

The background of the entire page is a photograph of a person from the chest down to the waist. They are wearing a light-colored t-shirt under a denim jacket. A backpack strap is visible over their right shoulder. They are holding a stack of three books in their hands. The entire image has a warm, orange-yellow color filter.

# Jersey Progression Qualification in Business

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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.

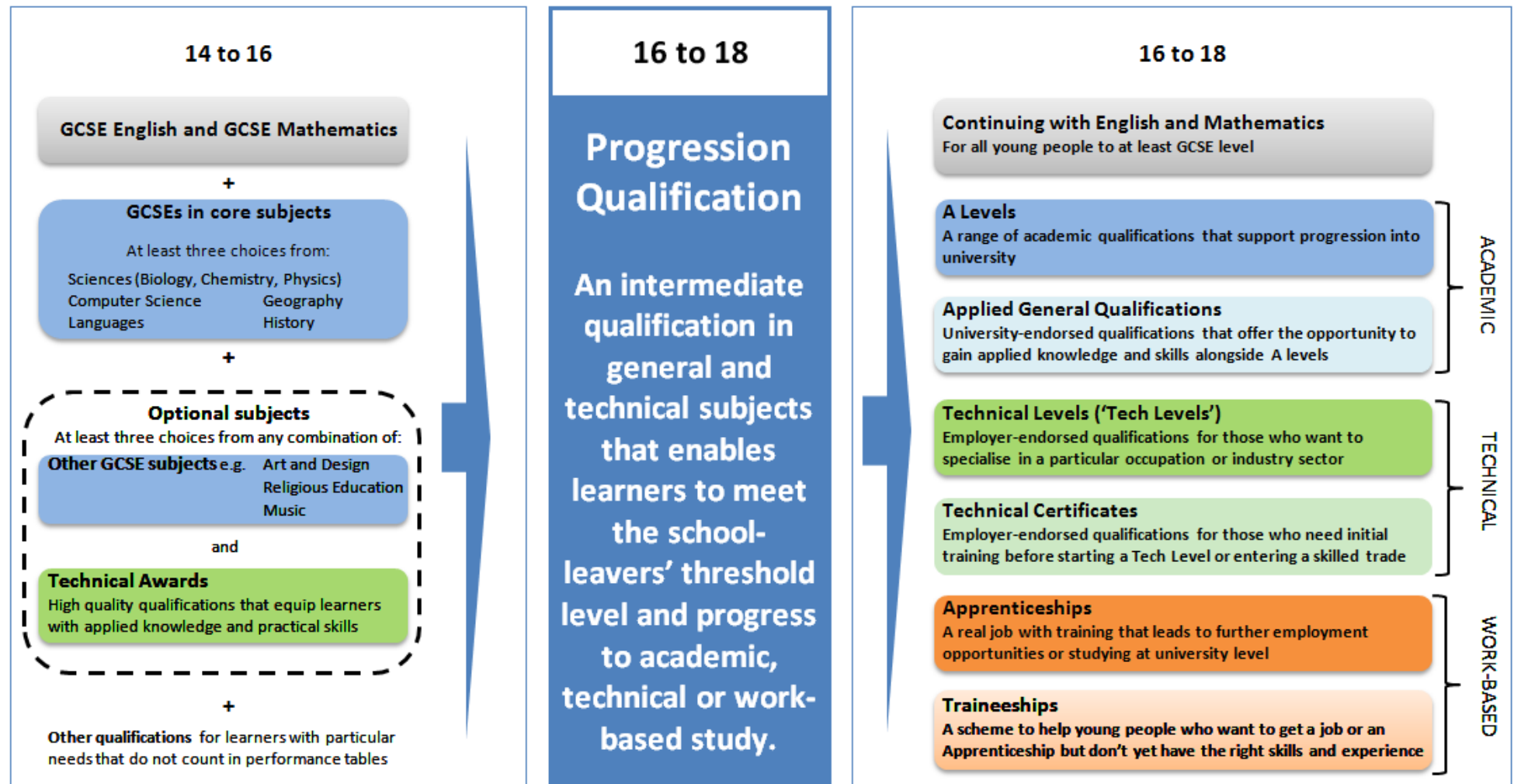
**The Jersey Progression Qualification** has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working 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
---------------------	--

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 for the Jersey Progression Diploma, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Certificate**. 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 Diploma 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

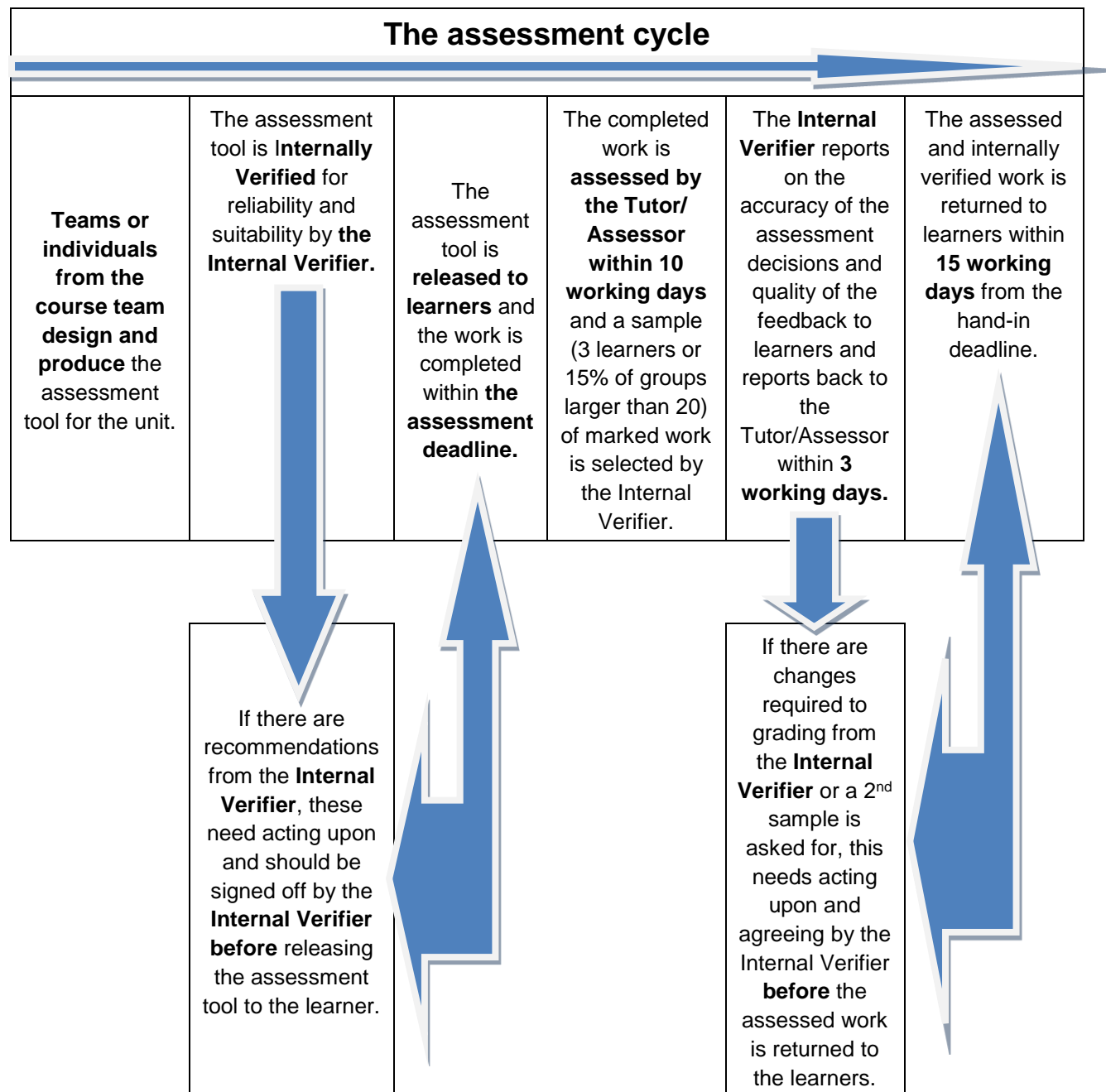
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single 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 Registry 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 learner 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 a 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 Business

Unit No.	Unit Title	Core/ Option
1	Business Planning	Core
2	Marketing and Promotion	Core
3	Co-ordinating a Business Event	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	Customer Service	Option
6	Business Finance	Option
7	Communication	Option
8	IT for Business	Option
9	The Business Environment	Option
10	People in Organisations	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 Business Planning

### Unit summary

This unit will involve the process of setting up a business including the creation of an initial business plan, a presentation to a panel and a review of initial business plan and presentation.

### Guided learning hours

48 hours

### Level

2

**This unit is mandatory and synoptic.**

### Learning outcome 1

**The learner will:** Understand the process of setting up a business

- **The learner must know about:**
- Small business ideas and job roles
- The importance of a USP
- The component parts of a business plan, aims and SMART Business objectives
- Applicable legal structures
- Sources of funding, financial statements and marketing plans.

### Learning outcome 2

**The learner will:** Create and present an initial business plan

**The learner must demonstrate:**

- Their business idea, its aims and SMART objectives
- The legal structure
- Sources of funding they will use
- The job roles available within their business
- A basic cash flow statement and a marketing plan outlining ways of launching the business idea.

### Learning outcome 3

**The learner will:** Review the business plan and its presentation

- **The learner must consider:**
- The suitability of the business idea to the proposed market
- The finance options and the cash flow forecast
- The appropriateness of the marketing plan and the choice of business structure
- How well the business plan was presented to the panel and any improvements that could be made.

Grading descriptors	
Pass:	<p><b>LO1:</b> Understand the process of setting up a business</p> <p>Learners must demonstrate an understanding of the process of setting up a small business through the development of a business plan</p> <p><b>LO2:</b> Create and present an initial business plan</p> <p>Learners must create and present an initial business plan. This may have some elements or information missing, may not be entirely suitable to the context with basic presentation skills demonstrated</p> <p><b>LO3:</b> Review the business plan and its presentation</p> <p>Learners will review their initial business plan and presentation with basic conclusions and being drawn and obvious improvements suggested</p>
Merit:	<p><b>LO1:</b> Understand the process of setting up a business</p> <p>Learners must demonstrate an understanding of the process of setting up a small business through the development of a detailed business plan</p> <p><b>LO2:</b> Create and present an initial business plan</p> <p>Learners must create and present an initial business plan which will include suitable, context related information with competent presentation skills demonstrated</p> <p><b>LO3:</b> Review the business plan and its presentation</p> <p>Learners must review their initial business plan and presentation drawing some realistic, appropriate conclusions and making some suggestions for improvements</p>
Distinction:	<p><b>LO1:</b> Understand the process of setting up a business</p> <p>Learners must demonstrate a clear understanding of the process of setting up a small business through the development of a detailed, applied business plan</p> <p><b>LO2:</b> Create and present an initial business plan</p> <p>Learners must create and present an initial business plan which will cover all suitable elements of the business plan comprehensively, demonstrating rational links with professional, confident presentation skills demonstrated</p> <p><b>LO3:</b> Review the business plan and its presentation</p> <p>Learners must review their initial business plan and presentation drawing detailed conclusions and will identify realistic and appropriate conclusions making several advanced suggestions on how to improve their business plan</p>

## Assessment

The assessment for this unit consists of:

**LO1 and LO2:** The learners will choose a small business idea and then will have around 12 weeks to explore the various elements and requirements of a business plan. They will then present their initial business plan idea. Learners will be assessed on the content of their business plan and its relevance to the scenario. This presentation will be video-recorded and alongside business plan documentation will be uploaded for evidence purposes.

**LO3:** Following LO1 and LO2 learners will attend a professional discussion in which they will respond to questions reviewing their business plan idea by the assessor. A range of questions will be asked around the suitability of the business idea, appropriateness of each element, potential areas for improvement and presentation style.

## Types of evidence

**LO1 and LO2:** Written business plan and observation of presentation.

**LO3:** Professional discussion reviewing the business plan and presentation.

## Delivery guidance

**LO1 & LO2:** Teachers can introduce learners to the work of some famous entrepreneurs and through research, learners can investigate the process for developing a business idea. Using case studies, learners could identify a range of small business ideas and identify possible USPs. Business aims and SMART business objectives will need to have some theoretical input. Learners can work in small teams to assess a range of SMART objectives prepared by their tutor. Sources of funding will include at least four from: hire purchase, leasing, mortgage, bank loans, overdraft, grants, family and friends, personal savings, shares, trade credit, retained profits, venture capitalists. Essential financial statements should include a basic cash flow forecast and awareness of relevant costs and sources of income. The essential elements of a marketing plan should cover the four Ps, potential customers and competitors. Presentation skills should be developed by rehearsing content, using appropriate language and adhering to guided timekeeping.

To give learners a clear overview of the relevant areas that need to be covered within a business plan, a visit to a local government small business support hub would be useful. Key business factors such as the legal structure and key roles within a business will be revisited as these will already have been considered in People in Organisations, Finance and Business Environment units. Sources of funding will be explored through guided research. Group activities around

comparing various sources of funding available and suitable to specific small business scenarios could help to embed knowledge. Using basic case study examples learners could revise creating basic cash-flow forecasts and marketing plans. Case studies and visiting speakers will help learners to consolidate their understanding of the process.

**LO3:** Learners should understand the process of reviewing in terms of identifying strengths and areas for development. They will critically review their business plan and presentation technique and identify possible areas for improving both. If learners have the opportunity to practise their self -reflection and review skills on one another in an unrelated class activity, this would support their development.



## Unit 2 Marketing and Promotion

### Unit summary

This unit will introduce you to marketing and promotional concepts based around a new business idea. You will learn about segmentation, targeting, marketing and promotional mix. You will then create your own business idea and use the above knowledge to present a promotional plan.

### Guided learning hours

48 hours

### Level

2

**This unit is mandatory.**

### Learning outcome 1

**The learner will:** Outline the marketing approach for a micro start-up business idea.

#### **The learner must know about:**

- Marketing concepts including mass v niche marketing
- Marketing segmentation and targeting
- The marketing mix
- Small business ideas and use of a USP

### Learning outcome 2

**The learner will:** Create and present a promotional plan for the micro start-up business idea

#### **The learner must demonstrate:**

- The use of promotional mix methods linked to target audience and promotional objectives.
- Budget considerations
- Selection of the target audience
- Setting of SMART promotional objectives.
- Successful pitch techniques.

### Learning outcome 3

**The learner will:** Review the marketing approach and promotional plan for the micro start-up business idea.

#### **The learner must consider:**

- The advantages and disadvantages of the promotional plan and marketing approach
- Techniques to review the effectiveness of the business's promotional mix
- Ways in which they might approach the plan differently.

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Outline the marketing approach for a micro start-up business idea.</p> <p>Learners will outline the marketing approach for a micro start up business containing some relevant reference to the 4Ps and a basic understanding of basic marketing concepts. This may have some information missing and may not be entirely suitable to the context or target audience.</p> <p><b>LO2:</b> Create and present a promotional plan for the micro start-up business idea</p> <p>Pitch a presentation using promotional mix and target audience, providing some explanation as to why it is suitable</p> <p><b>LO3:</b> Review the marketing approach and promotional plan for the micro start-up business idea.</p> <p>Review the marketing and promotional plan describing some basic advantages and disadvantages and describe some appropriate changes.</p>
<b>Merit:</b>	<p><b>LO1:</b> Outline the marketing approach for a micro start-up business idea.</p> <p>Learners will outline the marketing approach for a micro start up business containing relevant and detailed reference to the 4Ps and the target audience. The approach will demonstrate that appropriate decisions have been made using their knowledge and understanding of different marketing concepts and approaches.</p> <p><b>LO2:</b> Create and present a promotional plan for the micro start-up business idea</p> <p>Pitch a presentation using the promotional mix and target audience, providing a detailed explanation as to why it is suitable.</p> <p><b>LO3:</b> Review the marketing approach and promotional plan for the micro start-up business idea.</p> <p>Review the marketing and promotional plan, describing a range of advantages and disadvantages and explain some appropriate changes.</p>

## Grading descriptors

### Distinction:

**LO1:** Outline the marketing approach for a micro start-up business idea.

Learners will comprehensively outline the marketing approach for a micro start up business containing relevant, detailed and applied reference to the 4Ps and the target audience. The approach will demonstrate that some insightful decisions have been made using their knowledge and understanding of different marketing concepts and approaches.

**LO2:** Create and present a promotional plan for the micro start-up business idea

Pitch a presentation using the promotional mix and target audience, justifying the choice fully and relating back to relevant theories.

**LO3:** Review the marketing approach and promotional plan for the micro start-up business idea.

Review the marketing and promotional plan, describing a detailed range of advantages and disadvantages and justify some appropriate changes.

## Assessment

The assessment for this unit consists of

**LO1 and LO2:** The learners will choose a small business idea in Business Planning and then will have around 12 weeks to explore the marketing approach and promotional plan for a micro start-up business. They will then present their initial business plan idea and include a marketing approach and promotion plan specific to their chosen business. Learners will be assessed on their choice of marketing and promotion. This presentation will be video-recorded and alongside business plan documentation will be up-loaded for evidence purposes.

**LO3:** Following LO1 and LO2 learners will attend a professional discussion in which they will respond to questions reviewing their marketing and promotion by the assessor. The student should be prepared to answer a range of questions around the suitability of the promotional plan and marketing approach and choose some appropriate changes and be prepared to justify them.

## Types of evidence

**LO1 and LO2:** Written marketing plan and observation of presentation.

**LO3:** A professional discussion reviewing the marketing and presentation.

## Delivery guidance

**LO1:** Teachers should deliver the basic concepts of marketing from the point of view of a micro / small start-up business. Theoretical delivery of concepts will provide a frame of reference on which to apply knowledge to own case studies. Learners should have an understanding of types of segmentation to include types of customers, competition, economic, lifestyle, demographics. Learners need to understand this in context. The use of case studies, speakers and video-graphic resources will help to support learners understanding here and group discussion. A full coverage of the 4Ps of marketing could include micro / small businesses and exposure to larger multinational companies. Case studies of various well known businesses will support learning here. Learners should think about a micro business idea of their own and may benefit from working in small groups to receive feedback on ideas.

**LO2:** Learning of promotional activities can be structured around the promotional mix. Learners will learn the key concepts and then work on researching a range of different businesses where they can analyse why a business chooses a particular promotional activity and how this meets the needs of the target market. This will include small local businesses and large national organisations. The use of SMART promotional objectives will also be covered by exemplars from relatable case studies.

Learners will be briefed on the relative costs of the key promotional media and the effectiveness of these in meeting the target market needs. They will be given an overview of the power of social media as a 'free' marketing tool, highlighting the importance of consistency and keeping platforms active. Learners will attend a 'sales workshop' delivered by a local sales representative where they will learn effective 'pitch' techniques to be used in their own micro business pitch.

**LO3:** Learners should already be able to review the advantages and disadvantages of the marketing and promotional approach but may need practice. This can be taken to evaluation by using a matrix (Petty) which links in promotional objective and target audience. Learners can be shown the AIDA (Attention – Interest – Desire – Action) model as a tool to review their marketing approach.

## Unit 3 Co-ordinating a Business Event

<b>Unit summary</b>	This unit will prepare you to identify the key features for planning and running an event. You will be introduced to key aspects of the following core units: Working in Industry, Customer Service, Communication and IT for Business. You will be prepared to plan, run and review an event using new skills developed.
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<b>Guided learning hours</b>	48 hours
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<b>Level</b>	<b>2</b>
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**This unit is mandatory and synoptic.**

### Learning outcome 1

**The learner will:** Plan an event that involves customers

**The learner must know about:**

- Organisation and time management
- Event promotion
- Effective communication through IT, face to face and on the phone
- Safe working practices
- Customer care

### Learning outcome 2

**The learner will:** Undertake a customer service role in an event

**The learner must demonstrate:**

- Safe working practices
- Customer services skills
- Organisation and time management skills
- Liaising with suppliers and vendors
- Working as part of a team

### Learning outcome 3

**The learner will:** Review the experience of planning and taking part in an event

**The learner must consider:**

- What went well
- Areas for development for future events
- Personal performance

## Grading descriptors

<p><b>Pass:</b></p>	<p><b>LO1:</b> Plan an event that involves customers.</p> <p>Some basic consideration is given to the key elements of promotion, use of IT, effective communication, safe working practices, customer care and liaison with suppliers/stakeholders. This is evident through the straightforward nature of the documentation that is compiled within the portfolio.</p> <p><b>LO2:</b> Undertake a customer service role in an event</p> <p>Work safely, demonstrating positive customer care attributes most of the time and communicating with others in a straightforward manner</p> <p><b>LO3:</b> Review the experience of planning and taking part in an event.</p> <p>Articulate own experience of the event with some basic consideration of the strengths and areas for development</p>
<p><b>Merit:</b></p>	<p><b>LO1:</b> Plan an event that involves customers</p> <p>Some detailed consideration is given to the key elements of promotion, use of IT, effective communication, safe working practices, customer care and liaison with suppliers/stakeholders. This is evident through the mostly accurate and mostly comprehensive nature of the documentation that is compiled within the portfolio.</p> <p><b>LO2:</b> Undertake a customer service role in an event</p> <p>Work safely, demonstrating positive customer care attributes consistently throughout the event and communicating with others clearly and responsively.</p> <p><b>LO3:</b> Review the experience of planning and taking part in an event.</p> <p>Articulate own experience of the event with some appropriate consideration of their own strengths in planning the event, areas for development and skills developed</p>

**LO1:** Plan an event that involves customers

Detailed consideration is given to the key elements of promotion, use of IT, effective communication, safe working practices, customer care and liaison with suppliers/stakeholders. This is evident through the comprehensive and often insightful nature of the documentation that is compiled within the portfolio.

**LO2:** Undertake a customer service role in an event

Work safely, demonstrating strong, effective and appropriate customer care attributes at all times and communicating with others with confidence and clarity at all times.

**LO3:** Review the experience of planning and taking part in an event.

Articulate own experience of the event identifying the strengths of the planning process, communication and customer care with a conclusion as to how effective their contribution was, identifying areas for development and making recommendations for future improvements



## Assessment

The assessment for this unit consists of:

**LO1:** Learners will have around 10 weeks to plan an event e.g. a Christmas Market, with a pre-agreed, target of money to raise for a local charity chosen by the learners. They will be tested on their ability to produce a range of planning documents. Documents will be compiled in their portfolio of planning evidence to be assessed.

**LO2:** Learners will be observed by an assessor throughout the setup, running and clearing up after the event. It is likely that one verifier will be assigned for 6 to 8 learners who will record their observation and make their assessment. The event may also be captured by digital camera in long shot as a supplementary record.

**LO3:** At a given time after the event, learners will be take part in a professional discussion during which they will reflect on the event and respond to questions asked by the tutor reviewing their experience of planning and running the event. The professional discussion will be recorded for the purposes of standardisation.

## Types of evidence

**LO1:** A document portfolio supporting the planning of a scenario event

**LO2:** Observation records and a video recording of practical performance at the core event

**LO3:** Observation record and recording of the verbal assessment

## Delivery guidance

**LO1** Teachers should, through the use of worked examples and case studies, introduce learners to the factors involved when planning a business event. Careful attention should be paid to the logistics, suppliers, vendors and stakeholders involved and the way in which these can be coordinated through the use of checklists and proper planning. Teachers could use industry experts to present information on the standards required in written and verbal communication with suppliers and vendors to enable learners to model best practice in their own communications both in writing and face to face or on the phone. An introduction to the role of free and low cost marketing channels available to the learners for their event, again via the use of industry professionals, will aid the planning of marketing the event to the target audience. The use of case studies, speakers and video-graphic resources will help to support learners understanding here alongside group discussion. Information from the Communication, IT for Business, Working in Industry and Customer Care units will be drawn together here.

**LO2** To prepare learners for dealing with customers and communicating with other stakeholders whilst running the event, practice role plays may be useful. Learners should work together in class activities and could utilise the expertise of an 'event planner' from within college. **LO3** Learners should understand the process of reviewing, identifying strengths and areas for development based on targeted and actual results. Learners should have the opportunity to practise their self-reflection and evaluation on one another in an unrelated, class activity.

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.
<b>Guided hours</b>	<b>27 teaching hours and 35 in work placement</b>
<b>Level</b>	<b>2</b>
<b>Learning outcome 1</b>	
<b>The learner will:</b> Identify current employability skills and plan for an industry relevant work placement.	
The learner must know about:	
<ul style="list-style-type: none"> <li>• Employability skills and employment opportunities in their industry.</li> <li>• CV, cover letters and email etiquette</li> <li>• Skills for gaining and maintaining employment to include: <ul style="list-style-type: none"> <li>▪ communication skills</li> <li>▪ self-management skills</li> <li>▪ teamwork skills</li> <li>▪ confidence and resilience skills.</li> </ul> </li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Carry out an industry relevant work placement for a minimum of 5 days (35 hours).	
<b>The learner must demonstrate:</b>	
<ul style="list-style-type: none"> <li>• Attendance and timekeeping at placement that is evidenced by the tutor and employer.</li> <li>• Dressed and presented appropriately in accordance with industry requirements.</li> <li>• Engagement with professionals within the work placement evidenced by employer feedback.</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the progress made in developing employability skills during the course, their placement and how this has influenced their plans for the future.	
<b>The learner must consider:</b>	
<ul style="list-style-type: none"> <li>• Their 'end of course' employability skills including time management and interview skills evidenced through re-assessment via Navigate, attendance for Unit 4 sessions and observed interview.</li> <li>• The impact of their work experience on improving their employability skills.</li> <li>• How their work experience placement has influenced their plans for the future.</li> </ul>	

## 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 improvement.
- Identify three employment options that are suitable for the student via Kudos AD and provide evidence to show this.
- Complete preparation for an appropriate work placement including an up-to-date basic CV and covering letter/email showing adequate spelling, grammar and punctuation skills.
- Completion of adequate skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by a daily timesheet.
- Complete a daily work placement journal on Navigate using comments from daily timesheet.
- Satisfactory feedback from employer evidenced through Navigate or manual documentation.

**LO3:** Review the progress made in developing employability skills during their course and their placement period and how this has influenced their plans for the future evidenced through observed interview.

- Take part in an observed interview showing basic interview skills and preparation.
- Identify their 'end of course' employability skills and identify a range of strengths and areas for development in these areas providing evidence to support this.
- Outline basic ways to improve their employability skills.
- Outline how their placement has influenced their plans for the future.
- At least 80% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply.)

## Grading descriptors

### Merit:

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

- Identify their 'end of course' employability skills, strengths and areas for improvement with explanations of these.
- Identify and compare at least 3 employment options that are suitable for the student via Kudos AD and provide evidence to show this.
- Complete tailored preparation for an appropriate work placement including an up-to-date tailored CV and appropriate covering letter demonstrating good grammar, spelling and punctuation skills, and demonstration of good interview skills.
- Completion of good skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by a daily timesheet signed by the supervisor.
- Complete a daily work placement journal on Navigate showing what student has learnt each day from daily timesheet.
- Good feedback from employers evidenced through Navigate or manual documentation.

**LO3:** Review the progress made in developing employability skills during their course and placement period and how this has influenced their plans for the future.

- Take part in an observed interview showing good interview skills and preparation.
- Review their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Outline how they will improve their employability skills and produce evidence to support this.
- Describe how their placement has influenced their plans for the future.
- At least 85% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply.)

## 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 that are suitable for the students via Kudos AD and provide evidence to show this.
- Complete thorough and appropriate preparation for a work placement including an up-to-date detailed CV and covering letter/email demonstrating excellent spelling, grammar and punctuation skills.
- Completion of excellent skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by daily timesheet signed by supervisor.
- Complete a daily work placement journal on Navigate explaining in detail what student has learnt each day.
- Excellent feedback from employers evidenced through Navigate or manual documentation.

**LO3:** Review the progress made in developing employability skills during their course and placement period and how this has influenced their plans for the future.

- Take part in an observed interview showing excellent interview skills and preparation.
- Review and evaluate their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing 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.
- At least 90% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply).

## 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. Completion of KUDOS AD and evidence of careers suitable for student uploaded to Navigate.
3. Pre-placement planning and preparation including production of an up-to-date CV and covering letter/email.
4. Industry appropriate employability skills activities evidenced through Navigate 'My Activities' timeline and tutor witness statements.
5. Allocated days of work placement appropriate for industry evidenced by timesheet signed by tutor.
6. A daily work placement journal completed on Navigate including daily hours attended.
7. A second online employability skills assessment (following placement) via 'Navigate' under controlled conditions demonstrating the progress made since the first employability skills assessment.
8. A review task in the form of an interview under controlled conditions.

Timing of assessment tasks:

- Employability skills assessment – first week of course.
- Completion of pre-placement skills development during taught sessions and extra-curricular activities.
- Completion of work placement (minimum 5 days).
- Maintenance of work placement journal – during placement.
- 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, two weeks after placement end date.

## Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement skills development – 'My Activities' timeline and witness statements from tutor.
3. Kudos AD 'Compare my Careers' screen – uploaded to Navigate.

4. Planning and preparation for placement including strengths and areas for improvement, CV and covering letter/email.
5. Completion of allocated days of work placement – signed timesheet and feedback from employer.
6. A daily work placement journal.
7. The results of a second online employability skills assessment (following placement).
8. An observed interview carried out by an external 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/workplace. 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 employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research online. 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/email. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement. Tutors are to use appropriate activities that suit the needs of their industries to ensure that the necessary skills are developed.

The use of Link Careers Advisers from Skills Jersey should be embraced and planned into the Scheme of Work to ensure adequate notice is given to them. Also, with sufficient notice, support from Careers and Employability is available for the sessions using Kudos AD.

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 CV. They will identify their strengths and areas for development appropriate to employment in the industry.



## Unit 5 Customer Service

### Unit summary

In this unit you will learn the techniques and benefits of excellent customer service and understand the methods used to monitor and improve customer service.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Describe the characteristics and benefits of good customer service.

#### **The learner must know about:**

- The benefits of good customer service and the different needs of customers.
- Legal requirements in customer service
- Methods of communication, presentation and interpersonal skills required to deliver effective customer service
- Measuring and monitoring customer satisfaction.

### Learning outcome 2

**The learner will:** Apply their customer service skills.

#### **The learner must demonstrate:**

- Effective methods of communication, presentation and interpersonal skills in customer service
- Effective verbal and non- verbal communication
- The ability to deal with difficult customers

### Learning outcome 3

**The learner will:** Review the effectiveness of customer service

#### **The learner must consider:**

- Measures of customer satisfaction
- Methods of monitoring and reviewing customer service
- Methods of improving customer service

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Describe the characteristics and benefits of good customer service. Describe some characteristics and benefits of good customer service and some elements of legal requirements</p> <p><b>LO2:</b> Apply their customer service skills.</p> <p>Demonstrate positive customer care attributes and abilities most of the time and communicate with others in a straightforward manner.</p> <p><b>LO3:</b> Review the effectiveness of customer service Identify in a general sense strengths and weaknesses and an improvement option of at least one element of customer service using a customer service monitoring technique</p>
<b>Merit:</b>	<p><b>LO1:</b> Describe the characteristics and benefits of good customer service. Describe a range of good customer service characteristics and benefits citing some examples and a range of legal requirements</p> <p><b>LO2:</b> Apply their customer service skills.</p> <p>Demonstrate positive customer care attributes and abilities consistently and communicates with others clearly and responsively.</p> <p><b>LO3:</b> Review the effectiveness of customer service Identify in some detail strengths and weaknesses and an improvement option of more than one element of customer service using a customer service monitoring technique</p>
<b>Distinction:</b>	<p><b>LO1:</b> Describe the characteristics and benefits of good customer service. Describe a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one</p> <p><b>LO2:</b> Apply their customer service skills.</p> <p>Demonstrate strong, effective and appropriate customer care attributes at all times and communicate with others with confidence and clarity.</p> <p><b>LO3:</b> Review the effectiveness of customer service Identify in a reflective and analytical way strengths and weaknesses and an improvement option for each element of customer service using a customer service monitoring technique with confidence.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will produce and deliver a presentation in which they describe the characteristics of good customer service, the benefits of customer service to business stakeholders and the legal requirements of customer service. The presentation will be audio recorded for assessment purposes.

**LO2:** Learners will execute an event demonstrating a variety of customer service skills including, dealing with customer complaints verbally or in writing, dealing with challenging customers and responding to customer queries. The event will be recorded and have an observation record completed for assessment purposes.

**LO3:** Learners will be exposed to a customer service environment where they will use monitoring techniques to review the customer service provided. Through a professional discussion, learners will share the strengths and weaknesses they have identified and suggest some improvements for the customer service. This discussion will be audio recorded, have an observation record completed for assessment purposes.

## Types of evidence

**LO1:** Oral presentation supported by written notes which will be audio recorded

**LO2:** Observation form, video or photographic evidence and customer feedback.

**LO3:** Audio record and professional discussion record

## Delivery guidance

**LO1:** Group discussions will be used as a tool to define customer service. Learners should understand the different types of customers that exist. The use of case studies may help understanding. Through anecdotal reference, the benefits of good customer service can be explored. The use of visiting speakers and customer service training DVDs can be used. A range of benefits will be discussed from customer retention/ loyalty, word of mouth, reputation and profitability, employee retention/recruitment, job satisfaction and customer satisfaction. The use of a matrix may help understanding. Learners should understand the legal requirements in the customer service context e.g. Trading Standards, Sales of Goods, Weights and Measures and Consumer Protection Acts. The use of a visiting speaker or Citizens Advice will help learners to contextualise the information.

**LO2:** The use of visits, case studies and video graphic resources will support understanding of different methods of communication. The importance of professional appearance and the work area / customer environment will be considered. The sharing of student anecdotes of their own experiences will set the context enabling an understanding of the importance of customer service alongside the dangers and risks of poor customer service. Links to verbal/ nonverbal communication will be useful. Appropriate video graphic resources and the sharing

of experiences will enable learners to model good practice. The importance of approach and techniques when dealing with challenging customers is fundamental. Class role plays will secure their knowledge here. It is possible to draw links to the People in Business and Communication units.

**LO3:** Learners should be able to use/observe ways of measuring and monitoring customer service and satisfaction. Using surveys, customer comments cards, considering financial data and employee turnover / retention information will help them to develop a wider knowledge. The use of various methods to improve customer service should be explored through discussion, visiting speakers and video graphic resources. Learners will, through the use of case studies, select appropriate customer service improvement techniques in different business contexts.

## Unit 6 Business Finance

### Unit summary

This unit will introduce you to a range of financial sectors commonly found in off-shore jurisdictions as well as identifying the most commonly used sources of finance for business. You will also learn how to create and interpret financial statements.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Describe the main sectors of the local off-shore finance industry and the sources of finance available to a business.

#### The learner must know about:

- The local financial regulator.
- Financial sectors
- Sources of finance

### Learning outcome 2

**The learner will:** Create financial statements to communicate a business' financial position.

#### The learner must demonstrate:

- The ability to create a cash flow forecast
- The ability to create an income statement
- The ability to create a break-even chart and to calculate breakeven using a formula.

### Learning outcome 3

**The learner will:** Understand the different methods a business can use to improve its cash flow.

#### The learner must consider:

- Different methods a business can use to improve its cash flow
- Ways to improve cash flow
- Actions the business might take to improve the business cash flow position

## Grading descriptors

Pass:	<p><b>LO1:</b> Describe the main sectors of the local off-shore finance industry and the sources of finance available to a business.</p> <p>Describe a basic range of the main sectors of the local off-shore finance industry and a basic range of the sources of finance available to a business</p> <p><b>LO2:</b> Create financial statements to communicate a business' financial position.</p> <p>Create financial statements following a given brief with some degree of accuracy</p> <p><b>LO3:</b> Understand the different methods a business can use to improve its cash flow.</p> <p>Recommend a brief range of solutions to a brief range of cash flow issues identified from a case study</p>
Merit:	<p><b>LO1:</b> Describe the main sectors of the local off-shore finance industry and the sources of finance available to a business.</p> <p>Describe in some detail the main sectors of the local off-shore finance industry and main sources of finance available to a business</p> <p><b>LO2:</b> Create financial statements to communicate a business' financial position.</p> <p>Create financial statements following a given brief mostly accurately</p> <p><b>LO3:</b> Understand the different methods a business can use to improve its cash flow.</p> <p>Recommend and justify a range of potential solutions to identified cash flow problems</p>
Distinction:	<p><b>LO1:</b> Describe the main sectors of the local off-shore finance industry and the sources of finance available to a business.</p> <p>Describe comprehensively the main sectors of the local off-shore finance industry and the main sources of finance available to a business</p> <p><b>LO2:</b> Create financial statements to communicate a business' financial position.</p> <p>Create financial statements following a given brief with a high degree of accuracy</p> <p><b>LO3:</b> Understand the different methods a business can use to improve its cash flow.</p> <p>Recommend and fully justify a large range of appropriate potential solutions to identified cash flow problems.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will create a mind map or table describing the main sectors of the local off-shore finance industry.

Learners will also describe relevant source of finance available to the business they are writing a Business Plan for in Unit 1. They will present this as part of the presentation of the Business Plan.

**LO2:** Learners will estimate the financial data for their business and using this information will produce a range of financial statements to include cash flow forecasts, break-even charts and income statements. They will present this as part of the presentation of the Business Plan and will also provide attach the actual calculations in a spreadsheet format.

**LO3:** To meet LO3 following LO1 and LO2 learners will attend a professional discussion in which they will respond to questions reviewing their financial documents within their business plan. This will include them recommending and justifying solutions to issues with the cash-flow forecast they created in LO2. Learners must produce an improved cash flow forecast in advance of the professional discussion and bring it to the examination.

## Types of evidence

LO1: Mind map or table

LO2: Completed financial templates

LO3: Completed and improved cash-flow forecast in a spreadsheet format and a recording of the professional discussion

## Delivery guidance

**LO1:** Through the use of a visit to or speaker from the local financial regulator, learners will become familiar with the role and purpose of the regulator. The use of visiting speakers, case studies and video-graphic material could also be utilised to enable learners to understand the various sectors in the local offshore financial jurisdiction including trusts, fiduciary services and companies, Investment banking, insurance, retail banking, and financial support services. It is important that learners are offered the opportunity to see how these sectors differ from one another and that they can identify the products / services offered by each. Using case study scenarios and video-graphic material, learners will be exposed to the variety of sources of finance available to both start- up and existing businesses including hire purchase, leasing, loans, shares, venture capital, family and friends, grants and subsidies. A visiting speaker could be used.

**LO2:** Using in class activities and case studies alongside own work experience, learners will learn to identify and categorise various cost types including start up, running, fixed and variable costs. Using worked examples as a class activity, learners will practise creating cash flow forecasts. A variety of case study examples can be used. Ensuring learners can identify within scenario cash flow forecasts the potential issues businesses can encounter, will enable significant



group discussion to take place around finding solutions. Clear pathways of solutions around increasing money in, decreasing money out and spreading expenses will help learners to apply this method of solution development for any given cash flow. Explaining the meaning of each part of an income statement in terms of income, expenditure, what is owed and what is owned will ensure learners understand the terms used. Using worked examples, learners can practise creating income statements. The role of break-even analysis to a business in terms of individual product/service lines should be explained. Through the use of worked examples, learners can practise creating a break-even chart and calculate the break-even formula.

**LO3:** Using a variety of business case study material, learners will identify any potential issues with a business cash flow forecast including the timing of expenses, money coming in and money going out. They should understand the clear pathways of solutions from their work in LO2.

## Unit 7 Communication

### Unit summary

In this unit you will learn about the verbal and non-verbal communication skills essential in business. This unit will help you to participate in a business meeting and then further reflect on the strengths and areas of development of your own performance.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Understand the role of verbal and non-verbal communication in a business environment.

#### The learner must know about:

- The purpose of communication, sharing of or imparting of information dependent on scenario and audience.
- The role of non-verbal, non-written communication used in business contexts
- Communication methods in a business context

### Learning outcome 2

**The learner will:** Prepare for and take part in a business meeting

#### The learner must demonstrate:

- Research skills in preparation for the meeting
- Appropriate interpersonal skills e.g. body language, eye contact, posture, expressions
- Appropriate listening and speaking skills

### Learning outcome 3

**The learner will:** Review their own performance during a business meeting

#### The learner must consider:

- Their contribution to the pre-set meeting agenda items
- Feedback received from their teacher and peers
- The strengths of their verbal and non-verbal skills, interpersonal skills and speaking and listening skills
- The areas for improvement of their verbal and non-verbal skills, interpersonal skills, speaking and listening skills.

Grading descriptors	
Pass:	<p><b>LO1:</b> Understand the role of verbal and non-verbal communication in a business environment.</p> <p>Identify suitable ways to communicate a professional image mostly suited to the context and / or purpose with brief consideration of choices made</p> <p><b>LO2:</b> Prepare for and take part in a business meeting</p> <p>Prepare for and participate in a business meeting demonstrating a basic range of research skills, interpersonal skills and listening and speaking skills</p> <p><b>LO3:</b> Review their own performance during a business meeting</p> <p>Review own performance in the business meeting using feedback to identify a brief range of strengths and areas for development of research skills, interpersonal skills and listening and speaking skills using basic examples from the business meeting.</p>
Merit:	<p><b>LO1:</b> Understand the role of verbal and non-verbal communication in a business environment.</p> <p>Correctly identify suitable ways to communicate a professional image largely suited to the context providing reasons for the choices made</p> <p><b>LO2:</b> Prepare for and take part in a business meeting</p> <p>Prepare for and participate in a business meeting demonstrating a range of appropriate research skills, interpersonal skills and listening and speaking skills</p> <p><b>LO3:</b> Review their own performance during a business meeting</p> <p>Review own performance in the business meeting by using feedback, by describing a range of strengths and areas for development of research skills, interpersonal skills and listening and speaking skills using some relevant examples from the business meeting.</p>

Distinction:

**LO1:** Understand the role of verbal and non-verbal communication in a business environment

Correctly identify suitable ways to communicate a professional image fully suited to the context providing detailed reasons for the choices made

**LO2:** Prepare for and take part in a business meeting

Prepare for and participate in a business meeting demonstrating a detailed range of appropriate research skills, interpersonal skills and listening and speaking skills

**LO3:** Review their own performance during a business meeting

Review own performance in the business meeting using feedback by describing a full range of strengths and areas for development of speaking and listening skills, interpersonal skills and non-verbal skills using appropriate and relevant examples from the business meeting. Review their own contribution to the meeting by describing their own contributions to agenda item discussions.

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will identify the most suitable communication methods for a variety of different business scenarios encompassing different contexts, purposes and audiences whilst working on their event. Learners will identify their choices and provide reasoning.

**LO2:** Learners will be invited formally, in groups to attend a 'business' meeting to discuss their event. Students will be required to prepare for this meeting with a pre-set agenda of items to be considered. Learners will attend and participate in the meeting. The meeting will be recorded for assessment purposes and a tutor observation form will be completed to support grading decisions.

**LO3:** Learners will produce a reflective statement following feedback received from tutors via the observation records and feedback from peers on performance in the business meeting.

## Types of evidence

**LO1:** A written record e.g. a mind map, report or table

**LO2:** Participate in a business meeting; agenda, minutes, observation form, and video recording

**LO3:** A written reflective statement

## Delivery guidance

**LO1:** Learners should understand that there are verbal and non-verbal forms of communication. Through undertaking a classification task of various communication methods against scenarios in class, full understanding of this will be assured and appropriate selections made. Learners should observe/ try out a range of different communication methods. Video resources and in-class role play will prove valuable. Learners should understand the reasons why certain methods of communication are used in certain settings. Communication methods in business should include telephone calls, meetings, presentations, interviews, skype/video conferencing, one to one discussions. Learners can link this to the organisation of their event in unit 3.

**LO2:** Having negotiated a topic for consideration within a business meeting, learners will be shown the various elements of a standard business agenda. They should then research (with some assistance) to enable them to prepare for the meeting task and should produce a print out of pre-set agenda and corresponding research material. Video resources and class discussions could help demonstrate the requirements of participation. Learners should be aware of listening and speaking skills with an appropriate balance between the two e.g. not interrupting, taking notes, participating during discussions and responding appropriately to others. Learners can link this to the organisation of their event in unit 3.

**LO3:** Effective feedback skills should be considered prior to the student meeting. When providing peer feedback, care should be taken to ensure it is supportive and

constructive. Learners will be encouraged to self-reflect as well as utilising observation records from tutors and peer feedback. The use of writing frames to enable them to systematically consider elements of their strengths, development areas and contribution to agenda items will support their ability to review their own performance in a safe and constructive way. They should identify areas for improvement in their verbal/non-verbal and interpersonal skills, and speaking and listening skills.

## Unit 8 IT for Business

### Unit summary

This unit will help you to understand the purpose of different business documents, identify the software available in order to produce them and use software options appropriately. It will also encourage reflection on relative document strengths and weaknesses in a variety of business scenarios.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Identify the types and roles of various business documents

#### **The learner must know about:**

- The types of documents used in business.
- The purpose of the documents
- The intended audiences of the documents.

### Learning outcome 2

**The learner will:** Produce documents for businesses using appropriate software

#### **The learner must demonstrate:**

- The use of different types of software applications and tools.
- The use of appropriate styles and types of documents to meet specific business needs.

### Learning outcome 3

**The learner will:** Review the quality and appropriateness of business documents

#### **The learner must consider:**

- The style and format of the business documents created for LO2
- The appropriateness of the software, tools and techniques chosen for creating business documents
- The suitability for the audience including fitness for purpose, style, content
- Recommendations for improvements and alternative solutions in creating business documents.

Grading descriptors	
Pass:	<p><b>LO1:</b> Identify the types and roles of various business documents</p> <p>Identify some business documentation types and purposes using some relevant examples</p> <p><b>LO2:</b> Produce documents for businesses using appropriate software</p> <p>Produce documents following a brief, using appropriate software, appropriate style, tools and applications with some degree of accuracy</p> <p><b>LO3:</b> Review the quality and appropriateness of business documents</p> <p>Review the quality and appropriateness of documents produced identifying some strengths and weaknesses.</p>
Merit:	<p><b>LO1:</b> Identify the types and roles of various business documents</p> <p>Identify a full range of business documentation types and purposes using a range of relevant, appropriate examples</p> <p><b>LO2:</b> Produce documents for businesses using appropriate software</p> <p>Produce documents following a brief, using appropriate software, style, tools and applications mostly accurately</p> <p><b>LO3:</b> Review the quality and appropriateness of business documents</p> <p>Review the quality and appropriateness of produced documents and the choice of software identifying strengths and weaknesses and suggesting some possible improvements.</p>
Distinction:	<p><b>LO1:</b> Identify the types and roles of various business documents</p> <p>Identify a full range of business documentation types and purposes and relevance to different audiences using a range of relevant, appropriate examples</p> <p><b>LO2:</b> Produce documents for businesses using appropriate software</p> <p>Produce documents following a brief, using appropriate software, style, tools and applications accurately fully meeting all the requirements of the brief</p> <p><b>LO3:</b> Review the quality and appropriateness of business documents</p> <p>Review the quality and appropriateness of produced documents and the choice of software identifying strengths and weaknesses, suggesting possible improvements and justifying the choice of tools and techniques used.</p>



## Assessment

The assessment for this unit consists of:

**LO1:** Learners will identify the types and purposes of various business documents through the production of a document e.g. a poster

**LO2:** Learners will be required to produce a range of documents whilst planning and executing their event for unit 3. This will include the following: emails, letters, meeting documentation (agenda, minutes); reports, diagrams, graphs, advertising material (leaflets and posters), compliments slips, business cards.

**LO3:** Learners will be asked to review the range of documents produced for LO2 considering both the strengths, weaknesses, choice of software, tools and techniques and suggesting how they could make improvements in the future.

## Types of evidence

**LO1:** A document e.g. a poster

**LO2:** A portfolio of documents

**LO3:** A verbal recording and supporting documentation.

## Delivery guidance

**LO1 / LO2:** Through worked examples and using a variety of software including word processors (Word), databases (Access), email (Outlook), presentation PowerPoint), spreadsheet (Excel) and desk top publishing, learners will identify a range of business documents including emails, letters, meeting documentation (agenda, minutes); reports, diagrams, graphs, advertising material (leaflets and posters), compliments slips, business cards etc. Learners should also understand the appropriate use of a variety of documents in given business scenarios. Through critiquing exemplar material available online and in print, learners should identify strong examples of business documents and those requiring improvements. A group discussion around how to improve and enhance weaker documents would be beneficial.

**LO3:** Learners should be familiar with the process of evaluating performance and work. Enabling practice of this through the evaluation of exemplar material as a group activity will enable learners to explore their own perceptions of what is good, what could be developed further and also methods for improving documentation in the future. Learners will be required to critically appraise their own documents so practicing this technique on neutral material will help them to develop these skills.

## Unit 9 The Business Environment

### Unit summary

You will develop an awareness of the business environment including types of business ownership, ownership features and the impact of the external environment on a local business and its stakeholders.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Understand various types of business ownership, ownership features and methods of classifying business operations

#### The learner must know about:

- Types of business ownership
- Business ownership features including unlimited and limited liability, and potential sources of finance
- Classification of businesses based on sector (primary, secondary, tertiary), size and scale of the organisation, public/private/voluntary.

### Learning outcome 2

**The learner will:** Conduct a Political, Economic, Social and Technological (PEST) analysis on a local business

#### The learner must demonstrate:

The ability to conduct a PEST analysis covering the following aspects -

- Political
- Economic
- Social
- Technological.

### Learning outcome 3

**The learner will:** Consider the impact of external influences on a local business and its stakeholders.

#### The learner must consider:

- How economic and social factors considered can have positive and negative impacts on a local business and its stakeholders (owners, employees, customers, suppliers, finance providers, local community).

Grading descriptors	
Pass:	<p><b>LO1:</b> Understand various types of business ownership, ownership features and methods of classifying business operations</p> <p>Identify with some accuracy, types of business ownership, ownership features and business classification</p> <p><b>LO2:</b> Conduct a PEST analysis on a local business</p> <p>Create a basic PEST analysis on a local business identifying a limited range of factors for each PEST category largely based on the business owner interview and some research of local conditions</p> <p><b>LO3:</b> Consider the impact of external influences on a local business and its stakeholders.</p> <p>Consider the potential positive or negative impact that economic and social factors have on a local business and its stakeholders.</p>
Merit:	<p><b>LO1:</b> Understand various types of business ownership, ownership features and methods of classifying business operations</p> <p>Identify and describe mostly accurately the types of business ownership, ownership features and business classifications</p> <p><b>LO2:</b> Conduct a PEST analysis on a local business</p> <p>Create a thorough PEST analysis on a local business identifying a wide range of factors giving explanations of choices based on the business owner interview and detailed research of local conditions</p> <p><b>LO3:</b> Consider the impact of external influences on a local business and its stakeholders.</p> <p>Consider the potential positive and negative impact that economic and social factors have on a local business and its stakeholders making basic conclusions.</p>
Distinction:	<p><b>LO1:</b> Understand various types of business ownership, ownership features and methods of classifying business operations</p> <p>Identify and describe with a high degree of accuracy the types of business ownership, ownership features and business classifications</p> <p><b>LO2:</b> Conduct a PEST analysis on a local business</p> <p>Create a comprehensive PEST analysis on a local business identifying a wide range of factors and justifying choices based on the business owner interview and thorough research of local conditions</p> <p><b>LO3:</b> Consider the impact of external influences on a local business and its stakeholders.</p> <p>Consider the potential positive and negative impact that economic and social factors have on a local business and its stakeholders making detailed conclusions.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will be presented with three contrasting business case studies and will be asked to consider the ownership type, features of ownership and classification of each of the businesses. This will be conducted under controlled conditions as an in-class activity.

**LO2:** Learners will be required to identify and consider a range of PEST factors that influence a local business in order to create a PEST analysis for it. **(The local business must be the new business idea you have created for your business pitch for Unit 1).**

**LO3:** Learners will produce a report that makes conclusions about the impact of economic and social factors on a local business **(your new business idea from unit 1)** and its stakeholders.

## Types of evidence

**LO1:** Information matrix on three business case studies

**LO2:** PEST analysis for a local business

**LO3:** Impact report of economic and social factors on a local business and its stakeholders.

## Delivery guidance

**LO1:** Through focusing on a range of businesses known to the learners, the variety of business ownership structures and the relative features can be explored. Solid use of work experience and part time work anecdotes, video resources and online business resources will support the development of understanding here. It would be useful to ensure a broad range of business ownership e.g. sole trader, partnership, franchise, private limited company, public limited company, and charities/voluntary sector. There will be specific focus on the concept of limited and unlimited liability. Case studies will also be useful to consider the concept of classification of business by industrial sector, size and public/private/voluntary sector. It is recommended that these case studies be businesses learners can easily relate to and it may even be appropriate to support consolidation of knowledge for learners to select and consider their own business case studies here

**LO2/LO3:** Learners will understand the role of the various political, economic, social and technological factors that could affect and influence local businesses. They should cover: laws relating to employment, consumer protection, health & safety regulations (political); employment levels, inflation, exchange rates, interest rates, GDP, taxation (economic); demographics, age distribution, population growth rates, level of education, distribution of wealth and social classes, living conditions and lifestyle (social); and changes in information and mobile technology, changes in internet and e-commerce, new methods of manufacture and distribution; innovation and invention(technology). Learners will be encouraged

to read local and national media articles in order to gain a broader understanding of the wider context of the business operational environment. Recent government policies and laws should be explored perhaps with the support of visiting speakers or visits to the local advisory agencies enabling learners to understand the broader picture. The local and national statistics unit can provide one area of support. A local business owner, briefed on the scope of the unit, could address student questions about the influence of economic and social factors on their own businesses and its stakeholders. This will enable learners to contextualise their learning. Learners will be encouraged to research around the interview enabling them to consider the influences of economic and social factors either positively or negatively on the local business being considered.

## Unit 10 People in Organisations

### Unit summary

This unit explores the way in which organisations are structured along with the roles and various functional areas within most businesses. It enables the creation of the key documentation required in the application of job vacancies and the opportunity to explore interview preparation and execution from both the potential employee and employer perspectives.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Describe organisational structures, functions and job roles.

#### The learner must know about:

- Types of organisational structures
- Organisational features
- Functional areas within an organisation and links between functional areas
- Key job roles within organisations including level of authority and responsibility.

### Learning outcome 2

**The learner will:** Create the documentation required for a job vacancy.

#### The learner must demonstrate:

- The ability to create a job description
- The ability to create a person specification
- The ability to apply for a job.

### Learning outcome 3

**The learner will:** Review another learner's performance in interview.

#### The learner must review:

- Pre-interview planning
- Interview skills
- Use of interview scoring matrices and competency-based approaches to assessing interview performance.

## Grading descriptors

Pass:	<p><b>LO1:</b> Describe organisational structures, functions and job roles. Describe briefly a range of organisational structure types, organisational features, functional areas and job roles within a given organisation</p> <p><b>LO2:</b> Create the documentation required for a job vacancy. Produce a basic job description and person specification for a specific job, completing an application form for it with some errors permitted</p> <p><b>LO3:</b> Review another learner's performance in interview Conduct an interview (as interviewer) for a specified job role providing a basic evaluation of interviewee performance.</p>
Merit:	<p><b>LO1:</b> Describe organisational structures, functions and job roles. Describe a full range of organisational structure types, organisational features, functional areas and job roles within a given organisation</p> <p><b>LO2:</b> Create the documentation required for a job vacancy. Produce a detailed job description and person specification for a specific job, completing an application form for it mostly accurately</p> <p><b>LO3:</b> Review another learner's performance in interview Conduct an interview (as interviewer) for a specified job role completing most of the required paperwork, providing an evaluation of the interviewee performance with examples of areas of strengths and areas to develop.</p>
Distinction:	<p><b>LO1:</b> Describe organisational structures, functions and job roles. Describe in detail a comprehensive range of organisational structure types, organisational features, functional areas and job roles within a given organisation</p> <p><b>LO2:</b> Create the documentation required for a job vacancy. Produce a detailed and appropriate job description and person specification for a specific job, completing an application form for it accurately</p> <p><b>LO3:</b> Review another learner's performance in interview Conduct an interview (as interviewer) for a specified job role, completing all documentation, providing a detailed evaluation of interviewee the performance of the interviewee with examples of areas of strengths and areas to develop.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will complete a mind map or report on a given organisation, describing its organisational structure, organisational features, the core functional areas and the main job roles within the organisation.

**LO2:** Following a given brief, learners will create a job description and person specification for a specific job. Learners will also be required to complete a pre-set application form for the job.

**LO3:** Learners will conduct interviews in small teams or pairs. They will complete all relevant interview paperwork. They will provide written feedback evaluating interviewee performance. The interviews can be audio recorded with observation records completed by the student interviewers to support fluid assessment.

## Types of evidence

**LO1:** Mind map or report on a local business

**LO2:** Job description, person specification and application form for a specific job

**LO3:** Critique/evaluation (spoken or written) of an interviewee's performance supported with completed documentation. Audio recording with observation records.

## Delivery guidance

**LO1:** Learners will investigate different organisational structures. This could be facilitated by local organisations either visiting the College or organised visits by learners. Learners will produce information on the job roles, functional areas and organisational structure. They will produce an organisation chart and identify the tasks carried out by the various functional areas. Types of structures will include flat, hierarchical, centralised, and decentralised. Organisational features will cover span of control, chain of command, delegation, and layering. Functional areas will cover finance, marketing/sales, production, administration, and human resources. Key job roles within should cover directors, managers, supervisors, and assistants.

**LO2:** Through talks from a local recruitment agency or HR specialist, learners will understand the recruitment process used to fill replacement roles or to expand. They will understand the role of internal and external recruitment. Learners will collect a different job descriptions and person specifications via online recruitment websites and use them to complete their own documents. Exemplar completed application forms will highlight the importance of legibility, clarity and accuracy. Learners could undertake an online psychometric test. Through case studies they could be shown other forms of pre-screening assessment e.g. health, sight, fitness testing and shortlisting. Methods of application should cover CV, application form, covering letter, personal statements, aptitude tests and other requirements. Methods for selection should be explored e.g. interviews, assessment centres, and activities (task/role play/presentation).



**LO3:** Through the use of online video resources, learners will observe the interview process and the importance of pre-interview planning including getting to the interview, what to wear, how to prepare for and ask questions of the interviewers. A visiting speaker from a recruitment agency or HR function could run through interview skills e.g. hand shake, body language, eye contact, dress, confidence and evidence of preparation.

Learners could use exemplars from businesses to look at the interview scoring matrices and competency-based approaches. They should understand how to provide feedback constructively and fairly.



# 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>		
<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>✓ <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		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>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 Verifier</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>	