these hazards.

## Unit 7 – Communication in Childcare and Education

<b>Unit Summary</b>	Good communication skills are vital for those who choose to work in the childcare sector. This unit will give you the opportunity to investigate different forms of communication and how they are used effectively with children, parents, carers and other professionals associated with the sector. This will equip you with the appropriate skill set to use in practice.
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<b>Guided Learning Hours</b>	48 hours
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<b>Level</b>	2
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### Learning outcome 1

**The learner will:** Identify the communication skills needed to work with children and adults in a childcare setting.

**The learner must know about:**

- Ways/types/skills of communication.
- Barriers to communication and how to overcome them.
- Professional relationships with colleagues and parents in a childcare setting.
- Confidentiality in childcare settings.
- The importance of using different types of communication.

### Learning outcome 2

**The learner will:** Demonstrate the ability to communicate effectively with children, parents and professionals in a childcare setting.

**The learner must demonstrate:**

- Effective oral/verbal/non-verbal/written communication with children, parents/carers and other professionals.
- The effective use of resources to overcome barriers to communication with a child in a childcare setting.
- The ability to carry out a singing session with a group of children
- How to maintain confidentiality.

## Unit No: 7 – Communication in Childcare and Education

### Learning outcome 3

**The learner will:** Reflect on different types of communication used in a childcare setting.

**The learner must consider:**

- Different methods of communication e.g. verbal/non-verbal/written to include a reflection on communication within the setting
- How and why some methods of communication are preferred in different situations.
- When communication methods may need to be adapted or changed.
- The importance of using different methods of communication with young children to include an evaluation of the singing session undertaken in the setting.

Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will identify the communication skills needed to work with children and adults in a childcare setting.</p> <ul style="list-style-type: none"><li>• Create a basic poster for use in a childcare setting outlining a piece of information for the parents.</li><li>• Create a basic leaflet or handout identifying a process or procedure to a member of staff or learner and including at least one barrier to communication.</li><li>• Prepare a short list of age-appropriate songs and rhymes to be used in a childcare setting.</li></ul>
Merit	<p>Learners will identify the communication skills needed to work with children and adults in a childcare setting.</p> <ul style="list-style-type: none"><li>• Create a poster for use in a childcare setting detailing a piece of information for the parents.</li><li>• Create a leaflet or handout describing a process or procedure to a member of staff or learner and including at least two barriers to communication.</li><li>• Outline several age-appropriate songs and rhymes to be used in a childcare setting.</li></ul>
Distinction	<p>Learners will identify the communication skills needed to work with children and adults in a childcare setting.</p> <ul style="list-style-type: none"><li>• Create a detailed poster for use in a childcare setting explaining a piece of information for the parents.</li><li>• Create a leaflet or handout explaining and justifying a process or procedure to a member of staff or learner and including several barriers to communication.</li><li>• Describe several age-appropriate songs and rhymes to be used in a childcare setting.</li></ul>

Unit No: 7 – Communication in Childcare and Education	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will demonstrate the ability to communicate verbally and non-verbally with others. Outline the importance of maintaining confidentiality.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to communicate verbally and non-verbally with children, parents and professionals in a childcare setting. Outline the importance of maintaining confidentiality.</li> <li>• Contribute to a singing session, using one resource or method to overcome a barrier to communication.</li> <li>• Respond to others with respect showing appropriate body language and eye-contact.</li> </ul>
Merit	<p>Learners will demonstrate the ability to communicate verbally and non-verbally with others. Outline the importance of maintaining confidentiality.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to communicate verbally and non-verbally with children, parents and professionals in a childcare setting. Describe the importance of maintaining confidentiality.</li> <li>• Participate in a singing session, using at least two resources or method to overcome barriers to communication.</li> <li>• Respond to others with respect showing sensitive body language and eye-contact.</li> </ul>
Distinction	<p>Learners will demonstrate the ability to communicate verbally and non-verbally with others. Outline the importance of maintaining confidentiality.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to communicate in a professional manner both verbally and non-verbally with children, parents and professionals in a childcare setting. Describe in detail the importance of maintaining confidentiality.</li> <li>• Undertake a singing session, using at least three resources or method to overcome barriers to communication.</li> <li>• Respond courteously to others showing sensitive body language and eye-contact.</li> </ul>

Unit No: 7 – Communication in Childcare and Education	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will reflect on different types of communication used in a childcare setting.</p> <ul style="list-style-type: none"> <li>• Outline two different methods of communication and consider when to use them.</li> <li>• Outline how the methods of communication can best be used and consider why methods may need to be adapted.</li> <li>• Suggest reasons why communication may need to be adapted and how this can be achieved.</li> </ul>
Merit	<p>Learners will reflect on different types of communication used in a childcare setting.</p> <ul style="list-style-type: none"> <li>• Describe four different methods of communication and consider when to use them, giving examples of practice.</li> <li>• Discuss how the methods of communication can best be used and consider why methods may need to be adapted.</li> <li>• Review why communication may need to be adapted and how this can be achieved.</li> </ul>
Distinction	<p>Learners will reflect on different types of communication used in a childcare setting.</p> <ul style="list-style-type: none"> <li>• Describe six different methods of communication and consider when to use them, giving examples of practice from personal experience.</li> <li>• Discuss how the methods of communication can best be used and evaluate how and why methods may need to be adapted.</li> <li>• Review in detail why communication may need to be adapted and suggest ways to overcome barriers.</li> </ul>

## Unit No: 7 – Communication in Childcare and Education

### Assessment

The assessment for this unit consists of: A portfolio of evidence to include:

- The creation of a poster for use in a childcare setting outlining a piece of information for the parents.
- The creation of a leaflet or handout identifying a process or procedure to a member of staff or learner and including at least one barrier to communication.
- The compilation of an anthology of age-appropriate songs and rhymes to be used in a childcare setting.
- The completion of Professional Development Plans (PDPs) to show evidence of effective communication in placement.
- Participation in a singing session with others.
- A reflection on the different types of communication used in a childcare setting.

### Types of evidence

- A poster for use in a childcare setting outlining a piece of information for the parents.
- A leaflet or handout identifying a process or procedure to a member of staff or learner.
- An anthology of age-appropriate songs and rhymes to be used in a childcare setting.
- Professional Development Plans (PDPs) showing evidence of effective communication in placement.
- Participation in a singing session with others.
- A reflection on the different types of communication used in a childcare setting.

### Delivery guidance

This unit will focus on effective communication in a childcare setting. Learners will develop an understanding of how to interact and respond appropriately to both children and adults. They will learn to recognise the importance of effective communication including listening skills, verbal and non-verbal communication.

During the unit learners will develop effective questioning techniques and learn how to adapt these to meet the needs of the child and adult. They will practise these skills in placement with the support of the placement supervisor. The unit will help learners to develop an understanding of objective and non-judgmental approaches when communicating with children and adults and will learn how to adapt their approach to communication when needed.

## Unit 8 – Introduction to Child Development

### Unit Summary

This unit will enable you to learn the patterns of each area of child development. You will develop the ability to observe children and learn how to use observations to promote development. You will also explore the reasons for children not following expected developmental patterns.

### Guided Learning Hours

48 hours

### Level

2

### Learning outcome 1

**The learner will:** Summarise expected patterns of child development.

**The learner must know about:**

- The sequence of child development.
- The different areas of development e.g. physical, intellectual, emotional and social.
- The factors that affect child development including background, health and welfare, immediate and wider environment, cultural, social and economic influences.
- Different types of observations and how they are used to assess development.

### Learning outcome 2

**The learner will:** Demonstrate the ability to complete observations.

**The learner must demonstrate:**

- An understanding of the aims of observation.
- The ability to carry out observations effectively.
- The ability to ensure observations are objective.

### Learning outcome 3

**The learner will:** Evaluate observations and justify suggested next steps.

**The learner must consider:**

- How to review an observation.
- The stages of development when evaluating observations.
- Recommendations to make when evaluating observations.

Unit No: 8 – Introduction to Child Development	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will summarise expected patterns of child development.</p> <ul style="list-style-type: none"> <li>• Create a timeline showing the sequence of child development from birth to seven years. Include one relevant milestone for each age range (e.g. physical, intellectual, language, emotional and social development).</li> <li>• Use sources for research and paraphrase the research into own words</li> <li>• Outline three factors which may affect development and state how development might be affected</li> <li>• Briefly outline two reasons why early years practitioners observe children</li> </ul>
Merit	<p>Learners will summarise expected patterns of child development.</p> <ul style="list-style-type: none"> <li>• Create a timeline showing the sequence of child development from birth to seven years. Include two relevant milestones for each age range (e.g. physical, intellectual, language, emotional and social development).</li> <li>• Use referenced sources for research and paraphrase the research into own words.</li> <li>• Describe three factors which may affect development and state how it might be affected.</li> <li>• Outline two reasons why early years practitioners observe children.</li> </ul>
Distinction	<p>Learners will summarise expected patterns of child development.</p> <ul style="list-style-type: none"> <li>• Create a timeline showing the sequence of child development from birth to seven years. Include two relevant milestones for each age range (e.g. physical, intellectual, language, emotional and social development) as well as an explanation of the holistic nature of the development.</li> <li>• Use three referenced sources for research, paraphrase the research into own words and produce a reference list.</li> <li>• Describe three factors which may affect development and state how it might be affected both positively and negatively.</li> <li>• Outline three reasons why early years practitioners observe children and explain how observations relate to assessment and planning.</li> </ul>



Unit No: 8 – Introduction to Child Development	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will demonstrate the ability to complete observations.</p> <ul style="list-style-type: none"> <li>• Complete two observations from different areas of development of the Early Years Foundation Stage (EYFS) 2014.</li> <li>• Identify the aims of the observations, record what you see the child do and hear them say, in line with confidentiality.</li> <li>• Produce your recorded observations signed by the setting</li> </ul>
Merit	<p>Learners will Demonstrate the ability to complete observations.</p> <ul style="list-style-type: none"> <li>• Complete two observations from different areas of development of the Early Years Foundation Stage (EYFS) 2014. Attempt two different methods.</li> <li>• Identify the aims of the observations, accurately record what you see the child do and hear them say. Do this objectively and in line with confidentiality.</li> <li>• Produce your recorded observations signed by the setting.</li> </ul>
Distinction	<p>Learners will demonstrate the ability to complete observations.</p> <ul style="list-style-type: none"> <li>• Complete two observations from different areas of development of the Early Years Foundation Stage (EYFS) 2014. Use at two different methods.</li> <li>• Identify the aims of the observations, accurately record what you see the child do and hear them say, what resources they use and who they interact with. Do this objectively and in line with confidentiality.</li> <li>• Produce your recorded observations signed by the setting.</li> </ul>

Unit No: 8 – Introduction to Child Development	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will evaluate observations and justify suggested next steps.</p> <ul style="list-style-type: none"> <li>• Evaluate the observations.</li> <li>• Use sources of information to assess the child's current stage in each area of development and suggest next steps for the child in this area.</li> <li>• Describe one observation method used and identify some aspects that went well and others where improvements can be made.</li> </ul>
Merit	<p>Learners will evaluate observations and justify suggested next steps.</p> <ul style="list-style-type: none"> <li>• Evaluate the observations.</li> <li>• Use sources of information to assess the child(ren)'s current stage in each area of development and recommend next steps for the child(ren) in these areas; directly link your assessment and next steps to the EYFS.</li> <li>• Describe both observation methods used and identify aspects that went well and others where improvements can be made.</li> </ul>
Distinction	<p>Learners will evaluate observations and justify suggested next steps.</p> <ul style="list-style-type: none"> <li>• Evaluate the observations.</li> <li>• Use relevant sources of information to assess the child(ren)'s current stage in all areas of development and recommend next steps for the child(ren) in these areas; directly link your assessment and next steps to the EYFS.</li> <li>• Describe the observation methods used and identify aspects that went well. Give an explanation as to how each method can be used effectively.</li> </ul>

## Unit No: 8 – Introduction to Child Development

### Assessment

The assessment consists of:

- The completion of a timeline for the stages of child development (birth – seven years).
- The completion of a written account of the factors that affect child development giving reasons for the observation of children.
- The completion of observation records including a summary of identified stage(s) of development.
- The completion of a reflective evaluation of the observation process including planned next steps for the child(ren) observed.

### Types of evidence

- A timeline for the stages of child development (birth – seven years).
- A written account of the factors that affect child development giving reasons for the observation of children.
- Observation records including a summary of identified stage(s) of development.
- An evaluation of the observation process including planned next steps for the child(ren) observed.

### Delivery guidance

This unit focuses on the importance of child development from birth to seven years of age. Learners will know about the pattern of development for each age range and have an understanding to the different areas of development. They will need to recognise that development follows the same sequence but at different rates. Learners will develop their knowledge of the factors that affect child development.

Learners will learn how to carry out an observation and develop an understanding of the different observation methods used by practitioners. From this knowledge learner will carry out observations in their placement. They will evaluate the observations matching them to stages of development and suggesting the next steps for the child(ren). Learners will be expected to share observations with placement and college tutors to show how they promote development. When completing observations, learners will need to remember the importance of confidentiality and objectivity during the observation process.

## Unit 9 – Play and Learning

<b>Unit Summary</b>	The importance of play in children's learning is the focus of this unit. You will learn about the stages and types of play and how to provide appropriate activities to support development through play. You will learn how to provide children with challenge and risk in a safe environment as well as the role of the adult in encouraging exploration and investigation.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2
<b>Learning outcome 1</b>	
<b>The learner will:</b> Understand the stages of play and the importance of play in child development.	
<b>The learner must know about:</b>	
<ul style="list-style-type: none"> <li>• The stages of play and the key terms e.g. parallel play, associative play and co-operative play.</li> <li>• The areas and types of play e.g. creative play, drama and imaginative play, physical play and exercise, social/emotional play, spontaneous play and discovery play.</li> <li>• The importance of play in supporting all aspects of development.</li> <li>• The theories of play that help practitioners to understand its importance.</li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Plan, implement and evaluate play activities in a range of settings and provisions.	
<b>The learner must demonstrate:</b>	
<ul style="list-style-type: none"> <li>• The ability to plan activities for play in a range of settings and provisions.</li> <li>• The ability to implement activities for play in a range of settings and provisions.</li> <li>• The ability to evaluate activities for play in a range of settings and provisions.</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review and evaluate the place of risk and challenge in children's play and learning.	
<b>The learner must consider:</b>	
<ul style="list-style-type: none"> <li>• The role of risk and challenge in play.</li> <li>• The role of the adult in providing activities and supporting children.</li> <li>• How children become involved in their play and activities.</li> <li>• How to encourage exploration and investigation through play.</li> </ul>	

Unit No: 9 – Play and Learning	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will understand the stages of play and the importance of play in child development.</p> <ul style="list-style-type: none"> <li>• Identify the different stages of play and recognise its importance in child development.</li> <li>• Identify the work of one or more play theorists.</li> <li>• Identify play activities that can support development at different stages.</li> <li>• Use a minimum of two sources for research and paraphrase the research into own words.</li> </ul>
Merit	<p>Learners will understand the stages of play and the importance of play in child development.</p> <ul style="list-style-type: none"> <li>• Describe and give examples of the different stages of play and recognise its importance in child development.</li> <li>• Describe the work of two play theorists and make links to the stages of play.</li> <li>• Identify play activities that can support development at different stages.</li> <li>• Use a minimum of two appropriately referenced sources for research and paraphrase the research into own words.</li> </ul>
Distinction	<p>Learners will understand the stages of play and the importance of play in child development.</p> <ul style="list-style-type: none"> <li>• Describe and give examples of the different stages of play and consider why it is crucial in child development.</li> <li>• Review the work of at least two play theorists and make a link to current practice.</li> <li>• Identify different play activities that can support development at all stages.</li> <li>• Use a minimum of two correctly referenced sources for research and paraphrase the research into own words.</li> </ul>

Unit No: 9 – Play and Learning	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will plan, implement and evaluate play activities in a range of settings and provisions.</p> <ul style="list-style-type: none"> <li>• Provide activity plans relating to two different types of play for two different age groups.</li> <li>• Produce three activity plans relevant to the settings, including an aim for each activity.</li> <li>• Implement activities in the placement setting with support from others.</li> <li>• Identify what went well/not so well when the activities were carried out.</li> </ul>
Merit	<p>Learners will plan, implement and evaluate play activities in a range of settings and provisions.</p> <ul style="list-style-type: none"> <li>• Provide activity plans relating to three different types of play for two different age groups.</li> <li>• Produce three detailed activity plans relevant to the settings, including an aim for each activity.</li> <li>• Implement activities in the placement setting with a little support from others.</li> <li>• Identify and describe what went well/ not so well when the activities were carried out.</li> </ul>
Distinction	<p>Learners will plan, implement and evaluate play activities in a range of settings and provisions.</p> <ul style="list-style-type: none"> <li>• Provide activity plans relating to four different types of play for two different age groups.</li> <li>• Produce three detailed activity plans relevant to the settings, including an aim and rationale for each activity and the type of play it relates to including links to relevant play theorists.</li> <li>• Implement activities in the placement setting without support from others.</li> <li>• Identify, describe and evaluate what went well/not so well when the activities were carried out.</li> </ul>

Unit No: 9 – Play and Learning	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review and evaluate the place of risk and challenge in children's play and learning.</p> <ul style="list-style-type: none"> <li>• Identify the importance of risk and challenge in children's play.</li> <li>• Consider the role of the early years' practitioner in supporting risk and challenge during play.</li> <li>• Identify why the early years practitioner should encourage exploration and investigation in children's play.</li> </ul>
Merit	<p>Learners will review and evaluate the place of risk and challenge in children's play and learning.</p> <ul style="list-style-type: none"> <li>• Describe the importance of risk and challenge in children's play.</li> <li>• Describe the role of the early years' practitioner in supporting risk and challenge during play.</li> <li>• Give a range of points describing why the early years practitioner should encourage exploration and investigation in children's play.</li> </ul>
Distinction	<p>Learners will review and evaluate the place of risk and challenge in children's play and learning.</p> <ul style="list-style-type: none"> <li>• Evaluate the importance of risk and challenge in children's play.</li> <li>• Evaluate the role of the early years' practitioner in supporting risk and challenge during play.</li> <li>• Give a range of points evaluating why the early years practitioner should encourage exploration and investigation in children's play.</li> </ul>

## Unit No: 9 – Play and Learning

### Assessment

The assessment for this unit consists of:

- The completion of a leaflet describing the different types and stages of play. The leaflet will also include an explanation on the importance of play
- The delivery of a power point presentation about the work of a range of play theorists.
- The completion, implementation and evaluation of three activity plans for three different types of play to be undertaken in the placement setting.
- The completion of a reflective account on the role of play in children's learning including a discussion of the roles and responsibilities of the early year's practitioner in encouraging exploration and investigation during play.

### Types of evidence

- A leaflet describing the different types and stages of play and an explanation as to the importance of play.
- A power point presentation about the work of a range of play theorists.
- Three activity plans for three different types of play.
- The implementation of three different types of play to be undertaken in the placement setting.
- An evaluation of three different types of play activities.
- A reflective account on the role of play in children's learning.



## Unit No: 9 – Play and Learning

### Delivery guidance

The purpose of this unit is to provide learners with a detailed understanding of play and how it supports children's learning. Learners will develop an understanding of the different types of play as outlined in the learning outcomes. Learners will need to know about the social stages of play and how they can affect a child's play development. The unit will require learners to develop their understanding of the importance of play in a child's learning and how it helps them to progress in other areas of development. Through the importance of play, learners will develop an awareness of different play theories and recognise how these can be seen in current practice.

Based on the knowledge of play, learners will plan three different play activities centred on a different type of play. The activity plans will need to consider the age and stage of the child, the resources, the environment and the role of the adult during the play activity. Learners will implement the play activities in their placement and then evaluate the success of the activities following implementation. They will need to evaluate the role of the practitioner when implementing the play activity.

Learners will review and evaluate, through a reflective account, the balance between risk and challenge during a play activity; this can be considered during a physical activity. In the reflective account learners will discuss the roles and responsibilities of the early year's practitioner in encouraging exploration and investigation during play.

## Unit 10 – Supporting Children with Additional Needs

<b>Unit Summary</b>	During this unit you will learn how to support children with additional needs and their families. This will include knowledge of legal requirements and sources of support for children. You will consider the needs of the child in the setting and some of the possible barriers to participation. You will also think about your role as an adult practitioner and how you can adapt activities to assist participation.
<b>Guided Learning Hours</b>	48 hours
<b>Level</b>	2
<b>Learning outcome 1</b>	
<b>The learner will:</b> Identify additional needs and ways to support children with additional needs.	
<b>The learner must know about:</b>	
<ul style="list-style-type: none"> <li>• Legal requirements surrounding equality, diversity, inclusive practice and Special Educational Needs (SEN).</li> <li>• Sources of support for children with additional needs.</li> <li>• Reasons for working with parents of a child with additional needs.</li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Know how to enable children with additional needs to participate in experiences along with their peers.	
<b>The learner must demonstrate:</b>	
<ul style="list-style-type: none"> <li>• The ability to differentiate between the needs of individual children</li> <li>• The ability to plan differentiated activities that meet the individual needs of children.</li> <li>• The ability to provide appropriate age and developmental stage resources for the activities.</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Know how to review the effectiveness of supporting children with additional needs.	
<b>The learner must consider:</b>	
<ul style="list-style-type: none"> <li>• Ways of adapting the environment to meet the needs of the children identified.</li> <li>• Strategies that can support a child with a specific need.</li> </ul>	

Unit No: 10 – Supporting Children with Additional Needs	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will identify additional needs and ways to support children with additional needs.</p> <ul style="list-style-type: none"> <li>• Identify the legal requirements that support children with additional needs and their families.</li> <li>• List sources of support for children with additional needs and their families.</li> <li>• Recognise two benefits of working in partnership with parents when supporting children with additional needs and their families.</li> </ul>
Merit	<p>Learners will identify additional needs and ways to support children with additional needs.</p> <ul style="list-style-type: none"> <li>• Describe the legal requirements that support children with additional needs and their families, showing evidence of research from more than one source.</li> <li>• Describe sources of support for children with additional needs and their families.</li> <li>• Recognise three or more advantages of working in partnership with parents when supporting children with additional needs and their families.</li> </ul>
Distinction	<p>Learners will identify additional needs and ways to support children with additional needs.</p> <ul style="list-style-type: none"> <li>• Describe and justify the legal requirements that support children with additional needs and their families, showing evidence of research from with at least two references.</li> <li>• Describe in detail several sources of support for children with additional needs and their families. Include a direct quotation from each source of support.</li> <li>• Understand the advantages of working in partnership with parents when supporting children with additional needs and their families.</li> </ul>

Unit No: 10 – Supporting Children with Additional Needs	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will know how to enable children with additional needs to participate in experiences along with their peers.</p> <ul style="list-style-type: none"> <li>• Identify the individual needs of the children in a case study.</li> <li>• Produce an activity plan which demonstrates one way of differentiating to meet some of the individual needs.</li> </ul>
Merit	<p>Learners will know how to enable children with additional needs to participate in experiences along with their peers.</p> <ul style="list-style-type: none"> <li>• Outline the individual needs of the children in a case study.</li> <li>• Produce an activity plan which demonstrates at least two ways of differentiating to meet most of the children's individual needs.</li> </ul>
Distinction	<p>Learners will know how to enable children with additional needs to participate in experiences along with their peers.</p> <ul style="list-style-type: none"> <li>• Research and describe the individual needs of the children in a case study</li> <li>• Plan an activity which shows evidence of a range of strategies to differentiate the experience to meet all individual needs of all children from the case study.</li> </ul>

Unit No: 10 – Supporting Children with Additional Needs	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will know how to review the effectiveness of supporting children with additional needs.</p> <ul style="list-style-type: none"> <li>Consider ways to provide an enabling environment and identify strategies of support for a child with an additional need. *</li> <li>Suggest ways of adapting an indoor environment to meet the needs of a child with an additional need. *</li> <li>Consider two strategies for supporting a child with an additional need. *</li> </ul> <p><i>* Cerebral Palsy, Hearing Impairment, Down Syndrome or English as an Additional Language(EAL)</i></p>
Merit	<p>Learners will know how to review the effectiveness of supporting children with additional needs.</p> <ul style="list-style-type: none"> <li>Consider ways to provide an enabling environment and describe strategies of support for a child with an additional need. *</li> <li>Explain how to adapt an indoor environment to meet the needs of a child with an additional need. *</li> <li>Evaluate two strategies for supporting a child with an additional need. *</li> </ul> <p><i>* Cerebral Palsy, Hearing Impairment, Down Syndrome or English as an Additional Language(EAL)</i></p>
Distinction	<p>Learners will know how to review the effectiveness of supporting children with additional needs.</p> <ul style="list-style-type: none"> <li>Suggest ways to provide an enabling environment and review strategies of support for a child with an additional need. *</li> <li>Explain ways of adapting an indoor and outdoor environment to meet the needs of a child with an additional need. *</li> <li>Analyse two strategies for supporting a child with an additional need. *</li> </ul> <p><i>* Cerebral Palsy, Hearing Impairment, Down Syndrome or English as an Additional Language(EAL)</i></p>

## Unit No: 10 – Supporting Children with Additional Needs

### Assessment

The assessment consists of:

- The completion of an assignment detailing the legal requirements which support children with additional needs and their families. The assignment must show an awareness of sources of support for families and practitioners working with children with additional needs, and demonstrate a secure understanding of reasons for working in partnership with parents.
- The use a case study to identify the individual needs of a group of children and the creation of an activity plan which demonstrates differentiation to meet these individual needs.
- The completion of a handbook for practitioners to use as a resource when providing enabling environments and supporting children with additional needs.

### Types of evidence

The learners will produce an assignment related to the legislation, an activity plan demonstrated differentiation and a handbook for support.

- An assignment detailing the legal requirements which support children with additional needs and their families and demonstrating a secure understanding of reasons for working in partnership with parents.
- An activity plan which demonstrates differentiation.
- A handbook for practitioners to use as a resource when supporting children with additional needs.

## Unit No: 10 – Supporting Children with Additional Needs

### Delivery guidance

This unit will focus on the legal requirements in Jersey regarding children with additional needs. Learners will know about the codes of practice and how these affect provision across the voluntary, private and public sectors within childcare and education. Learners will develop an awareness of a range of local and national support available for children and their families and how to access the information and support. The unit will also consider the importance of inclusion for all children and how this should work in a range of settings. Learners will need to consider the advantages and disadvantages of inclusion for children and practitioners.

This unit support learners in developing an understanding of establishing and maintaining partnerships with parents and families of children with additional needs. They will learn how to recognise children with additional needs and develop individual learning plans to support development. Learners will need to understand the importance of having realistic expectations of children's development and ensure the activities they plan provide an inclusive approach. Finally the unit will focus on barriers that children and families may face and understand the importance of avoiding labelling a child with additional needs or stereotyping.





# Appendices



## Appendix I - Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department in Nightingale building AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

<b>Name of candidate</b>				
<b>HC number</b>				
<b>Course name and year</b>				
<b>Date circumstances started</b>				
<b>Date circumstances ended</b>				
<b>Assessment(s) affected</b> (complete below)				
<b>Unit code</b>	<b>Unit tutor</b>	<b>Type of assessment (e.g. exam coursework, presentation)</b>	<b>Assessment deadline</b>	<b>Is this group work?</b>
<b>Description of circumstances</b>				
<b>Signature</b>				
<b>Date</b>				



## Appendix II - Candidate Appeal Form

(To be completed if informal Stage 1 appeal is unresolved)



<b>Name of candidate</b>	
<b>Name of assessor</b>	
<b>Name of internal verifier</b>	
<b>Date of assessment</b>	
<b>Unit(s) assessed</b>	
<b>Date appeal received</b>	
<b>Date of Stage 1 decision</b> (within 5 working days of assessment decision)	

<b>Stage 1:</b>	
Assessment details	
Candidate's reasons for appeal	
Assessor decision	
Candidate's signature and date	I agree with the decision: YES / NO
Assessor's signature and date	

<b>Stage 2:</b>	
Date appeal received by internal verifier	
Internal verifier's comments and decision (within 10 working days of assessment decision)	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	





## Appendix III – Assessment Brief Template

	<b>Progression Qualification in Subject name here</b>		
Unit No. / Title			
Assessment No.		This work assesses:	
Issue Date:		Due Date:	
<p>In this assignment, you will <b>[continue writing vocational/technical scenario]</b>:</p>			
<p>During this assessment you are also required to demonstrate <b>speaking and listening skills/ written communication skills/ mathematical skills</b> <b>[delete as appropriate]</b></p>			
<b>Learning Outcome 1:</b>	The learner will		
<b>Task 1:</b>			
Task details	<p>Image here</p> <p>[visual reinforcement to aid readability of assignment]</p>		
<p><b>You must/ should/ could produce the following evidence:</b></p>			
<ul style="list-style-type: none"> <li>✓ A written report</li> <li>✓ A presentation</li> <li>✓ A practical assessment</li> <li>✓ <b>These are just examples [delete as appropriate]</b></li> </ul>			

<b>Learning Outcome 2:</b> The learner will		
<b>Task 2: Delete if necessary</b>		
Task details Delete if necessary		Image here
<b>You must/ should/ could produce the following evidence:</b>		
<ul style="list-style-type: none"> <li>✓ A written report</li> <li>✓ A presentation</li> <li>✓ A practical assessment</li> <li>✓ These are just examples [delete as appropriate]</li> </ul>		
<b>Learning Outcome 3:</b> The learner will		
<b>Task 3: Delete if necessary</b>		
Task details Delete if necessary		Image here
<b>You must/ should/ could produce the following evidence:</b>		
<ul style="list-style-type: none"> <li>✓ A written report</li> <li>✓ A presentation</li> <li>✓ A practical assessment</li> <li>✓ These are just examples [delete as appropriate]</li> </ul>		
<b>Grading Descriptors</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>



## Appendix IV – Assessment Brief Internal Verification Template

	<b>Progression Qualification in</b> <b>Subject name here</b>	
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### VERIFICATION OF ASSESSMENT

<b>JPQ Title</b>			
<b>Unit No. / Title</b>			
<b>Assessor</b>		<b>Internal Verifier</b>	
<b>Assessment No.</b>		<b>Lead Verifier</b>	

Verifier Checklist	Y/N	Comments
Are accurate qualification details shown?	Y/N	
Are accurate unit details shown?	Y/N	
Are clear deadlines for assessment given?	Y/N	
Is the timescale for the assessment appropriate?	Y/N	
What are the Learning Outcomes being assessed?		
Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
Are the appropriate English and maths skills identified on the assessment?	Y/N	
Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
Is the language and presentation used accessible to most learners?	Y/N	

Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
<b>Overall, is the assignment fit for purpose?</b>	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
<b>Assessor signature</b>		<b>Date</b>
<b>Verifier signature</b>		<b>Date</b>
<b>Lead Verifier signature</b> (if required)		<b>Date</b>
<b>Agreed remedial action required/taken</b>		
<b>Assessor signature</b>		<b>Date</b>
<b>Verifier signature</b>		<b>Date</b>
<b>Lead Verifier signature</b> (if required)		<b>Date</b>

## Appendix V– Internal Verification Template for Assessment Decisions

<b>ncfe.</b>		<b>Progression Qualification in</b> <i>Subject name here</i>		
<b>VERIFICATION – ASSESSMENT DECISIONS</b>				
<b>JPQ Title</b>				
<b>Unit(s)</b>				
<b>Assessor</b>			<b>Internal Verifier</b>	
<b>Assignment No.</b>			<b>Lead Verifierw</b>	
<b>Name of Learner</b> <small>(For larger samples, please add rows or use additional sheets)</small>	<b>Submission Type</b> <small>(First, Resubmission, Retake)</small>	<b>State grade awarded</b>	<b>Assessment Decision Accurate (Y/N)</b>	<b>Comments</b>

<b>VERIFIER CHECKLIST</b>		<b>Please give reasons for responses including evidence of judgements and good practice.</b>
<b>Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)</b>	Y/N	
<b>Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)</b>	Y/N	
<b>Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)</b>	Y/N	
<b>Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)</b>	Y/N	
<b>Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)</b>	Y/N	
<b>Does the feedback from the assessor confirm achievement?</b>	Y/N	
<b>Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)</b>	Y/N	
<b>Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)</b>	Y/N	

<b>Any actions required must be reviewed across the whole cohort.</b>			
<b>Action Required</b>			<b>Target Date for Completion</b>
<b>I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.</b>			
<b>Verifier signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	
<b>Lead Verifier signature</b> (if appropriate)		<b>Date</b>	