



# Jersey Progression Qualification in Sport

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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.

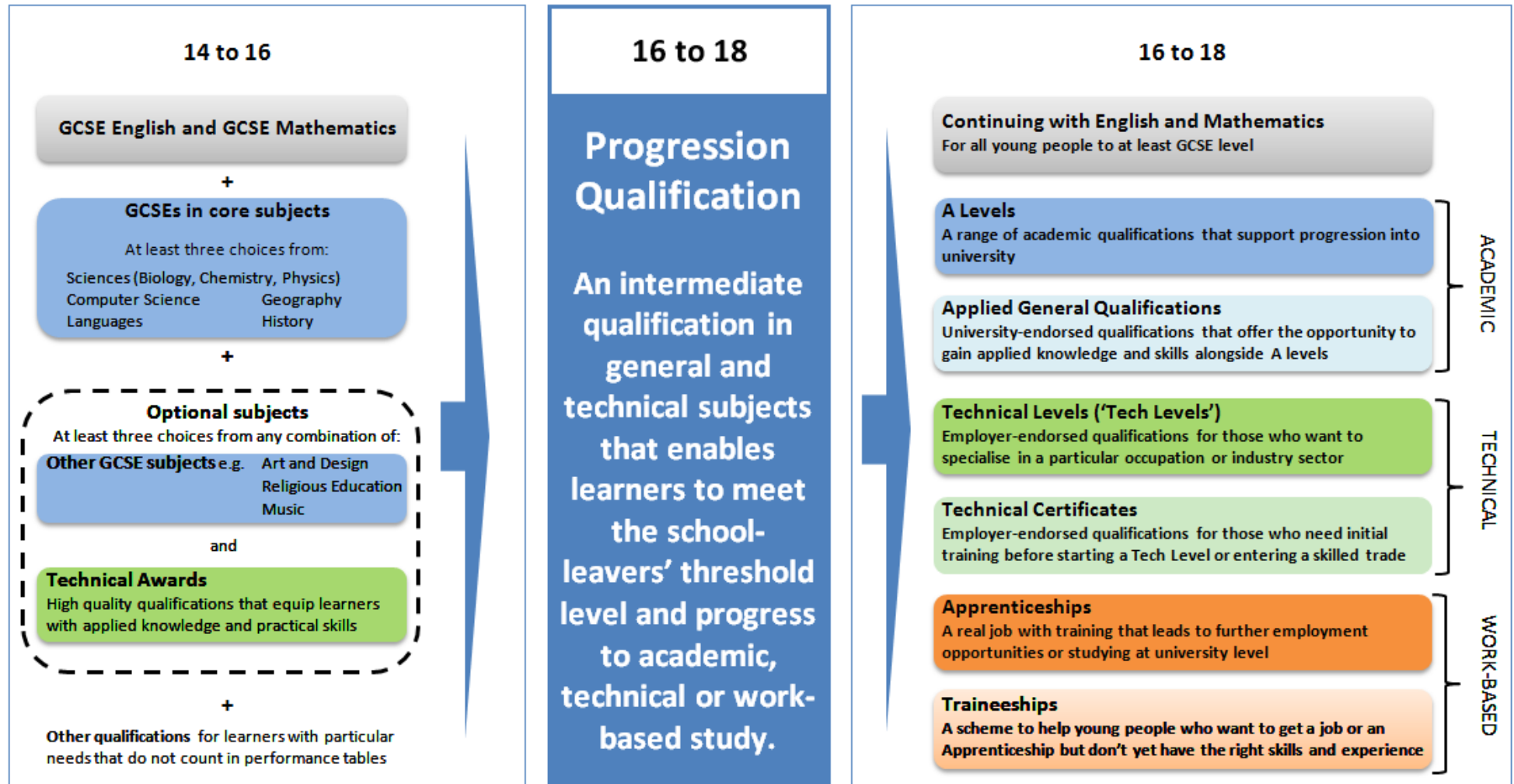
**The Jersey Progression Qualification** has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working 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	
<b>Total Guided Hours</b>		<b>240</b>			<b>Total Guided Hours</b>		<b>240</b>
<b>JERSEY PROGRESSION CERTIFICATE</b>					<b>JERSEY PROGRESSION DIPLOMA</b>		

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

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

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

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

## Grading

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

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

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

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

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

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

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

## Unit grading

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

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

For example:

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

For example:

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

For example:

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

### Overall unit grade

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

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M

Pass is a minimum requirement for all learning outcomes

## Pass only criteria

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

For example:

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

A further example, where LO3 is pass only:

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

## Qualification grading

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

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

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

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

For example:

This is a candidate grade profile for all 10 units:

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

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

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

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

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

<b>Unit A</b>	<b>Unit B</b>	<b>Unit C</b>	<b>Unit D</b>	<b>Unit E</b>	<b>Final overall grade</b>
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M

**These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.**

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

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

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

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

1	2	5	7	10
P	M	P	P	M

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

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

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

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

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



## Overall grading descriptors

### **Not Yet Achieved**

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

### **Pass**

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

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

### **Merit**

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

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

### **Distinction**

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

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

### **Distinction\* (Star)**

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

## How the qualification is assessed

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

Assessment methods include:

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

## Course-based assessment

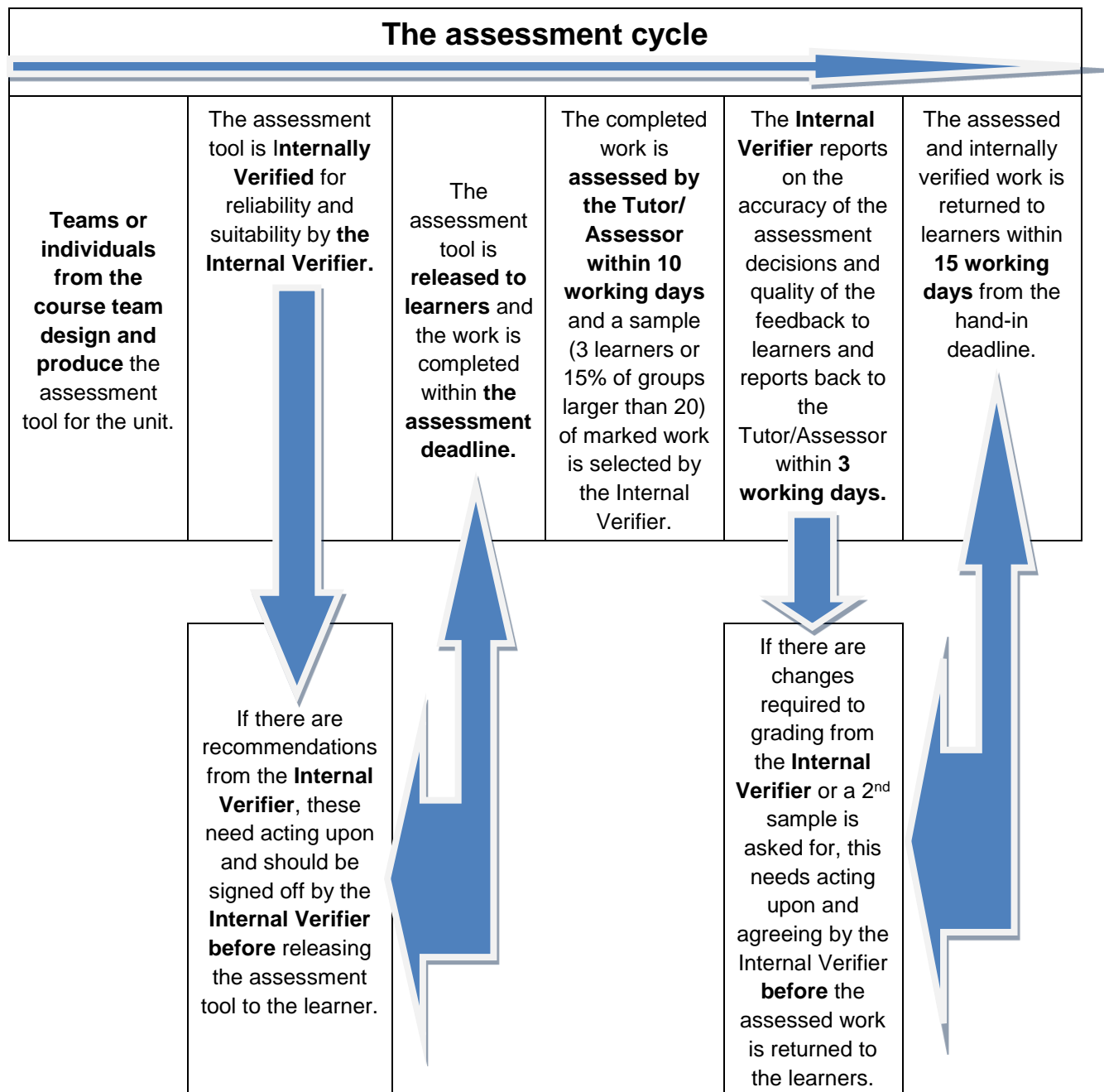
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single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

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

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

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

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



## Standardisation

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

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

## External verification

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

## Awarding

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

### Attendance at the Award Board

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

## Required documentation for the Award Board

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

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

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

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

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

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

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

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

## Assessment regulations

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

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

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

Following formative assessment and feedback, learners are able to:

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

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

## Reassessment

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

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

## Extenuating circumstances

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

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

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

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

## Compensation

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

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



## **Student academic appeal procedure**

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

### **Stage One: Informal**

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

### **Stage Two: Formal**

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

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

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

## **Academic malpractice policy**

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

Examples of malpractice include:

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

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

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

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

## **Access arrangements and reasonable adjustments**

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

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

# **Section B**

# **Unit Content**

# **and**

# **Assessment**

# **Guidance**



## Structure of the Jersey Progression Qualification in Sport

Unit No.	Unit Title	Core/Option
1	Exercise, Fitness and Health Event	Core
2	Anatomy and Physiology	Core
3	Expedition Skills Challenge	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	Safety and Injury in Sport	Option
6	Fitness Testing	Option
7	Sports Conditioning	Option
8	Land-based Skills	Option
9	Planning and Leading Sports Coaching Sessions	Option
10	Practical Sports	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 Exercise, Fitness and Health Event

<b>Unit Summary</b>	This unit draws together the subjects you have studied across the course. It enables you to use your knowledge, understanding and skills to plan and participate in an event designed to promote safe and effective practice in exercise and fitness.
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<b>Guided Learning Hours</b>	<b>48 hours</b>
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<b>Level</b>	<b>2</b>
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### Learning outcome 1

**The learner will:** Be able to select exercises for an exercise, fitness and health event.

**The learner must:**

Plan a series of fitness testing sessions which include:

- Sports conditioning.
- Fitness testing.
- Injury in sport including the injuries that may result from not warming up properly.
- Anatomy and physiology: linking fitness testing and conditioning to anatomical changes.

### Learning outcome 2

**The learner will:** Carry out a role in an exercise, fitness and health event.

**The learner must demonstrate:**

- Leadership skills: leading a component of the session and working well with other members of the group.
- Communication skills: talking coherently to students and team mates.
- Teamwork skills: listening to other team mates' opinions, spreading workload between team.
- Knowledge of subject content: able to answer questions students may ask and provide good subject input.

### Learning outcome 3

**The learner will:** Review the fitness and exercise presentation plan.

**The learner must consider:**

- Quality of presentation, e.g. subject knowledge, communication skills
- Areas for improvement, e.g. materials, communication skills, timekeeping
- Recommendations for improvement, e.g. aspects of efficiency

Unit 1 Exercise, Fitness and Health Event	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will be able to select exercises for an exercise, fitness and health event.</p> <ul style="list-style-type: none"> <li>• Plan a series of sports conditioning training methods sessions selecting exercises and sequencing them in a straightforward way.</li> <li>• Plan a series of tests for improving components of fitness.</li> <li>• Identify injuries in sport including the injuries that may result from not warming up properly.</li> <li>• Link fitness testing and conditioning to anatomical changes.</li> </ul>
Merit	<p>Learners will be able to select exercises for an exercise, fitness and health event.</p> <ul style="list-style-type: none"> <li>• Plan a series of sports conditioning training methods sessions selecting exercises and sequencing them in a way that demonstrates an awareness of the implications of the choices.</li> <li>• Plan a series of tests for improving components of fitness in way that demonstrates an awareness of the implications of the choices.</li> <li>• Describe injuries in sport including the injuries that may result from not warming up properly.</li> <li>• Describe the links between fitness testing and conditioning to anatomical changes.</li> </ul>
Distinction	<p>Learners will plan an exercise and fitness event that is clearly articulated, selecting exercises and sequencing in an assured and confident manner and an awareness of the implications of their choices.</p> <ul style="list-style-type: none"> <li>• Plan in detail a series of sports conditioning training methods sessions selecting exercises and sequencing them with confidence in a way that demonstrates an awareness of the implications of the choices.</li> <li>• Plan in detail a series of tests for improving components of fitness in way that demonstrates an awareness of the implications of the choices.</li> <li>• Give a detailed description of injuries in sport including the injuries that may result from not warming up properly.</li> <li>• Give a detailed description of the links between fitness testing and conditioning to anatomical changes.</li> </ul>

Unit 1 Exercise, Fitness and Health Event	
Grading Descriptors	Learning Outcome 2
<b>Pass</b>	<p>Learners will carry out a role in an exercise, fitness and health event.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills, leading a component of the session and working well with other members of the group.</li> <li>• Demonstrate communication skills, talking coherently to students and team mates.</li> <li>• Demonstrate teamwork skills, listening to other team mates' opinions, spreading workload between team.</li> <li>• Be able to answer questions students may ask.</li> </ul>
<b>Merit</b>	<p>Learners will carry out a role in an exercise, fitness and health event.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills, confidently leading a component of the session and working well with other members of the group.</li> <li>• Demonstrate communication skills, talking clearly to students and team mates.</li> <li>• Demonstrate teamwork skills, listening carefully to other team mates' opinions, spreading workload between team.</li> <li>• Be able to confidently answer questions students may ask and provide good subject input.</li> </ul>
<b>Distinction</b>	<p>Learners will carry out a role in an exercise, fitness and health event.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills, confidently leading a component of the session and working consistently well with other members of the group.</li> <li>• Demonstrate communication skills, talking clearly to students and team mates in an engaging way.</li> <li>• Demonstrate teamwork skills, listening carefully to other team mates' opinions, spreading workload evenly between team.</li> <li>• Be able to confidently answer questions students may ask and consistently provide good subject input.</li> </ul>



Unit 1 Exercise, Fitness and Health Event	
Grading Descriptors	Learning Outcome 3
<b>Pass</b>	<p>Learners will review the fitness and exercise presentation plan.</p> <ul style="list-style-type: none"> <li>• Reflect on the quality of presentation.</li> <li>• Identify some strengths and weaknesses supported with some evidence.</li> <li>• Make some recommendations for improvement.</li> </ul>
<b>Merit</b>	<p>Learners will review the fitness and exercise presentation plan.</p> <ul style="list-style-type: none"> <li>• Reflect on the quality of presentation providing reasons for the aspects that went well and for those that did not work so well.</li> <li>• Describe some strengths and weaknesses supported with appropriately selected evidence.</li> <li>• Make several recommendations for improvement.</li> </ul>
<b>Distinction</b>	<p>Learners will review the fitness and exercise presentation plan.</p> <ul style="list-style-type: none"> <li>• Provide a detailed evaluation of the presentation drawing conclusions about the aspects that went well and those that did not work so well.</li> <li>• Detail the strengths and weaknesses supported with appropriately selected evidence.</li> <li>• Make detailed recommendations for improvement.</li> </ul>

## Unit 1 Exercise, Fitness and Health Event

### Assessment

The assessment for this unit consists of:

- A pre-released assignment brief which learners will have for up to 10 days to research, prepare notes to use in the controlled assessment. Under timed conditions (up to two hours), learners will produce their own response to the assignment brief, selecting appropriate exercises and activities and organising them into a coherent plan for an event.
- Learners carry out a role in an exercise, fitness and health event which is observed by an assessor. The section will be between 5 and 10 minutes. The event will be recorded for assessment purposes.
- Learners review their fitness and exercise presentation plan under controlled conditions. They can prepare their response and bring their notes to the timed examination. Learners can present their evaluation in a 5-minute interview with the assessor, a 5-minute presentation to camera under supervised conditions or in a 30-minute written response under supervised conditions.

### Types of evidence

1. Preparation and presentation of a written/visual event plan written under controlled conditions of 2 hours
2. Observed presentation of an exercise and fitness routine lasting 5-10 minutes
3. Five-minute viva to the assessor or camera or a 30- minute written evaluation.

## Unit 1 Exercise, Fitness and Health Event

### Delivery guidance

**The learner must:** Plan a series of fitness testing sessions. The content identified will give the learner the ability to plan the event which includes:

**Sports conditioning:** Methods of improving fitness testing results. Types of training methods:

Warm up – pulse raiser, mobility, stretches

Plyometric – reps, sets, distance, height, intensity, RPE (rate of perceived exhaustion), timing, rest periods, muscles used, and exercises.

SAQ (speed, agility and quickness) – reps, sets, distance, height, intensity, RPE, timing, rest periods, muscles used, and exercises. Circuit - Reps, sets, distance, height, intensity, RPE, timing, rest periods, muscles used, exercises, number of stations.

Weight training – reps, sets, intensity, RPE, timing, rest periods, muscles used, and exercises. Flexibility training (static, dynamic) – reps, sets, timing, muscles used and exercises.

**Fitness Testing:** Different tests for improving components of fitness.

Strength (e.g. handgrip dynamometer), agility (e.g. Illinois Agility Test), flexibility (e.g. sit and reach), aerobic endurance (e.g. multi-stage fitness test), muscular endurance (e.g. 1-minute press-up test, 1-minute sit-up test), speed (e.g. 30m sprint test)

**Injury in Sport: What injuries may occur from not warming up properly?**

Strains and sprains: RICE method. Rest, Ice, Compression, Elevation. SALTAPS: stop, ask, look, touch, active, passive, stand up.

**Anatomy and Physiology: Linking fitness testing and conditioning to anatomical changes.** Short-term changes: changes in range of movement around joints, changes in heart rate, changes to breathing rate, changes in body temperature. Long-term changes: muscle size and strength, resting heart rate, flexibility, increased lung capacity.

## Unit 2 Anatomy and Physiology

### Unit Summary

This unit will give you a basic understanding of the structure and functions of the body, how they are linked together and become the building blocks of sport performance. This unit analyses the short- and long-term effects of exercise as applied to the sports performer.

### Guided Learning Hours

48 hours

### Level

2

### Learning outcome 1

**The learner will:** Outline the structure and function of the musculoskeletal system.

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

- The structure and function of the skeleton.
- The differences between the three types of joints
- Types of muscle, the structure of the muscular system and muscle movement
- Movement analysis of different sporting actions

### Learning outcome 2

**The learner will:** Understand the structure and function of the cardiorespiratory system.

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

- An understanding of the function of the cardiac system.
- An understanding of the structure and function of the respiratory system.
- An understanding of the structure and function of the cardiovascular and respiratory systems and how they link together.

### Learning outcome 3

**The learner will:** Analyse the short- and long-term effects of exercise on the body systems of a selected performer.

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

- The short-term effects before and after exercise on the musculoskeletal system.
- The short-term effects before and after exercise on the cardiorespiratory system.
- The long-term effects on the body systems.

## Unit 2 Anatomy and Physiology

Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will outline the structure and function of the musculoskeletal system.</p> <ul style="list-style-type: none"><li>• Outline the structure and function of the skeleton.</li><li>• Outline the types of muscle, the structure of the muscular system and muscle movement</li><li>• Give a brief analysis of different sporting actions</li></ul>
Merit	<p>Learners will outline the structure and function of the musculoskeletal system.</p> <ul style="list-style-type: none"><li>• Describe the structure and function of the skeleton.</li><li>• Describe the types of muscle, the structure of the muscular system and muscle movement</li><li>• Analyse different sporting actions in some detail.</li></ul>
Distinction	<p>Learners will outline the structure and function of the musculoskeletal system</p> <ul style="list-style-type: none"><li>• Give a detailed description of the structure and function of the skeleton.</li><li>• Give a detailed description of the types of muscle, the structure of the muscular system and muscle movement</li><li>• Give a detailed analysis of different sporting actions.</li></ul>

Unit 2 Anatomy and Physiology	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will understand the structure and function of the cardiorespiratory system.</p> <ul style="list-style-type: none"> <li>• Outline the function of the cardiac system</li> <li>• Outline the structure and function of the respiratory system</li> <li>• Outline the ways that the cardiovascular and respiratory systems link together.</li> </ul>
Merit	<p>Learners will understand the structure and function of the cardiorespiratory system.</p> <ul style="list-style-type: none"> <li>• Describe the function of the cardiac system</li> <li>• Describe the structure and function of the respiratory system</li> <li>• Describe the ways that the cardiovascular and respiratory systems link together.</li> </ul>
Distinction	<p>Learners will understand the structure and function of the cardiorespiratory system.</p> <ul style="list-style-type: none"> <li>• Give a detailed description of the function of the cardiac system</li> <li>• Give a detailed description of the structure and function of the respiratory system</li> <li>• Analyse the ways that the cardiovascular and respiratory systems link together.</li> </ul>

Unit 2 Anatomy and Physiology	
Grading Descriptors	Learning Outcome 3
<b>Pass</b>	<p>Learners will analyse the short- and long-term effects of exercise on the body systems of a selected performer.</p> <ul style="list-style-type: none"> <li>• Identify the short-term effects before and after exercise on the musculoskeletal system.</li> <li>• Identify the short-term effects before and after exercise on the cardiorespiratory system.</li> <li>• Identify the short- and long-term effects on the body systems</li> </ul>
<b>Merit</b>	<p>Learners will analyse the short- and long-term effects of exercise on the body systems of a selected performer.</p> <ul style="list-style-type: none"> <li>• Consider in detail the short-term effects before and after exercise on the musculoskeletal system.</li> <li>• Consider in detail the short-term effects before and after exercise on the cardiorespiratory system.</li> <li>• Consider in detail the short- and long-term effects on the body systems.</li> </ul>
<b>Distinction</b>	<p>Learners will analyse the short- and long-term effects of exercise on the body systems of a selected performer.</p> <ul style="list-style-type: none"> <li>• Analyse the short-term effects before and after exercise on the musculoskeletal system.</li> <li>• Analyse the short-term effects before and after exercise on the cardiorespiratory system.</li> <li>• Analyse the short- and long-term positive and negative effects on the body systems.</li> </ul>

## Unit 2 Anatomy and Physiology

### Assessment

The assessment for this unit consists of:

- An examination under controlled conditions where learners answer questions about the structure and function of the skeletal and muscular system.
- The creation of a booklet demonstrating an understanding of the structure and function of the cardiorespiratory system.
- The production of a blog or short video presentation reflecting on the results of their analysis, identifying and explaining the effects and benefits of exercise on a selected performer.

### Types of evidence

- An examination under controlled conditions. Learners will have 1 hour and 30 minutes in which to answer all the questions.
- A booklet demonstrating an understanding of the structure and function of the cardiorespiratory system.
- A blog or short video presentation identifying and explaining the effects and benefits of exercise on a selected performer.

### Delivery guidance

**LO1** gives a basic knowledge of the skeleton and muscles which are the building blocks applied to anatomy in sport. Learners must identify the major bones and muscles. They must understand the structure of different and the movement possible at each type of joint. Joint actions such as flexion and extension need to be practiced in practical situations where possible. Learners must be able to pair antagonistic muscles for specific joint actions. This is best taught by practical application and different pictures of sports.

**LO2:** Learners are required to identify the structure and function of both the cardiovascular and respiratory system. Once they have learnt to identify the structures they can then understand the cardiac cycle. The use of hand drawing is beneficial to learners to understand the flow of blood through the heart; it can also be broken down into a flow chart. Learners need to understand gaseous exchange in the alveoli; again, drawings can help in understanding the movement of oxygen and carbon dioxide in the lungs. Learners can then build on their knowledge in order to describe the relationship between the cardiovascular system and the respiratory system, starting from oxygen in the atmosphere, to delivery to the working muscles and removal of carbon dioxide from the working muscles, to breathing it out back into the atmosphere.



## Unit 2 Anatomy and Physiology

### Delivery guidance continued

**LO3:** Learners set up a series of exercises which are linked to fitness testing to observe the short-term effects on the body systems. They are expected to be able to record their own resting breathing and heart rate as well as understanding how they rise linked to exercise. Discussion in groups will enable learners to review and analyse the results. Long-term results on the body systems can be linked to a 6-week fitness training programme. Learners are encouraged to keep a log of data pre and post the activities that are undertaken. They are also expected to research the difference between an amateur and an elite athlete explaining the benefits of exercise to the performer.

## Unit 3 Expedition Skills Challenge

<b>Unit Summary</b>	This unit is about the planning and participation in an Expedition. You will to use the knowledge and skills gained through other units across the course and apply these to the context of taking part in an expedition in response to a brief.
<b>Guided Learning Hours</b>	<b>48 hours</b>
<b>Level</b>	<b>2</b>
<b>Learning outcome 1</b>	
<b>The learner will:</b> Plan a multi-day outdoor expedition.	
<b>The learner must know about:</b> <ul style="list-style-type: none"><li>• Safety considerations on an outdoor expedition</li><li>• The equipment needed for an outdoor expedition</li><li>• Planning an outdoor expedition.</li></ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Use the skills and techniques required on a multi-day outdoor expedition.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"><li>• Skills of navigation</li><li>• Camping skills</li><li>• An understanding of transportation on an expedition.</li></ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the multi-day outdoor expedition.	
<b>The learner must consider:</b> <ul style="list-style-type: none"><li>• The strengths of the expedition</li><li>• Areas for improvement for the expedition.</li></ul>	

Unit 3 Expedition Skills Challenge	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will plan a multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Plan a route and some activities for a multi-day outdoor expedition.</li> <li>• Outline the equipment needed for the expedition.</li> <li>• Identify some of the safety considerations needed.</li> </ul>
Merit	<p>Learners will plan a multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Describe a route and activities for a multi-day outdoor expedition.</li> <li>• Outline the equipment needed for the expedition giving reasons for the choices.</li> <li>• Describe some of the safety considerations needed.</li> </ul>
Distinction	<p>Learners will plan a multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Describe in detail a route and activities for a multi-day outdoor expedition giving reasons for the choices.</li> <li>• Outline the equipment needed for the expedition giving reasons for the choices.</li> <li>• Describe in detail the safety considerations needed giving reasons for the choices.</li> </ul>

Unit 3 Expedition Skills Challenge	
Grading Descriptors	Learning Outcome 1
<b>Pass</b>	<p>Learners will use the skills and techniques required on a multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Apply basic skills of navigation.</li> <li>• Use basic camping skills.</li> <li>• Demonstrate a basic practical understanding of transportation.</li> </ul>
<b>Merit</b>	<p>Learners will use the skills and techniques required on a multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Apply skills of navigation with some confidence.</li> <li>• Use camping skills with some confidence.</li> <li>• Demonstrate a practical understanding of transportation with an awareness of the changing requirements and environment.</li> </ul>
<b>Distinction</b>	<p>Learners will use the skills and techniques required on a multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Apply skills of navigation responding confidently to changing requirements and environments.</li> <li>• Use camping skills responding confidently to changes in the environment.</li> <li>• Demonstrate a practical understanding of transportation, responding confidently to the changing requirements and environment.</li> </ul>

Unit 3 Expedition Skills Challenge	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will review the multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Outline the effectiveness of the expedition.</li> <li>• Identify some of the strengths and weaknesses of the expedition with some supporting evidence.</li> <li>• Identify some future improvements.</li> </ul>
Merit	<p>Learners will review the multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the expedition.</li> <li>• Provide reasons for the aspects of the expedition that went well and for those that did not work so well with supporting evidence.</li> <li>• Identify some future improvements.</li> </ul>
Distinction	<p>Learners will review the multi-day outdoor expedition.</p> <ul style="list-style-type: none"> <li>• Give a detailed evaluation of the effectiveness of the expedition and draw well-considered conclusions.</li> <li>• Provide insightful explanations of the strengths and weaknesses of the expedition with full supporting evidence.</li> <li>• Provide detailed proposals for future improvements.</li> </ul>

## Unit 3 Expedition Skills Challenge

### Assessment

The assessment for this unit consists of:

- An assessment under controlled conditions where learners respond to a pre-released assignment brief requiring them to plan a multi-day outdoor expedition.
- Participation in a multi-day outdoor expedition. Learners will be assessed on their camping and navigation skills, knowledge of transportation and their behaviour during the expedition.
- The production of an evaluation reflecting on the success of the expedition.

### Types of evidence

- A written response to a pre-released assignment brief requiring learners to plan a multi-day outdoor expedition. Learners will have up to ten days to research and prepare notes which they can use in the two-hour controlled assessment.
- Observation and recording of a multi-day outdoor expedition. Learners will be assessed by an assessor who will observe each learner's contribution to the expedition. Aspects of the expedition will be recorded for assessment purposes.
- An evaluation reflecting on the success of the expedition. The evaluation could be a five minute interview with the assessor, a five minute presentation to camera under supervised conditions or a 30 minute written response under controlled conditions.

## Unit 3 Expedition Skills Challenge

### Delivery guidance

This unit is a practical introduction to expeditions. The expedition must include one overnight stay, ideally under canvas, to maximise the potential for learning how to use equipment and to practise skills such as camp craft in the open countryside. Use of hostels or bunkhouse accommodation is acceptable where camping is impractical or unsafe. Learners should have access to camping, navigation and safety equipment, being able to use this kit in real situations wherever possible. They should have access to qualified expedition leaders. This will enable the delivery centre to meet outdoor industry good practice and health and safety requirements.

This unit covers in detail the navigation, safety and technical aspects of an expedition. However, it does not necessarily qualify learners for National Governing Body recognition as an activity leader, although it could be used for providing some underpinning knowledge for these qualifications.

Learners should not only show their understanding of safety and environmental issues through their written work, but also through their practice and awareness while actually undertaking the expedition. They could also be introduced to emergency situations through role-play scenarios. In reviewing their work, learners should use reflective practice to understand their own and others' performance. This could involve setting their own goals and expectations in conjunction with using SWOT analysis to develop an action plan for future improvement and learning. They will also benefit from analysing each other's performance. In the field, learners should be left, as much as possible, to work independently, acquiring skills and understanding as well as supporting others.

## 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>

### Learning outcome 1

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

The learner must know about:

- Employability skills and employment opportunities in their industry.
- CV, cover letters and email etiquette
- Skills for gaining and maintaining employment to include:
  - communication skills
  - self-management skills
  - teamwork skills
  - confidence and resilience skills.

### Learning outcome 2

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

**The learner must demonstrate:**

- Attendance and timekeeping at placement that is evidenced by the tutor and employer.
- Dressed and presented appropriately in accordance with industry requirements.
- Engagement with professionals within the work placement evidenced by employer feedback.

### Learning outcome 3

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

**The learner must consider:**

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



## Grading descriptors

Pass:

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

- Identify current employability skills, their strengths and areas for 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 Safety and Injury in Sport

<b>Unit Summary</b>	This unit gives you the opportunity to develop your knowledge of risk, injury and treatment. You will identify the elements of a risk assessment chosen sport, followed by treatment for a range of injuries ending with an evaluation of their performance as a first aider.
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<b>Guided Learning Hours</b>	<b>48 hours</b>
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<b>Level</b>	<b>2</b>
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### Learning outcome 1

**The learner will:** Identify the elements of a risk assessment for a specific sport.

**The learner must know about:**

- The components of a risk assessment, e.g. number of participants, date, location, risk rating, procedures in place.
- Potential risks, e.g. weather, other players, equipment, facilities, environment.
- Potential injuries from risks identified, e.g. sprains, strains, concussion, cramp, lacerations, burns, dislocations, breaks.

### Learning outcome 2

**The learner will:** Deal with a range of injuries and incidents.

**The learner must demonstrate:**

- How to identify a range of injuries.
- How to treat a range of different injuries.

### Learning outcome 3

**The learner will:** Review strengths and areas for improvement in dealing with a range of injuries and incidents.

**The learner must consider:**

- Strengths and areas for improvement when dealing with injuries
- Methods of improving weaknesses, e.g. training, risk assessments, first aid qualifications, video analysis.

Unit 5 Safety and Injury in Sport	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will identify the elements of a risk assessment for a specific sport.</p> <ul style="list-style-type: none"> <li>• Identify the components of a risk assessment in a given sport.</li> <li>• Identify the potential risks in a risk assessment in a given sport.</li> <li>• Identify the potential injuries from the risks identified.</li> </ul>
Merit	<p>Learners will identify the elements of a risk assessment for a specific sport.</p> <ul style="list-style-type: none"> <li>• Describe the components of a risk assessment in a given sport.</li> <li>• Describe the potential risks in a risk assessment in a given sport and rank their order of likelihood of injury.</li> <li>• Describe the potential injuries from the risks identified.</li> </ul>
Distinction	<p>Learners will identify the elements of a risk assessment for a specific sport.</p> <ul style="list-style-type: none"> <li>• Describe in detail the components of a risk assessment in a given sport.</li> <li>• Describe in detail the potential risks in a risk assessment in a given sport and rank their order of likelihood of injury.</li> <li>• Describe in detail the potential injuries from the risks identified and make appropriate suggestions to reduce the level of risk.</li> </ul>

Unit 5 Safety and Injury in Sport	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will deal with a range of injuries and incidents.</p> <ul style="list-style-type: none"> <li>Identify at least three injuries relevant to a specific sport.</li> <li>Treat at least three injuries relevant to a specific sport.</li> </ul>
Merit	<p>Learners will deal with a range of injuries and incidents.</p> <ul style="list-style-type: none"> <li>Describe five injuries relevant to a specific sport.</li> <li>Treat five injuries relevant to a specific sport.</li> </ul>
Distinction	<p>Learners will deal with a range of injuries and incidents.</p> <ul style="list-style-type: none"> <li>Describe in detail five injuries relevant to a specific sport.</li> <li>Treat five injuries relevant to a specific sport and justify the treatment.</li> </ul>

Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review strengths and areas for improvement in dealing with a range of injuries and incidents.</p> <ul style="list-style-type: none"> <li>Identify the strengths of the given treatments.</li> <li>Identify areas for improvement of the given treatments.</li> <li>Identify basic ways to make improvements to the given treatments.</li> </ul>
Merit	<p>Learners will review strengths and areas for improvement in dealing with a range of injuries and incidents.</p> <ul style="list-style-type: none"> <li>Describe the strengths of the given treatments.</li> <li>Describe areas for improvement of the given treatments.</li> <li>Describe ways to make improvements to the given treatments.</li> </ul>
Distinction	<p>Learners will review strengths and areas for improvement in dealing with a range of injuries and incidents.</p> <ul style="list-style-type: none"> <li>Describe in detail the strengths of the given treatments.</li> <li>Describe in detail areas for improvement of the given treatments.</li> <li>Describe advanced ways to make improvements to the given treatments.</li> </ul>



## Unit 5 Safety and Injury in Sport

### Assessment

The assessment for this unit consists of:

- The production of a workbook which includes a completed risk assessment.
- The identification and treatment of injuries.
- A written evaluation of the treatment given.

### Types of evidence

- A workbook which includes a completed risk assessment.
- An observation record of the learner administering first aid. Learners will be assessed by video and the evidence will be a tutor observation sheet,
- A written evaluation of the treatment given using the feedback from the tutor observation sheet.

### Delivery guidance

This unit should be delivered through active learning; through playing sport and identifying injuries in sport specific scenarios. It gives learners transferable knowledge that can be useful when dealing with injuries in future.

**LO1** Learners should identify risks in a range of different environments and sports so that they appreciate the importance of a risk assessment and how they can differ according to environment and sport. The risk assessment itself needs to be clear and precise. Hazards should be graded in terms of risk and likelihood to occur. Current actions in place to avoid injury should also be highlighted.

**LO2** Learners will be taught how to deal with a range of injuries. Health and safety guidelines must be identified and followed. Learners will be taught how to identify specific injuries in the most safe and effective way. They will research what injuries are commonly linked to specific sports and which athletes in the past have had these injuries. Learners will need guidance with regard to demeanour and body language when treating an injured participant. Lecturers or an outside member of the emergency services could demonstrate how to deal with injuries in order that learners have a clear understanding of treatment. Industry visits may further increase knowledge and understanding. Methods of dealing with injury; such as PRICE, SALTAPS, bandaging, stretching should be covered along with the causes of injury such as inappropriate warm up, equipment, clothing/footwear, overuse, poor technique.

**LO3** Learners review their treatment of injuries. They should use their tutor observation feedback form to identify what their strengths are and what areas they need to develop. Development ideas such as coaching courses and first aid qualifications can be researched in group tasks or by independent research.

## Unit 6 Fitness Testing

### Unit Summary

This unit will enable you to discuss, administer and interpret fitness tests for a selected individual. You will have the opportunity to provide recommendations to a selected individual based on their testing results.

**Guided Learning Hours** 48 hours

**Level** 2

### Learning outcome 1

**The learner will:** Understand fitness test protocol for six components of fitness.

**The learner must know about:**

- Fitness tests for each component.
- Advantages of the different fitness tests.
- Disadvantages of the different fitness tests.

### Learning outcome 2

**The learner will:** Deliver fitness test protocol covering six components of fitness.

**The learner must demonstrate:**

- The selection of appropriate tests for the athlete.
- The ability to administer each test.
- An understanding of the suitability of each test.

### Learning outcome 3

**The learner will:** Review the outcome of the fitness tests conducted.

**The learner must consider:**

- An interpretation the results of the fitness tests conducted.
- Areas for improvement in the fitness tests conducted.
- Ways to improve the fitness tests conducted.

Unit 6 Fitness Testing	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will understand fitness test protocol for six components of fitness.</p> <ul style="list-style-type: none"> <li>• Identify fitness tests for each component.</li> <li>• Identify some of the advantages of the different fitness tests.</li> <li>• Identify some of the disadvantages of the different fitness tests.</li> </ul>
Merit	<p>Learners will understand fitness test protocol for six components of fitness.</p> <ul style="list-style-type: none"> <li>• Describe fitness tests for each component.</li> <li>• Describe some of the advantages of the different fitness tests.</li> <li>• Describe some of the disadvantages of the different fitness tests.</li> </ul>
Distinction	<p>Learners will understand fitness test protocol for six components of fitness.</p> <ul style="list-style-type: none"> <li>• Describe in detail fitness tests for each component.</li> <li>• Evaluate the advantages of the different fitness tests.</li> <li>• Evaluate the disadvantages of the different fitness tests.</li> </ul>

Unit 6 Fitness Testing	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will deliver fitness test protocol covering six components of fitness.</p> <ul style="list-style-type: none"> <li>• Select appropriate tests for the athlete.</li> <li>• Deliver each test with tutor support.</li> <li>• Outline the suitability of each test.</li> </ul>
Merit	<p>Learners will Deliver fitness test protocol covering six components of fitness.</p> <ul style="list-style-type: none"> <li>• Select appropriate tests for the athlete.</li> <li>• Independently deliver each test.</li> <li>• Describe the suitability of each test.</li> </ul>
Distinction	<p>Learners will deliver fitness test protocol covering six components of fitness.</p> <ul style="list-style-type: none"> <li>• Select tests for the athlete.</li> <li>• Independently deliver each test competently.</li> <li>• Describe in detail the suitability of each test.</li> </ul>

Unit 6 Fitness Testing	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review the outcome of the fitness tests conducted.</p> <ul style="list-style-type: none"> <li>• Give a basic interpretation of the results of the fitness tests conducted.</li> <li>• Identify areas for improvement in the selected individual's fitness test results.</li> <li>• Outline ways to improve the fitness tests conducted.</li> </ul>
Merit	<p>Learners will review the outcome of the fitness tests conducted.</p> <ul style="list-style-type: none"> <li>• Interpret the results of the fitness tests conducted.</li> <li>• Describe areas for improvement in the selected individual's fitness test results.</li> <li>• Describe ways to improve the fitness tests conducted.</li> </ul>
Distinction	<p>Learners will review the outcome of the fitness tests conducted.</p> <ul style="list-style-type: none"> <li>• Interpret in detail the results of the fitness tests conducted.</li> <li>• Describe in detail areas for improvement the selected individual's fitness test results.</li> <li>• Give detailed recommendations to improve the fitness tests results of the individuals fitness test results.</li> </ul>

## Unit 6 Fitness Testing

### Assessment

The assessment for this unit consists of:

- The completion of a workbook demonstrating an understanding of fitness tests for six fitness components, including procedure, strengths and weaknesses.
- The administration of fitness tests to a selected individual, ensuring adherence to protocol.
- A record and analysis of the results of the selected individuals fitness test results, including recommendations.

### Types of evidence

This unit is assessed.

1. A workbook containing the details of how to conduct the test, what is required and an evaluation.
2. An observation record of the learner administering the tests.
3. An observation record of the learner evidencing the results and their interpretation through feedback to a selected individual.

## Unit 6 Fitness Testing

### Delivery guidance

**LO1: Fitness tests for each component:** strength (e.g. 1 repetition per minute, handgrip dynamometer), agility (e.g. Illinois Agility Test), flexibility (e.g. sit and reach), aerobic endurance (e.g. Cooper run, multi-stage fitness test), muscular endurance (1-minute press-up test, 1-minute sit-up test), speed (e.g. 30m test)

**Advantages/disadvantages:** e.g. easy to set up, equipment required, cost, facilities required, administering the tests, time, validity, reliability, skill level of person carrying out the test, group size.

To allow the learners to get a complete understanding of each fitness test, the tutor should conduct as many tests as possible, ensuring that the learners understand which fitness component is being tested and the correct procedure. Encouraging learners to pose questions to help with their understanding of the advantages and disadvantages will aid their evaluation. Classroom work researching each test will help to extend their knowledge.

**LO2: Selection of appropriate tests for the athlete:** e.g. Illinois Agility Test, T Drill Test, Standing Stork Test, 30m speed test, Sargent Jump Test, standing long jump, Multi-stage Fitness Test, Queens College Step Test, 12-minute run, Yo-Yo Endurance Test, sit and reach, 1-minute press ups, 1-minute sit ups, grip dynamometer, chin up test.

**Validity, reliability, suitability:** i.e. a definition of each area, the extent to which each test has achieved each area, issues arising during each test. Learners need to be able to conduct a series of fitness tests and record their findings. They should practise on each other to ensure they conduct the tests correctly. They should practise recording their results accurately using the correct units.

**LO3: Review:** i.e. providing advice about fitness levels, setting future goals, strengths and areas for improvement.

**Normative data:** i.e. use of normative data, comparing data to assess fitness levels and the level required for excellence, norms for sports performance, norms for elite athletes.

**Recommendations:** e.g. FITT principles (frequency, intensity, time and type), training methods (e.g. aerobic endurance, strength training, flexibility training, muscular endurance training). Learners will analyse the results of fitness tests and provide feedback to an individual. They will need to be aware of normative data for interpretation of test results. Learning from the unit 'Fitness Testing' can be used to identify training recommendations.

## Unit 7 Sports Conditioning

<b>Unit Summary</b>	This unit will allow you to explore sports conditioning group sessions. You will have the opportunity to learn a range of exercises from each of the different sessions.
<b>Guided Learning Hours</b>	<b>48 hours</b>
<b>Level</b>	<b>2</b>
<b>Learning outcome 1</b>	
<b>The learner will:</b> Plan a safe and effective sports conditioning group session.	
<b>The learner must know about:</b>	
<ul style="list-style-type: none"><li>• Coaching plans.</li><li>• Exercises, warm ups and cool downs in sports sessions.</li><li>• Risk assessment and safety procedures in sports sessions.</li></ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Deliver a safe and effective sports conditioning group session.	
<b>The learner must demonstrate:</b>	
<ul style="list-style-type: none"><li>• The ability to deliver a sports session.</li><li>• The ability to differentiate exercises according to ability.</li><li>• Creating a safe environment in a sports session.</li></ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review a sports conditioning group session.	
<b>The learner must consider:</b>	
<ul style="list-style-type: none"><li>• Strengths and areas for improvement in the sports session</li><li>• Areas for personal development.</li><li>• Ways to improve weaknesses.</li></ul>	



Unit 7 Sports Conditioning	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will plan a safe and effective sports conditioning group session.</p> <ul style="list-style-type: none"> <li>• Select exercises, warm ups and cool downs for a group sports session.</li> <li>• Produce a basic coaching plan for a group sports session.</li> <li>• Produce a basic risk assessment for a group sports session.</li> </ul>
Merit	<p>Learners will plan a safe and effective sports conditioning group session.</p> <ul style="list-style-type: none"> <li>• Describe exercises, warm ups and cool downs for a group sports session.</li> <li>• Produce a coaching plan for a group sports session.</li> <li>• Produce a risk assessment for a group sports session.</li> </ul>
Distinction	<p>Learners will plan a safe and effective sports conditioning group session.</p> <ul style="list-style-type: none"> <li>• Describe in detail exercises, warm ups and cool downs for a group sports session and outline their benefits.</li> <li>• Produce a detailed coaching plan for a group sports session.</li> <li>• Produce a detailed risk assessment for a group sports session.</li> </ul>

Unit 7 Sports Conditioning	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will deliver a safe and effective sports conditioning session.</p> <ul style="list-style-type: none"> <li>• Deliver a sports session with tutor support.</li> <li>• Differentiate exercises according to ability.</li> <li>• Create a safe environment for the sports session.</li> </ul>
Merit	<p>Learners will deliver a safe and effective sports conditioning session.</p> <ul style="list-style-type: none"> <li>• Deliver a sports session independently.</li> <li>• Competently differentiate exercises according to ability.</li> <li>• Competently create a safe environment for the sports session.</li> </ul>
Distinction	<p>Learners will deliver a safe and effective sports conditioning session.</p> <ul style="list-style-type: none"> <li>• Deliver a sports session independently and with confidence.</li> <li>• Confidently differentiate exercises according to ability.</li> <li>• Confidently create a safe environment for the sports session.</li> </ul>

Unit 7 Sports Conditioning	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review a sports conditioning group session.</p> <ul style="list-style-type: none"> <li>• Identify strengths and areas for improvement in the sports session</li> <li>• Identify areas for personal development.</li> <li>• Identify ways to improve weaknesses.</li> </ul>
Merit	<p>Learners will review a sports conditioning group session.</p> <ul style="list-style-type: none"> <li>• Describe strengths and areas for improvement in the sports session</li> <li>• Describe areas for personal development.</li> <li>• Describe ways to improve weaknesses.</li> </ul>
Distinction	

## Unit 7 Sports Conditioning

### Assessment

The assessment for this unit consists of:

- Completion of a plan for a safe and effective sports conditioning group session including a coaching plan and risk assessment.
- Delivery of a safe and effective sports conditioning group session.
- Completion of a written review of a safe and effective sports conditioning group session.

### Types of evidence

- A workbook plan for a safe and effective sports conditioning group session including a coaching plan and risk assessment.
- An observation record of the delivery of a safe and effective sports conditioning group session. Learners will be assessed by video and a completed tutor observation form along with feedback from the participants.
- Completion of a review of the group session using the feedback from the tutor observation sheet and from participants. Evidence could be through a video interview or self-review presentation and written work.

### Delivery guidance

**LO1:** Learners will take part in a range of sports conditioning group sessions in order to increase their knowledge of each form of training. They will select a specific type of session from the three options provided. They will design a session with six exercises in the main session as well as a warm up and cool down being included. The training plan should identify what muscles are being used for which exercises, completion time of a set, rest period, RPE, sets, reps and intensity. A risk assessment will be completed to prove that the site for their session is safe.

Once learners have increased their knowledge they will plan a group session.

The lesson plan will identify the number of clients, location, warm up, main session and cool down.

**LO2:** Learners will deliver their chosen session to a group. They will be the main coach in the session and will have full control of its exercises and intensity.

Learners will be asked to make sure their participants are safe during exercises and that each participant's technique is correct. The session should be filmed.

**LO3:** Learners will analyse their session. In order to justify suggestions for improvements, learners will consider impact on performance and methods to increase subject knowledge.

## Unit 8 Land-based Skills

<b>Unit Summary</b>	This unit will give you an insight into land-based outdoor and adventurous activities that are on offer in Jersey. You will describe, participate in, and review a range of outdoor and adventurous activities.
<b>Guided Learning Hours</b>	<b>48 hours</b>
<b>Level</b>	<b>2</b>
<b>Learning outcome 1</b>	
<b>The learner will:</b> Describe the organisations and provisions available in Jersey for land-based outdoor and adventurous activities.	
<b>The learner must know about:</b> <ul style="list-style-type: none"><li>• Organisations for outdoor and adventurous activities, e.g. governing and voluntary bodies.</li><li>• Provision for outdoor and adventurous activities.</li><li>• Safety considerations for land-based outdoor and adventurous activities.</li></ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Demonstrate appropriate skills and techniques in two different land based outdoor and adventurous activities.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"><li>• Organisations for outdoor and adventurous activities, e.g. governing and voluntary bodies.</li><li>• Provision for outdoor and adventurous activities.</li><li>• Safety considerations for land-based outdoor and adventurous activities.</li></ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review own performance in land based outdoor and adventurous activities.	
<b>The learner must consider:</b> <ul style="list-style-type: none"><li>• Strengths and areas for improvement in the performance.</li><li>• Areas for personal development.</li><li>• Ways to improve weaknesses.</li></ul>	

Unit 8 Land-based Skills	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will describe the organisations and provisions available in Jersey for land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Identify organisations for outdoor and adventurous activities, e.g. governing and voluntary bodies.</li> <li>• Identify provision for outdoor and adventurous activities.</li> <li>• Identify safety considerations for land-based outdoor and adventurous activities.</li> </ul>
Merit	<p>Learners will describe the organisations and provisions available in Jersey for land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Outline organisations for outdoor and adventurous activities, e.g. governing and voluntary bodies.</li> <li>• Outline provision for outdoor and adventurous activities.</li> <li>• Outline health and safety considerations for land-based outdoor and adventurous activities.</li> </ul>
Distinction	<p>Describe the organisations and provisions available in Jersey for land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Describe organisations for outdoor and adventurous activities, e.g. governing and voluntary bodies.</li> <li>• Describe provision for outdoor and adventurous activities.</li> <li>• Describe and justify health and safety considerations for land-based outdoor and adventurous activities.</li> </ul>

Unit 8 Land-based Skills	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will demonstrate appropriate skills and techniques in two different land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic skills and techniques in land-based outdoor and adventurous activities</li> <li>• Undertake a basic risk assessment and adhere to health and safety.</li> <li>• Use equipment appropriately.</li> </ul>
Merit	<p>Learners will demonstrate appropriate skills and techniques in two different land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Demonstrate consistent skills and techniques in land-based outdoor and adventurous activities</li> <li>• Undertake a risk assessment and adhere consistently to health and safety.</li> <li>• Use equipment appropriately and consistently.</li> </ul>
Distinction	<p>Learners will demonstrate appropriate skills and techniques in two different land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Demonstrate advanced skills and techniques in land-based outdoor and adventurous activities</li> <li>• Undertake a detailed risk assessment and adhere consistently to health and safety.</li> <li>• Use equipment skillfully.</li> </ul>

Unit 8 Land-based Skills	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review own performance in land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Identify strengths and areas for improvement in performance.</li> <li>• Identify areas for personal development.</li> <li>• Identify ways to improve weaknesses.</li> </ul>
Merit	<p>Learners will review own performance in land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Describe strengths and areas for improvement in performance.</li> <li>• Describe areas for personal development.</li> <li>• Describe ways to improve weaknesses.</li> </ul>
Distinction	<p>Learners will review own performance in land-based outdoor and adventurous activities.</p> <ul style="list-style-type: none"> <li>• Analyse strengths and areas for improvement in performance.</li> <li>• Analyse areas for personal development.</li> <li>• Analyse and justify ways to improve weaknesses</li> </ul>



## Unit 8 Land-based Skills

### Assessment

The assessment for this unit consists of:

- Completion of a presentation with illustrations detailing four different land-based outdoor and adventurous activities, including their organisation and provision.
- Participation in two land-based activities demonstrating appropriate skills and techniques with tutor support.
- Completion of a review of own performance, identifying strengths and areas for improvement identifying NGB awards.

### Types of evidence

- A presentation with illustrations detailing four different land-based outdoor and adventurous activities, including their organisation and provision.
- An observation record of the learner taking part in the activities with photo or video evidence.
- A report highlighting strengths and areas for improvement identifying awards available in each activity. The evidence will be provided by means of photo evidence and a tutor witness statement.

### Delivery guidance

**LO1** For this unit learners will research four different land-based outdoor and adventurous activities in Jersey. Learners will know about the range of land-based activities that are available particularly in Jersey. Learners need to know about the organisation and provision of land-based activities. They are asked to describe the activities. Tutors will find out what land-based facilities and organisations operate locally and arrange for the learners to visit. Alternatively, tutors could arrange for guest speakers to come in and talk to the learners. Organisations could be researched on the internet. Providers of outdoor and adventurous activities could be described in terms of: location, range of facilities, range of activities and opening times. Health and safety considerations need to be detailed for each activity undertaken. Learners will view different risk assessments.

**LO2** Learners will participate in at least two land-based activities. They will need to liaise with tutors to determine which activities they will participate in. Skills and techniques, the use of equipment and adherence to health and safety need to be detailed for each activity undertaken.

**LO3** Depending upon the activities they have chosen, the review could include:

- nature of activity/techniques learnt (e.g. belaying in climbing)
- equipment used (e.g. rock climbing rope)
- adherence to safety procedures (e.g. checking knots)
- personal achievements (e.g. abseiled down a rock face)
- strengths/weaknesses (e.g. trekked following a map/ unable to use a compass)

## Unit 9 Planning and Leading Sports Coaching Sessions

<b>Unit Summary</b>	This unit gives you the opportunity to develop your skills as an activity leader/instructor. You will plan a sports coaching session for an activity of your choice, considering facilities, participants, and safety aspects, along with how to adapt should any changes be required. Following the planning you will have the opportunity to deliver the session, evaluate the session and take feedback from participants.
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<b>Guided Learning Hours</b>	<b>48 hours</b>
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<b>Level</b>	<b>2</b>
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### Learning outcome 1

**The learner will:** Plan a sports coaching session.

**The learner must know about:**

- The nature of the participants, e.g. age, gender, ability, additional needs.
- Safe coaching practice including risk assessment
- Coaching session content including aims and objectives, techniques and activities.

### Learning outcome 2

**The learner will:** Deliver a sports coaching session.

**The learner must demonstrate:**

The learner must demonstrate:

- Use of technical coaching skills
- Appropriate use of resources and activities.
- Management and communication skills.

### Learning outcome 3

**The learner will:** Review own performance in planning and delivering a sports coaching session.

**The learner must consider:**

- Strengths and areas for improvement in the performance.
- Areas for personal development.
- Ways to improve weaknesses.

Unit 9 Planning and Leading Sports Coaching Sessions	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will plan a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Identify the nature of the participants, e.g. age, gender, ability, additional needs.</li> <li>• Outline safe coaching practice including risk assessment.</li> <li>• Outline coaching session content including aims and objectives, techniques and activities.</li> </ul>
Merit	<p>Learners will plan a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Outline the nature of the participants, e.g. age, gender, ability, additional needs.</li> <li>• Outline safe and effective coaching practice including risk assessment.</li> <li>• Outline coaching session content including aims and objectives, techniques and activities.</li> </ul>
Distinction	

Unit 9 Planning and Leading Sports Coaching Sessions	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will deliver a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Use basic technical coaching skills.</li> <li>• Make appropriate use of resources and activities.</li> <li>• Use basic management and communication skills.</li> </ul>
Merit	<p>Learners will deliver a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Use a range of technical coaching skills.</li> <li>• Make appropriate use of several resources and activities.</li> <li>• Use a range of management and communication skills.</li> </ul>
Distinction	<p>Learners will deliver a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Use and adapt a range of technical coaching skills.</li> <li>• Make appropriate use of a range of resources and activities.</li> <li>• Use and adapt a range of management and communication skills.</li> </ul>

Unit 9 Planning and Leading Sports Coaching Sessions	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review own performance in planning and delivering a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Identify strengths and areas for improvement in planning and performance.</li> <li>• Identify areas for development in planning and performance.</li> <li>• Identify ways to improve weaknesses.</li> </ul>
Merit	<p>Learners will review own performance in planning and delivering a sports coaching session.</p> <ul style="list-style-type: none"> <li>• Describe strengths in planning and performance.</li> <li>• Describe areas for development in planning and performance.</li> <li>• Describe ways to improve development.</li> </ul>
Distinction	

## Unit 9 Planning and Leading Sports Coaching Sessions

### Assessment

The assessment for this unit consists of:

- The completion of a sports coaching session plan. This will identify: the key components of the session (including aims and objectives); the content including warm up and cool down; and health and safety factors including risk assessments.
- The delivery of a sports coaching session.
- The completion of a review of the sports coaching session including self-reflection and feedback from peers and observers.

### Types of evidence

- A sports coaching session plan including risk assessments.
- A video of the delivery of a sports coaching session.
- A tutor observation record of the session delivery and an assessment checklist encompassing coaching skills, qualities and behaviour management strategies.
- A review of the sports coaching session with action plan.

## Unit 9 Planning and Leading Sports Coaching Sessions

### Delivery guidance

The delivery of this unit should be largely practical with learners developing skills and knowledge of a variety of sports, age groups and locations. This unit prepares learners to undertake sports industry coaching awards and similar qualifications.

**LO1** Learners are given a scenario and have to plan the coaching session thinking about the needs of the group to be coached. Health and safety needs to be covered by completing a risk assessment and planning safe activities. The sports activity plan needs to be safe and appropriate by the teacher for the group available to work with (e.g. a swimming lesson, squash coaching session or a dance session) and needs to be approved prior to delivery. Learners will be taught why each component of a session plan is important and will be developed through the practical as well as the theory, e.g. learning objectives, warm up skill development, etc.

**LO2** Learners will be taught how to deliver an effective session. This could be developed firstly through group work then later with an individual delivering a whole session with children. They will need guidance in organisation and communication skills. Learners need to be taught how to deliver an effective session. Lecturers could lead a session themselves to show how this can be achieved, alternatively enable learner to practice delivery through various part of a lesson plan building up to whole group delivery with a small peer group. Practical delivery would be enhanced from guest speakers (such as professional coaches and development officers) as well as industry visits to local venues where coaching is undertaken. This will help learners to understand different coaching environments and approaches.

**LO3** Learners should be taught how to make effective evaluations of their performances. They will review their own session identifying strengths and areas for improvement through all phases of the planning process and delivery. Tutors should give feedback and discuss with learners all aspects of the activity session. Learners can also obtain feedback from their peers and participants where appropriate. Having carried out an evaluation of the delivery of their session, learners should be taught how to make suggestions on how they could improve their session.

## Unit 10 Practical Sports

<b>Unit Summary</b>	This unit will allow you to develop your practical ability through your skills and understanding as a player and/or officiator. You will be given the opportunity to demonstrate and then assess your own sporting abilities.
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<b>Guided Learning Hours</b>	<b>48 hours</b>
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<b>Level</b>	<b>2</b>
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### Learning outcome 1

**The learner will:** Using a performance profile checklist, identify the key elements in both team and individual sports as a player and/or an officiator.

**The learner must know about:**

- Skills, techniques and tactics in both team and individual sports.
- Rules, regulations and responsibilities in both team and individual sports.
- Profile checklists in both team and individual sports.

### Learning outcome 2

**The learner will:** Undertake a role in a team and an individual sport as an officiator and/or player.

**The learner must demonstrate:**

- An understanding of skills and techniques.
- An understanding of tactics.
- An understanding of the rules and regulations, roles and responsibilities of an officiator.

### Learning outcome 3

**The learner will:** Review own performance in both the team and individual sport.

**The learner must consider:**

- Strengths and areas for improvement in the performance.
- Areas for personal development.
- Ways to improve weaknesses.



Unit 10 Practical Sports	
Grading Descriptors	Learning Outcome 1
Pass	<p>Learners will, using a performance profile checklist, identify the key elements in both team and individual sports as a player and/or an officiator.</p> <ul style="list-style-type: none"> <li>• Identify some skills, techniques and tactics in a team sport and an individual sport (either as a player or officiator for each).</li> <li>• Identify some rules, regulations and responsibilities in a team sport and an individual sport (either as a player or officiator for each).</li> </ul>
Merit	<p>Learners will, using a performance profile checklist, identify the key elements in both team and individual sports as a player and/or an officiator.</p> <ul style="list-style-type: none"> <li>• Independently identify appropriate skills, techniques and tactics in a team sport and an individual sport (either as a player or officiator for each).</li> <li>• Independently identify appropriate rules, regulations and responsibilities in a team sport and an individual sport (either as a player or officiator for each).</li> </ul>
Distinction	<p>Learners will, using a performance profile checklist, identify the key elements in both team and individual sports as a player and/or an officiator.</p> <ul style="list-style-type: none"> <li>• Independently identify appropriate and advanced skills, techniques and tactics in a team sport and an individual sport (either as a player or officiator for each).</li> <li>• Independently describe appropriate rules, regulations and responsibilities in a team sport and an individual sport (either as a player or officiator for each).</li> </ul>

Unit 10 Practical Sports	
Grading Descriptors	Learning Outcome 2
Pass	<p>Learners will undertake a role in a team or individual sport as an officiator and/or player.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic skills and techniques.</li> <li>• Demonstrate an understanding of basic tactics.</li> <li>• Show a basic understanding of the rules and regulations, roles and responsibilities of an officiator</li> </ul>
Merit	<p>Learners will undertake a role in a team and an individual sport as an officiator and/or player.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of intermediate skills and techniques.</li> <li>• Demonstrate an understanding of intermediate tactics.</li> <li>• Show an intermediate understanding of the rules and regulations, roles and responsibilities of an officiator.</li> </ul>
Distinction	<p>Learners will undertake a role in a team and an individual sport as an officiator and/or player.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of advanced skills and techniques as a major participant or officiator.</li> <li>• Demonstrate an understanding of advanced tactics as a major participant or officiator.</li> <li>• Show an advanced understanding of the rules and regulations, roles and responsibilities of an officiator.</li> </ul>

Unit 10 Practical Sports	
Grading Descriptors	Learning Outcome 3
Pass	<p>Learners will review own performance in both the team and individual sport.</p> <ul style="list-style-type: none"> <li>• Identify strengths and areas for improvement in performance.</li> <li>• Identify areas for personal development.</li> <li>• Identify ways to improve weaknesses.</li> </ul>
Merit	<p>Learners will review own performance in both the team and individual sport.</p> <ul style="list-style-type: none"> <li>• Analyse strengths and areas for improvement in performance.</li> <li>• Analyse areas for personal development.</li> <li>• Describe ways to improve weaknesses.</li> </ul>
Distinction	

## Unit 10 Practical Sports

### Assessment

The assessment for this outcome consists of:

- Completion of an observation checklist that can be used to analyse the learner's performance. This written document will outline six areas to be assessed in both the team and individual sport (either as a player in a specific position or as an officiator for each).
- Participation in both a team and individual sport (either as a player in a specific position or as an officiator for each).
- Completion of a review of performance in both a team and individual sport (either as a player in a specific position or as an officiator for each).

### Types of evidence

- Completed checklist with skills; tactics or roles and responsibilities
- Video recording and filled out checklist of learner's performance.
- Review performance through written or video evidence, in the form of a table or professional discussion

### Delivery guidance

**LO1:** Because the unit requires learners to be either assessed as a performer or officiator they will need to be given the opportunity to learn the relevant rules and regulations and roles of different officials in selected sports. Guest speakers who officiate within the selected sports will give a useful insight into their roles and responsibilities. Learners will be given the opportunity to understand the different skills, techniques and tactics when performing. This should be done through as much practical application as possible.

**LO2:** The practical observation will occur at the end of numerous sessions working on the learner's own practical or officiating ability. The learners should be given a wide range of officiating roles within their selected sports to increase their competency. In addition to this, the learners should also analyse officials in action to observe how top class officials perform roles and responsibilities. All of these factors should allow the learners to increase their confidence before the assessment day.

**LO3:** Learners will review their own performance using the checklist created and the video of their performance. Both of these will allow the learners to highlight strengths and weaknesses in their own ability. Learners should be given lots of practice within different selected sports before analysing their own ability and presenting that on assessment day.

# 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> <small>(within 5 working days of assessment decision)</small>	

<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 <small>(within 10 working days of assessment decision)</small>	
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>			

**Learning Outcome 2:** The learner will

**Task 2: Delete if necessary**

Task details <b>Delete if necessary</b>	Image here
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**You must/ should/ could produce the following evidence:**

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

**Learning Outcome 3:** The learner will

**Task 3: Delete if necessary**

Task details <b>Delete if necessary</b>	Image here
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**You must/ should/ could produce the following evidence:**

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

**Grading Descriptors**

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>

## Appendix IV Assessment Brief Internal Verification Template



	<b>Progression Qualification in Subject name here</b>		
<b>VERIFICATION OF ASSESSMENT</b>			
<b>JPQ Title</b>			
<b>Unit No. / Title</b>			
<b>Assessor</b>		<b>Internal Verifier</b>	
<b>Assessment No.</b>		<b>Lead Verifier</b>	
<b>Verifier Checklist</b>		<b>Comments</b>	
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	



**Any actions required must be reviewed across the whole cohort.**

<b>Action Required</b>	<b>Target Date for Completion</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>Verifier signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	
<b>Lead Verifier signature</b> (if appropriate)		<b>Date</b>	