



# Jersey Progression Qualification in Creative Arts



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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.

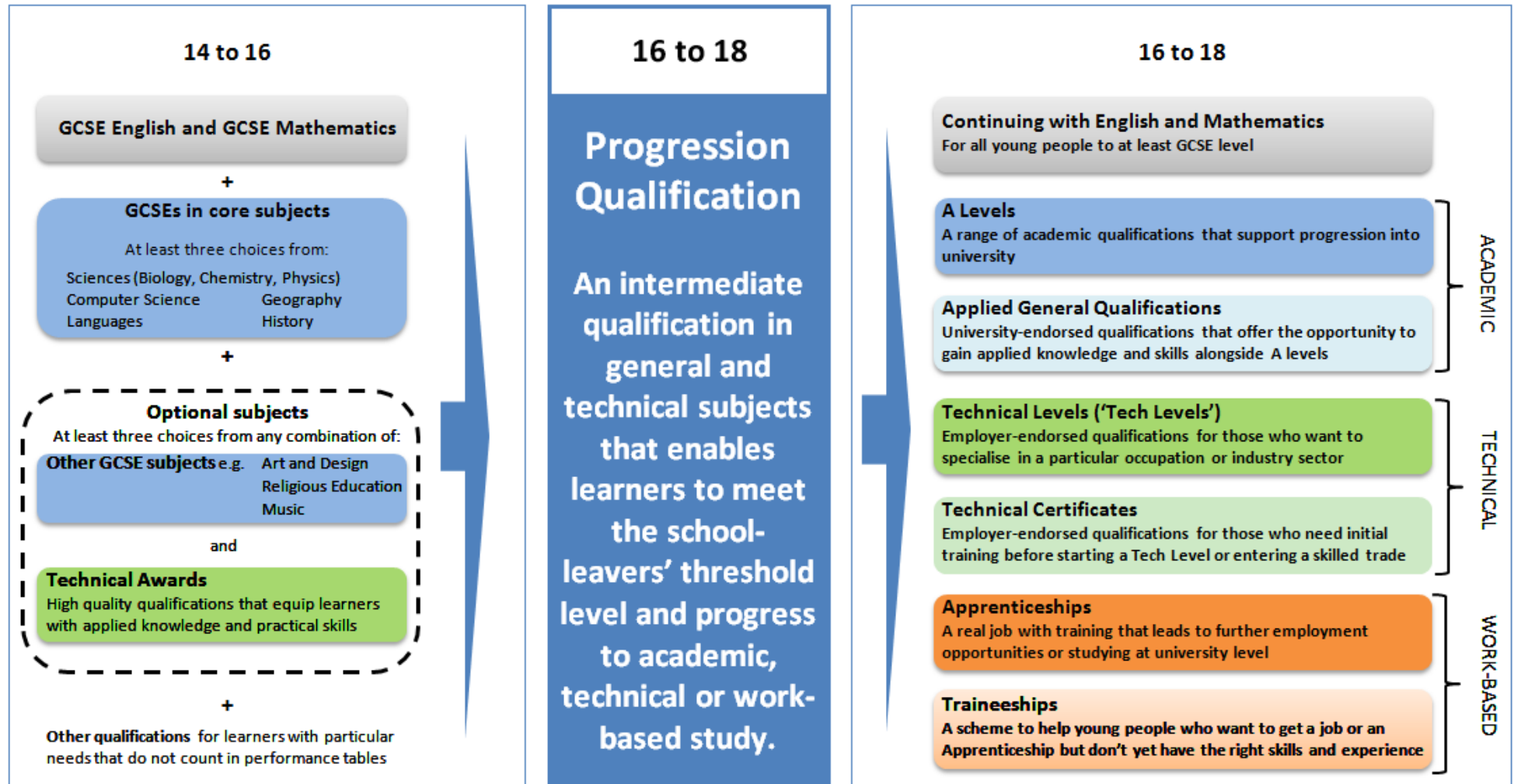
**The Jersey Progression Qualification** has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working 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 has been benchmarked at Level 2. It contains 240 guided learning hours.

The Progression Diploma has been benchmarked at Level 2. It contains 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 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.

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

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

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

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

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

## Grading

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

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

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

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

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

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

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

## Unit grading

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

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

For example:

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

For example:

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

For example:

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

### Overall unit grade

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

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

Pass is a minimum requirement for all learning outcomes

## Pass only criteria

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

For example:

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

A further example, where LO3 is pass only:

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

## Qualification grading

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

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

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

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

For example:

This is a candidate grade profile for all 10 units:

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

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

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

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

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

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

1	2	5	7	10
P	M	P	P	M

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

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
<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 Diploma are Distinction. Double Distinction\*(star) is awarded where all 10 units are graded Distinction.



## Overall grading descriptors

### **Not Yet Achieved**

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

### **Pass**

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

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

### **Merit**

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

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

### **Distinction**

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

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

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

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

## How the qualification is assessed

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

Assessment methods include:

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

## Course-based assessment

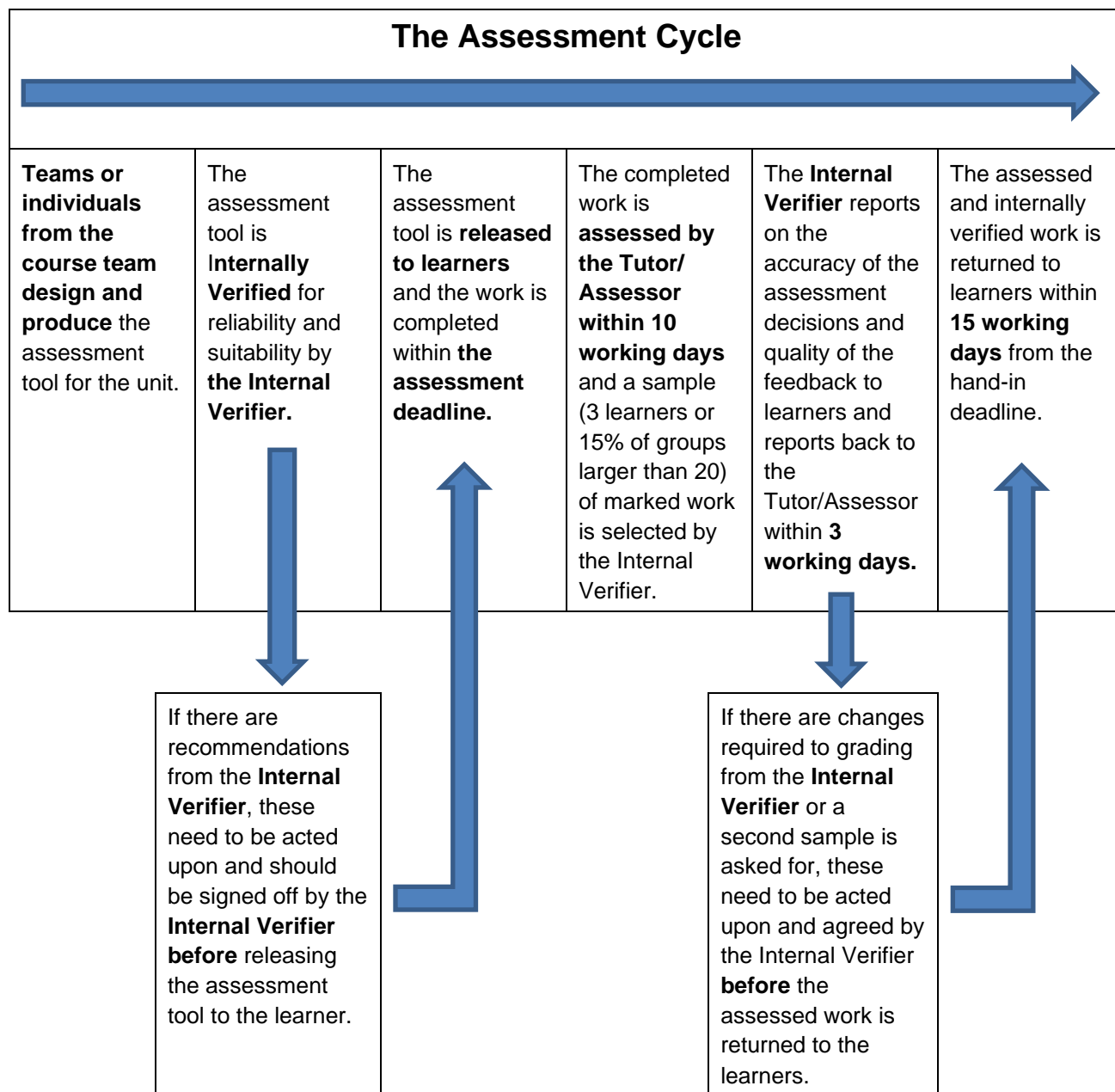
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single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

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

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

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

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



## Standardisation

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

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

## External verification

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

## Awarding

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

### Attendance at the Award Board

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

## Required documentation for the Award Board

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

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

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

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

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

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

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

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

## Assessment regulations

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

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

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

Following formative assessment and feedback, learners are able to:

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

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

## Reassessment

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

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

## Extenuating circumstances

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

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

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

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

## Compensation

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



## **Valid extenuating circumstances**

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

## **Not valid**

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 Creative Arts

Unit No.	Unit Title	Core/Option
1	Individual Creative Project	Core
2	Creative Core Skills	Core
3	Collaborative Creative Project	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	Planning & Project Management	Option
6	Creative Software	Option
7	Creative Equipment & Materials	Option
8	Creative Skills & Techniques	Option
9	Specialist Studies (double-weighted unit)	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 Individual Creative Project

### Unit summary

In this unit, you will draw on the skills that you have developed in unit 9 (Specialist Studies) to plan and produce original creative work working independently and to a deadline.

### Guided learning hours

**48 hours**

### Level

**2**

**This is a core unit.**

**This is a synoptic unit.**

### Learning outcome 1

**The learner will:** Develop an idea and present a proposal for an original piece of creative work that can be produced working individually within an agreed timeframe.

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

- Developing creative ideas
- Conducting research
- Producing a proposal.

### Learning outcome 2

**The learner will:** Plan and produce an original creative work based on an agreed proposal.

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

- Appropriate planning materials, including project plan and/or timescale
- A completed creative work that reflects the proposal
- The ability to work independently and complete work to a deadline.

### Learning outcome 3

**The learner will:** Present the completed work in an appropriate format accompanied by a review of their outcomes and performance.

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

- Effectiveness of development and planning
- Production skills
- Quality of outcome
- Future actions.

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Develop an idea and present a proposal for an original creative work that can be produced working individually within an agreed timeframe.</p> <ul style="list-style-type: none"> <li>• Learner has made some use of developmental activities</li> <li>• Learner has conducted some research</li> <li>• Learner has produced a proposal.</li> </ul> <p><b>LO2:</b> Plan and produce original creative work based on an agreed proposal.</p> <ul style="list-style-type: none"> <li>• Learner has produced some planning materials including timescales</li> <li>• Learner has produced completed work that relates to the proposal</li> <li>• Learner has worked independently some of the time and met some deadlines.</li> </ul> <p><b>LO3:</b> Present the completed work in an appropriate format accompanied by a review of their outcomes and performance.</p> <ul style="list-style-type: none"> <li>• Learner comments on all 4 elements of the learning outcome.</li> </ul>
<b>Merit:</b>	<p><b>LO1:</b> Develop an idea and present a proposal for original creative work that can be produced working individually within an agreed timeframe.</p> <ul style="list-style-type: none"> <li>• Learner has made good use of a range of appropriate developmental activities</li> <li>• Learner has conducted appropriate research using a range of sources</li> <li>• Learner has produced a coherent and achievable proposal that refers to research and development.</li> </ul> <p><b>LO2:</b> Plan and produce original creative work based on an agreed proposal.</p> <ul style="list-style-type: none"> <li>• Learner has produced appropriate planning materials including realistic timescales</li> <li>• Learner has produced a work to a good standard that meets some of the aims of the proposal</li> <li>• Learner has worked independently most of the time and met most deadlines.</li> </ul> <p><b>LO3:</b> Present the completed work in an appropriate format accompanied by a review of their outcomes and performance.</p> <ul style="list-style-type: none"> <li>• Learner makes evaluative comments on each learning outcome as well as some specific recommendations for improvement.</li> </ul>

Distinction:

**LO1:** Develop an idea and present a proposal for original creative work that can be produced working individually within an agreed timeframe.

- Learner has made effective use of range of detailed and thorough developmental activities
- Learner has conducted thorough and effective research using a wide range of appropriate sources
- Learner has produced a detailed, achievable and original proposal clearly informed by research and development.

**LO2:** Plan and produce original creative work based on an agreed proposal.

- Learner has produced comprehensive planning materials including a detailed and achievable project plan and timescale
- Learner has produced work to a very high standard that meets all of the aims of the proposal
- Learner has worked independently throughout and met all deadlines.

**LO3:** Present the completed work in an appropriate format accompanied by a review of their outcomes and performance.

- Learner comprehensively evaluates all specified aspects of the project and suggests specific and achievable actions that could improve future outcomes.



## Assessment & types of evidence

Evidence for this unit should comprise of the following:

1. Evidence of research in an appropriate format
2. Evidence of developmental activities
3. A project proposal in an appropriate format
4. Planning materials including timescales
5. Completed body of creative work
6. Presentation of completed work at an appropriate event
7. An evaluation in an appropriate format.

Whilst the exact nature of evidence will depend on the specialisms of the group, the guiding principal should be to ensure that learners engage in the kinds of activities that they would be expected to undertake were they to be operating in their chosen industry.

Whilst many components are common to a range of specialisms (for example mood boards, mind maps, annotated drafts, etc.) Media learners might also produce storyboards, location assessments and rough cuts whereas Art & Design learners might produce annotated drafts, sketches and maquettes and Performing Arts Students' recordings of rehearsals, annotated scripts or lighting plans, etc.

## Delivery guidance

The aim of this synoptic unit is to encourage students to develop original creative work of their own working to an agreed timescale.

This will require that they demonstrate technical and organisational skills as well as the ability to work independently and to a deadline.

It is recommended that learners devise a project proposal that allows them to focus on their strengths, although their proposal can be developed with the support and guidance of teaching staff.

It is particularly important that project proposals are achievable with regard to both timescale and the skills of the individual learner. Whilst consistency is desirable, the focus should be on ensuring that a learner's proposal challenges them without constraining their access to higher grades.

It is appropriate that staff provide whatever support that learners may need, bearing in mind however that the degree of independence that they display will have a material impact on their grade. As such, independence should be encouraged wherever possible.

As with other synoptic units, where possible projects should work towards an enterprise themed event, perhaps with a competitive element. For example, a pitch to a client, mini-exhibition with external visitors, a competition format, etc.

## Unit 2 Creative Core Skills

### Unit summary

In this unit, you will develop a range of skills that are important in all areas of the creative industry. You will be required to use these skills in many of the projects that you undertake in other units.

### Guided learning hours

**48 hours**

### Level

**2**

**This is a core unit.**

### Learning outcome 1

**The learner will:** Understand the core skills required to develop solutions to creative problems.

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

- Analysing and interpreting material
- Research sources and techniques
- Techniques for developing creative ideas and solutions
- Reflection and evaluation.

### Learning outcome 2

**The learner will:** Produce a portfolio of evidence from a range of projects that demonstrates the application of these core skills.

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

- Ability to effectively apply critical analysis to products and texts.
- Ability to conduct effective research and draw conclusions
- Ability to use creative development techniques to produce appropriate solutions
- Ability to accurately evaluate processes and outcomes and recommend actions for improvement.

### Learning outcome 3

**The learner will:** Reflect on the development of their core skills and make recommendations for improvement.

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

- Strengths and weaknesses of their core skills
- Distance travelled
- Future actions.

## Grading descriptors

Pass:

**LO1:** Understand the core skills required to develop solutions to creative problems.

- Learner presents a basic explanation of how meaning can be created and interpreted
- Learner provides a basic description of some information sources and research techniques
- Learner presents a basic explanation of some techniques for developing creative solutions
- Learner provides a basic explanation of the purpose of self-reflection and evaluation.

**LO2:** Produce a portfolio of evidence from a range of projects that demonstrates the application of these core skills.

- Learner presents evidence that they have attempted to analyse and interpret a range of work
- Learner presents evidence that they have undertaken limited research and attempted to draw conclusions
- Learner presents evidence that they have used some appropriate techniques to develop creative solutions
- Learner presents evidence that they have engaged in some self-reflection and made some suggestions for improvement.

**LO3:** Reflect on the development of their core skills and make recommendations for improvement.

- Learner makes some reference to strengths and weaknesses
- Learner summarises distance travelled against some skills
- Learner suggests some future actions linked to the above.

**LO1:** Understand the core skills required to develop solutions to creative tasks and improve their effectiveness as they progress.

- Learner presents a clear and accurate explanation of how meaning can be created and interpreted
- Learner provides a clear and accurate description of a range of information sources and research techniques
- Learner presents a clear and accurate explanation of a range of techniques for developing creative solutions
- Learner provides a clear and accurate explanation of the purpose of self-reflection and evaluation.

**LO2:** Produce a portfolio of evidence from a range of projects that demonstrates the application of these core skills.

- Learner presents evidence that they have accurately analysed and interpreted a range of work
- Learner presents evidence that they have undertaken effective research and drawn appropriate conclusions
- Learner presents evidence that they have made effective use of a range of appropriate techniques to develop creative solutions
- Learner presents evidence that they have engaged in accurate self-reflection and made appropriate and achievable suggestions for improvement.

**LO3:** Reflect on the development of their core skills and make recommendations for improvement.

- Learner accurately identifies strengths and weaknesses across a range of core skills
- Learner accurately explains distance travelled against most skills
- Learner suggests appropriate future actions clearly linked to the above.

**LO1:** Understand the core skills required to develop solutions to creative tasks and improve their effectiveness as they progress.

- Learner presents a comprehensive explanation of how meaning can be created and interpreted
- Learner provides a comprehensive description of a wide range of information sources and research techniques
- Learner presents a comprehensive explanation of a wide range of techniques for developing creative solutions
- Learner provides a comprehensive explanation of the purpose of self-reflection and evaluation.

**LO2:** Produce a portfolio of evidence from a range of projects that demonstrates the application of these core skills.

- Learner presents evidence that they have demonstrated insight and accuracy in their analysis of a wide a range of work
- Learner presents evidence that they have undertaken comprehensive research and drawn accurate and useful conclusions
- Learner presents evidence that they have made highly effective use of a wide range of appropriate techniques to develop effective creative solutions
- Learner presents evidence that they have engaged in honest and comprehensive self-reflection and made clear and achievable suggestions for improvement.

**LO3:** Reflect on the development of their core skills and make recommendations for improvement.

- Learner thoroughly explores strengths and weaknesses across all core skills with honesty and insight
- Learner explains in detail distance travelled against all core skills
- Learner suggests high-impact and achievable future actions clearly linked to the above.

## Assessment & types of evidence

It is recommended that evidence for this unit is gathered throughout the course, with learners creating and maintaining a portfolio of evidence drawn from other projects.

The format of this evidence will depend on the specialism and disposition of the learners involved, however it should be noted that written evidence is not mandatory and alternative evidence formats are encouraged. For example, director commentaries, pieces to camera, presentations, blogs, etc.

The key is for learners to effectively showcase their application of core skills in the pursuit of other project outcomes.

Learners should regularly update this portfolio with evidence from other projects and as such the timetabling and management of this unit is key. Whilst learners are expected to demonstrate a degree of autonomy, it is important to maintain oversight of the evidence for this unit as it is hard to 'catch up' on evidence that may not have been recorded at the time of its application.

## Delivery guidance

It is important to note that as the skills developed in this unit are considered 'core' they are likely to be evidenced in almost all other projects that learners undertake.

With this in mind it is recommended that where appropriate, other projects require the application of some or all of these core skills.

This should ensure that learners are constantly developing and improving their core skills with use and feedback.

Whilst it is envisaged that learners will be developing evidence for this unit throughout the course, it is important to 'front load' some initial skills development so that learners are comfortable with the basic application of each core skill.

It is then the responsibility of the entire teaching team to be constantly highlighting and developing these skills during the course of other projects, the aim being to make these skills 'second nature' for learners.

## Unit 3 Collaborative Creative Project

### Unit summary

In this unit, you will draw on the skills that you have developed in other units to contribute to the production of creative work as part of a team.

### Guided learning hours

**48 hours**

### Level

**2**

**This is a core unit.**

**This is a synoptic unit.**

### Learning outcome 1

**The learner will:** Conduct developmental activities appropriate to their agreed role within a team.

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

- Contributing to the development of creative ideas
- Working effectively as part of a team during the development of a project idea.

### Learning outcome 2

**The learner will:** Fulfil their agreed role within a collaborative project, undertaking tasks and producing materials appropriate to their role.

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

- Planning activities appropriate for their role
- Practical skills appropriate for their role
- The ability to work effectively as part of team.

### Learning outcome 3

**The learner will:** Review of the outcomes of the project and their own performance as part of the team.

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

- Quality of outcome
- Effectiveness of their personal contribution
- Effectiveness as part of a team
- Future actions.

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Conduct developmental activities appropriate to their agreed role within a team.</p> <ul style="list-style-type: none"> <li>• Learner presents evidence that they have contributed to the development of ideas in response to a project brief.</li> </ul> <p><b>LO2:</b> Fulfil their agreed role within a collaborative project, undertaking tasks and producing materials appropriate to their role.</p> <ul style="list-style-type: none"> <li>• Learner presents evidence that they have contributed to the planning and/or pre-production stages of the project</li> <li>• Learner presents evidence that they have fulfilled their agreed practical role within the project.</li> </ul> <p><b>LO3:</b> Review of the outcomes of the project and their own performance as part of the team.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate either ongoing or summative review of all elements identified in LO3 of this unit.</li> </ul>
<b>Merit:</b>	<p><b>LO1:</b> Conduct developmental activities appropriate to their agreed role within a team.</p> <ul style="list-style-type: none"> <li>• Learner presents evidence that they have made an effective contribution to the development of ideas in response to a project brief.</li> </ul> <p><b>LO2:</b> Fulfil their agreed role within a collaborative project, undertaking tasks and producing materials appropriate to their role.</p> <ul style="list-style-type: none"> <li>• Learner presents evidence that they have made an effective contribution to the planning and/or pre-production stages of the project</li> <li>• Learner presents evidence that they have effectively fulfilled their agreed practical role within the project.</li> </ul> <p><b>LO3:</b> Review of the outcomes of the project and their own performance as part of the team.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate thorough ongoing or summative review of all elements identified in LO3 of this unit</li> <li>• Learner recommend actions likely to lead to future improvement.</li> </ul>



## Grading descriptors

### Distinction:

**LO1:** Conduct developmental activities appropriate to their agreed role within a team.

- Learner presents evidence that they have made a significant contribution to the development of ideas in response to a project brief.

**LO2:** Fulfil their agreed role within a collaborative project, undertaking tasks and producing materials appropriate to their role.

- Learner presents evidence that they have made a significant contribution to the planning and/or pre-production stages of the project
- Learner presents evidence that they have been highly effective in fulfilling their agreed practical role within the project.

**LO3:** Review of the outcomes of the project and their own performance as part of the team.

- Learners demonstrate insightful and comprehensive ongoing or summative review of all elements identified in LO3 of this unit
- Learner recommend specific and appropriate actions likely to lead to future improvement.

## Assessment and types of evidence

Whilst the exact nature of evidence will depend on the specialisms of the group and the roles of individuals within it, the guiding principal should be to ensure that learners engage in the kinds of activities that they would be expected to undertake were they to be operating in their chosen industry whilst fulfilling their allocated role.

Overall, evidence is likely to be similar to Unit 1, however as a wider range of skills are likely to be on show evidence will be similarly varied.

As noted in the delivery guidance, it is important to ensure that individual learner's evidence is clearly signposted

Whilst many components are common to a range of specialisms (for example mood boards, mind maps, annotated drafts etc.) Media learners might also produce storyboards, location assessments and rough cuts whereas Art & Design learners might produce annotated drafts, sketches and maquettes and Performing Arts Students recordings of rehearsals, annotated scripts or lighting plans, etc.

In particular, there are likely to be a variety of 'end products' as a result of this project, for example posters, TV ads, websites etc. with different learners submitting different products as evidence of their contribution.

**Note: The quality of the completed product or products is not assessed in this unit except insofar as it demonstrates individual learner's production skills (see Learning Outcome 2). Put another way, learners cannot be credited or penalised for the overall quality of the final product, only for their contribution to its production.**

## Delivery guidance

This synoptic unit provides learners with the opportunity to demonstrate their skills in response to an externally set brief whilst also working in a team environment.

As the aim of the unit is to give all learners, regardless of specialism, the opportunity to develop and showcase their skills, the design of the externally set brief is particularly important.

The brief should be tailored to the group, insofar as it should be broad enough to allow those with a diverse range of skills to contribute equally. Suggestions could include a live performance accompanied by a 'making of' documentary, an exhibition with an audio-visual element, an advertising campaign with both TV and print elements, etc.

Imaginative, engaging projects are encouraged and a holistic approach that allows all learners to demonstrate a range of skills (although not necessarily the same skills).

Briefs should wherever possible be based on real-world scenarios and, as with unit 1, end with an event, launch or performance of some kind.

It is appropriate that staff provide whatever support that learners may need, although independence should be encouraged wherever possible.

It is also important to ensure that learner's individual contributions are clearly evidenced and a format for tracking and recording individual contributions should be clearly agreed in advance.

## 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 and undertake work-related developmental activities. This unit concludes with an opportunity to re-assess your skill set and the progress made.
<b>Guided learning hours</b>	<b>27 teaching hours and the equivalent of one working week in work placement or other structured professional development activity.</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 or other structured professional development activity.

#### **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 or other structured professional development activity, e.g. vocational work-based project, for the equivalent of one working week.

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

- Good attendance and timekeeping at placement as evidenced by the tutor, employer or trainer.
- Appropriate dress and presentation in accordance with industry requirements.
- Engagement with professionals within the placement or activity as evidenced by feedback.

### **Learning outcome 3**

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

**The learner must consider:**

- Their end of course employability skills, time management and distance travelled through reassessment via 'Navigate'.
- Their interview skills as demonstrated in an observed interview with an external agency.
- The impact of their work experience placement or activity on improving their employability skills.
- How their work experience placement or activity has influenced their plans for the future.

## Grading descriptors

Pass:

**LO1:** Identify current employability skills and plan for an industry-relevant work placement or other structured professional development activity.

- Identify current employability skills, their strengths and areas for improvement.
- Identify three employment options that are suitable for the student via Kudos or class-based activities and provide evidence to show this.
- Complete preparation for an appropriate work placement or activity 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 or activity evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry-relevant work placement or other structured professional development activity for the equivalent of one working week.

- Complete an appropriate activity evidenced by a daily timesheet signed by supervisor or tutor statement.
- Complete a daily work placement or activity journal on Navigate.
- Satisfactory feedback from employer or equivalent (facilitator, mentor, etc.) evidenced through Navigate or other appropriate documentation.

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

## Grading descriptors

Merit:

**LO1:** Identify current employability skills and plan for an industry-relevant work placement or other structured professional development activity.

- Identify current employability skills, strengths and areas for improvement with explanations of these.
- Identify and compare at least three employment options that are suitable for the student via Kudos or class-based activities and provide evidence to show this.
- Complete tailored preparation for an appropriate work placement or activity including an up-to-date tailored CV and appropriate covering letter/email demonstrating good grammar, spelling and punctuation skills.
- Completion of good skills preparation for placement or activity evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement or other structured professional development activity for the equivalent of one working week.

- Complete an appropriate activity evidenced by a daily timesheet signed by supervisor or tutor statement.
- Complete a daily work placement journal on Navigate showing what student has learnt each day.
- Good feedback from employer or equivalent (facilitator, mentor, etc.) evidenced through Navigate or other appropriate documentation.

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

- 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/activity has influenced their plans for the future.

## Grading descriptors

### Distinction:

**LO1:** Identify current employability skills and plan for an industry-relevant work placement or other structured professional development activity.

- 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 or class-based activities and provide evidence to show this.
- Complete thorough preparation for an appropriate work placement or activity 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 or activity evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement or other structured professional development activity for the equivalent of one working week.

- Complete an appropriate work placement evidenced by daily timesheet signed by supervisor or tutor statement.
- Complete a daily work placement journal on Navigate explaining in detail what student has learnt each day.
- Excellent feedback from employer or equivalent (facilitator, mentor, etc.) evidenced through Navigate or other appropriate documentation.

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

- 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 to improve their employability skills and develop ideas to enhance them further.
- Give a detailed account of how their placement/activity has influenced their plans for the future.



## Assessment Evidence

The assessment for this unit requires the completion of:

1. An employability skills assessment under controlled conditions. This will be completed during the first week of course.
2. Evidence of research into suitable careers.
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 or other structured professional development activity appropriate for industry.
6. A daily work placement journal completed on Navigate including daily hours attended and skills developed.
7. A second online employability skills assessment (following placement/activity) via Navigate, under controlled conditions, demonstrating and reviewing 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 or other structured professional development activity: equivalent to one working week
- Maintenance of work placement/activity journal: during placement/activity.
- Reassessment of employability skills post-placement/post-activity under controlled conditions.
- Interview to reflect on unit, work experience and plans for the future.

## Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement skills development: Navigate 'My Activities' timeline and witness statements from tutor.
3. Kudos 'Compare my Careers' screen or other similar class-based activities: uploaded to Navigate or E-Subs.
4. Planning and preparation for placement/activity including strengths and areas for improvement, CV and covering letter/email.
5. Completion of allocated days of work placement/activity: signed timesheet and feedback from employer or equivalent (facilitator, mentor, etc.)
6. A daily work placement/activity journal.
7. The results of a second online employability skills assessment (following placement/activity).
8. An observed interview carried out by an external agency.

## 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 a placement or other structured professional development activity 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/activity 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/activity 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 their placement/activity. 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.

Learners will complete a relevant and appropriate work placement or other structured professional development activity and produce a daily placement/activity journal through Navigate which will be verified by the placement/activity supervisor and personal tutor. After the placement/activity, learners will complete an online placement/activity 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 Planning & Project Management

### Unit summary

In this unit, you will learn about the skills, tools and documents required to effectively plan and organise your projects.

### Guided learning hours

48 hours

### Level

2

### Learning outcome 1

**The learner will:** Understand the tools and techniques required to effectively and safely plan and organise workload and projects as well as to effectively contribute to a team.

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

- Tools and techniques for organising workload, including digital tools
- Legal responsibilities when working in the creative industries
- Personal responsibility and the importance of being a reliable team member.

### Learning outcome 2

**The learner will:** Demonstrate the ability to plan and execute projects using appropriate tools and techniques.

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

- Use of planning documents appropriate for a range of projects
- Use of appropriate ICT tools to organise projects and communicate with teams and clients
- The ability to meet deadlines and contribute effectively to the work of a team
- Work safely and within the law.

### Learning outcome 3

**The learner will:** Review their planning and organisational skills and their use of appropriate tools.

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

- Use of ICT tools to organise workload and projects
- Use of appropriate documents to ensure effectiveness of projects
- Effectiveness at meeting deadlines and working as part of a team
- Future actions.

## Grading descriptors

Pass:

**LO1:** Understand the tools and techniques required to effectively and safely plan and organise workload and projects as well as to effectively contribute to a team.

- Learners are able to describe a range of information management techniques and their benefits, e.g. checklists, tables, schedules, email, calendars, folder structures, file names, etc.
- Learners are able to explain key legal responsibilities, e.g. health & safety, copyright, discrimination, defamation, GDPR, etc.
- Learners are able to explain the importance of working as part of a team as well as the characteristics and behaviours required when working as part of a team.

**LO2:** Demonstrate the ability to plan and execute projects using appropriate tools and techniques.

- Learners demonstrate use of appropriate planning documents relevant to the projects that they are undertaking
- Learners demonstrate use of digital tools to help them manage their workload, e.g. email, calendar, apps, Microsoft 365 tools, etc.
- Learners meet some agreed deadlines
- Learners demonstrate safe working practices.

**LO3:** Review their planning and organisational skills and their use of appropriate tools.

- Learners demonstrate either ongoing or summative review of all elements identified in LO3 of this unit
- Learner recommend specific and appropriate actions likely to lead to future improvement.

Merit:

**LO2:** Demonstrate the ability to plan and execute projects using appropriate tools and techniques.

- Learners demonstrate competent and thorough use of appropriate planning documents relevant to the projects that they are undertaking
- Learners demonstrate effective use of appropriate digital tools to help them manage their workload, e.g. email, calendar, apps, Microsoft 365 tools etc.
- Learners meet most agreed deadlines
- Learners demonstrate safe working practices.

## Grading descriptors

### Distinction:

**LO2:** Demonstrate the ability to plan and execute projects using appropriate tools and techniques.

- Learners demonstrate proficient use of appropriate planning documents relevant to the projects that they are undertaking
- Learners demonstrate consistent and highly effective use of appropriate digital tools to help them manage their workload, e.g. email, calendar, apps, Microsoft 365 tools etc.
- Learners meet all agreed deadlines
- Learners demonstrate safe working practices.

## Assessment & types of evidence

The exact nature of the evidence provided will largely depend on the specialism of the learner, with Art and Design specialists likely generating different types of evidence and using slightly different tools to their Media or Performing Arts colleagues. Nevertheless, regardless of the type of evidence presented, the tools and skills demonstrated should remain consistent with the delivery guidance below.

It is recommended that evidence for this unit is gathered throughout the course, with learners creating and maintain a portfolio of evidence drawn from other projects.

The key is for learners to effectively showcase their application of planning and project management skills in the pursuit of other project outcomes.

Learners should regularly update this portfolio with evidence from other projects and as such the timetabling and management of this unit is key. Whilst learners are expected to demonstrate a degree of autonomy, it is important to maintain oversight of the evidence for this unit as it is hard to 'catch up' on evidence that may not have been recorded at the time of its application.

The types of evidence that might demonstrate learner's application of skills and use of tools could include, but is not limited to:

- Written descriptions/reports
- Planning documents e.g. production schedules, timelines etc.
- Screenshots of software being used to aid planning
- Meeting notes
- Action lists
- Tracking documents
- Photographic/video evidence.

## Delivery guidance

It is important to note that as the skills developed in this unit are likely to be evidenced in almost all other projects that learners undertake.

With this in mind it is recommended that where appropriate, other projects require the application of some or all of these planning and project management skills.

This should ensure that learners are constantly developing and improving their planning and project management skills with use and feedback.

Whilst it is envisaged that learners will be developing evidence for this unit throughout the course, it is important to 'front load' some initial skills development so that learners are comfortable with the basic application of each skill.

It is then the responsibility of the entire teaching team to be constantly highlighting and developing these skills during the course of other projects, the aim being to make these skills 'second nature' for learners.

Recommended software and skills developed in this unit include:

- File and folder management
- Basic email tools and functions (e.g. folders, cc field, creating rules, etc.)
- Basic calendar use, including making appointments, creating reminders and organizing entries
- Collaborative tools e.g. Microsoft Teams
- Conducting and recording meetings
- Communicating & collaborating with clients and team members
- Creating and updating task lists either manually or using digital tools
- Specialist planning documents used within industry (e.g. risk assessments, production schedules, storyboards, research dossiers, etc.)

In particular, where learners are required to address legal issues relating to their specialism, it is important to note that certain laws are relevant to all areas of the creative industries and as such should be considered 'core'. These include:

- Health & Safety
- GDPR (Data Protection)
- Copyright
- Defamation.

## Unit 6 Creative Software

**Unit summary**

In

**Guided learning hours**

**48 hours**

**Level**

**2**

### Learning outcome 1

**The learner will:** Understand a range of creative software packages and their role in the production and promotion of creative work.

**The learner must know about:**

- Different types of software and their purpose
- The types of creative work that software can help to create
- The role of software in the promotion of creative and commercial activities.

### Learning outcome 2

**The learner will:** Use appropriate software & digital tools in the production and promotion of creative work.

**The learner must demonstrate:**

- Use of appropriate software to produce creative work.
- Use of appropriate digital tools to promote creative work.

### Learning outcome 3

**The learner will:** Review their skills development throughout the unit and the quality and effectiveness of their completed work.

**The learner must consider:**

- Use of software & techniques.
- Quality of work produced
- Effectiveness of promotional materials
- Specific actions in order to improve future outcomes.



## Grading descriptors

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Pass:</b></p>	<p><b>LO1:</b> Understand a range of creative software packages and their role in the production and promotion of creative work.</p> <ul style="list-style-type: none"> <li>• Learners will explain different software packages and their purpose</li> <li>• Learners will provide examples of the types of creative work produced using computer software and explain the role of software in their creation.</li> </ul> <p><b>LO2:</b> Use appropriate software in the production and promotion of creative work.</p> <ul style="list-style-type: none"> <li>• Learners will demonstrate the use of software packages in the production of a range of creative work. Outcomes are generally of a satisfactory standard.</li> <li>• Learners will use digital tools to promote their work to an audience.</li> </ul> <p><b>LO3:</b> Review their skills development throughout the unit and the quality and effectiveness of their completed work.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate either ongoing or summative review of all elements identified in LO3 of this unit</li> <li>• Learners recommend specific and appropriate actions likely to lead to future improvement.</li> </ul>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Merit:</b></p>	<p><b>LO2:</b> Use appropriate software in the production and promotion of creative products.</p> <ul style="list-style-type: none"> <li>• Learners will demonstrate competent use of a range of appropriate software packages in the production of a range of creative work. Outcomes are generally of a good standard.</li> <li>• Learners will use appropriate digital tools to effectively promote their work to an audience.</li> </ul>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Distinction:</b></p>	<p><b>LO2:</b> Use appropriate software in the production and promotion of creative products.</p> <ul style="list-style-type: none"> <li>• Learners will demonstrate confident and skilful use of a wide range of appropriate software packages in the production of a range of creative work. Outcomes are generally of a high standard.</li> <li>• Learners will use appropriate digital tools to effectively promote their work to an audience in a way that is likely to improve their career prospects.</li> </ul>

## Assessment & types of evidence

Evidence for this unit is likely to take three forms, all gathered throughout the duration of the course:

1. A portfolio containing, among other evidence, the outcomes from other projects that have been produced either completely or in part with the help of software tools
2. For example, developmental activities, production logs, drafts, samples, screenshots etc. of these works during development
3. An ongoing, 'live' website of other web-based presence showcasing skills and work produced by the learner (including, where appropriate, extra-curricular activities).

**Important note:** Where students are promoting work online, it is important to ensure that data protection regulations are taken into account and GDPR responsibilities adhered to.

## Delivery guidance

It is important to note that as the skills developed in this will to be evidenced in almost all other projects that learners undertake.

With this in mind it is recommended that where appropriate, other projects include the application of some of software skills suggested below.

This should ensure that learners are constantly developing and improving their software skills with use and feedback.

As software skills will form a part of all other optional units, it is not mandatory that skills should be 'front loaded', however depending on the specialisms being delivered, it may that certain software is considered 'core' and front loaded as such.

With regard to the ongoing promotion of skills and output required by Learning Outcome 2, it is recommended that this process is led by staff who have regular contact with individual learners throughout the year, for example a personal tutor, Unit 4 (Employability) tutor or academic mentor.

With regard to the types of software considered appropriate, these will most likely fall into 3 broad categories as follows (examples only):

- Creative Software – Software used to create products ‘from scratch’. For example, Adobe Illustrator, AutoDesk Maya, etc.
- Production Software – Software used to manipulate existing creative materials. For example, Adobe Premier, Photoshop, Apple Logic, Lightkey, etc.
- Promotional Software – Digital tools and software used for promotional purposes or to communicate with audiences and/or clients. For example, WordPress, Instagram, Facebook, etc.

The use of more generic software, such as Microsoft Office suite, is addressed as part of Unit 5.

Regardless of context or specific software, learners should be encouraged to adopt an experimental, self-directed approach to developing software skills, working independently where possible. To this end, the use of online resources including the ‘Lynda’ software training site, YouTube and web forums should be encouraged.

## Unit 7 Creative Equipment & Materials

### Unit summary

In this unit, you will learn to produce creative work using a range of equipment and materials and how these can be used to communicate messages and ideas.

### Guided learning hours

**48 hours**

### Level

**2**

### Learning outcome 1

**The learner will:** Investigate professional applications of equipment and materials and understand how they can be used to communicate messages and ideas.

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

- Professional applications of equipment and materials
- How creative equipment and materials can be used to communicate meaning.

### Learning outcome 2

**The learner will:** Produce a range of creative products using different equipment and materials.

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

- Safe use of equipment and materials
- Ability to create work using a range of equipment materials
- Use of equipment and materials to communicate meaning.

### Learning outcome 3

**The learner will:** Review their skills development throughout the project and the quality and effectiveness of their completed work.

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

- Effectiveness of their use of equipment and materials.
- Success in communicating intended meaning
- Specific actions in order to improve future outcomes.

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Investigate professional application of equipment and materials and understand how they can be used to communicate messages and ideas.</p> <ul style="list-style-type: none"> <li>• Learners describe the professional applications of a range of equipment and materials</li> <li>• Learners explain how meaning can be created and communicated through the use of equipment and materials.</li> </ul> <p><b>LO2:</b> Produce a range of creative work using different equipment and materials.</p> <ul style="list-style-type: none"> <li>• Learners work with a range of equipment and materials to create an original product or products that attempt to communicate an idea or meaning to the audience. Learners requires support at all stages the project.</li> </ul> <p><b>LO3:</b> Review their skills development throughout the project and the quality and effectiveness of their completed work.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate either ongoing or summative review of all elements identified in LO3 of this unit</li> <li>• Learners recommend specific and appropriate actions likely to lead to future improvement.</li> </ul>
<b>Merit:</b>	<p><b>LO2:</b> Produce a range of creative work using different equipment and materials.</p> <ul style="list-style-type: none"> <li>• Learners work with a range of equipment and materials to create an original product or products that demonstrate technical skill and successfully communicate an idea or meaning to the audience. Learners require some support during the project.</li> </ul>
<b>Distinction:</b>	<p><b>LO2:</b> Produce a range of creative products using different equipment and materials.</p> <ul style="list-style-type: none"> <li>• Learners work with a range of equipment and materials to create an original products or products that demonstrate imagination and a high level of technical skill and which effectively communicate sometimes complex ideas or meanings to the audience. Learners demonstrate a high degree of independence during the project.</li> </ul>

## Assessment and types of evidence

Evidence for this unit should, wherever possible, take the form of tangible evidence generated using materials and equipment (as opposed to documentary evidence). For example:

- Samples & experimental work
- Completed pieces
- Recordings of activities being undertaken
- Photographic evidence of activities being undertaken
- Witness statements.

Where documentary evidence may be required (for example Learning Outcome 1) annotated sketch books, blogs, and learning logs are preferable to formal case studies or written assignments, thus encouraging a process by which students consider professional applications and meaning in an ongoing way rather than as an assessment 'event'.

**Note: Physical evidence should be presented for assessment where possible, however a photographic or video record should also be taken to aid internal and external verification processes.**

## Delivery guidance

The focus of this unit is on the use of materials and equipment and the range of products that they can be used to create. It is distinct from Unit 8 – Skills & Techniques, which focuses on skills and techniques used to achieve specific outcomes and effects.

As such, the focus of this unit should be on learners familiarising themselves with the operation of equipment and the potential uses of materials in an experimental way, rather than focusing on achieving specific outcomes, products or effects.

Different specialisms will focus on different equipment and materials. For example:

- Media – Cameras, lighting, audio recorders, microphones, digital images and video, etc.
- Art – Paint, clay, textiles, tools, printing presses, etc.
- Performing Arts – Lighting, mixing desks, props, makeup, etc.

Learners should be given the opportunity to practice and experiment in a supportive environment, with time being spent on developing confidence and familiarity with materials and equipment rather than generating evidence of distance travelled or logging activities (see assessment guidance above).

## Unit 8 Creative Skills and Techniques

### Unit summary

In this unit, you will build on your experience working with equipment and materials and learn how to apply specialist skills and techniques to produce creative work.

### Guided learning hours

48 hours

### Level

2

### Learning outcome 1

**The learner will:** Learn about creative methods and techniques used in the production of creative products.

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

- Creative skills and techniques used within the creative industries
- The purpose and applications of creative skills and techniques.

### Learning outcome 2

**The learner will:** Produce creative products using different skills and techniques.

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

- Application of appropriate skills and techniques
- Ability to produce work using appropriate methods and techniques.

### Learning outcome 3

**The learner will:** Review their skills development throughout the project and the quality and effectiveness of their completed work.

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

- Use of skills and techniques
- Quality of completed work
- Specific actions in order to improve future outcomes.

## Grading descriptors

Pass:	<p><b>LO1:</b> Learn about creative skills and techniques used in the production of creative work.</p> <ul style="list-style-type: none"> <li>• Learners will describe creative skills and techniques and their purpose.</li> </ul> <p><b>LO2:</b> Produce creative work using different skills and techniques.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate competent application of creative skills and techniques</li> <li>• Learners produce work using appropriate skills and techniques.</li> </ul> <p><b>LO3:</b> Review their skills development throughout the project and the quality and effectiveness of their completed work.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate either ongoing or summative review of all elements identified in LO3 of this unit</li> <li>• Learners recommend specific and appropriate actions likely to lead to future improvement.</li> </ul>
Merit:	<p><b>LO2:</b> Produce creative products using different skills and techniques.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate confident application of a range of creative skills and techniques</li> <li>• Learners produce work to a good standard using appropriate skills and techniques.</li> </ul>
Distinction:	<p><b>LO2:</b> Produce creative products using different skills and techniques.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate skilful application of a wide range creative skills and techniques</li> <li>• Learners produce an imaginative work to a high standard using appropriate skills and techniques.</li> </ul>



## Assessment & types of evidence

Whilst, as with Unit 7, much of the evidence for this unit will take the form of completed products, samples and other 'product' evidence, there is a greater focus in this unit on the processes involved in applying skills and achieving outcomes.

To this end it is appropriate that learners present evidence of how they reached their production objectives and how they applied skills in order to achieve outcomes.

Evidence might include:

- Sketchbooks
- Completed products of parts thereof
- Video/photographs of equipment being used, perhaps with narration
- Blogs/production diaries
- Witness statements
- Video records of rehearsals.

## Delivery guidance

This unit builds on learner's experience in Unit 7 – Equipment and Materials and directs them towards the deliberate application of specific skills and techniques in the pursuit of pre-determined outcomes.

Different specialisms will focus on different skills and techniques. For example (the list below represents only a very limited range of suggested options):

- Media – Continuity editing, credits & titles, 3-point lighting, colour grading, etc.
- Art – Felt making, slip-casting, screen printing, etc.
- Performing Arts – Performing Arts students, whilst developing their use of materials and equipment, will also develop specialist skills relating to voice and movement, for example; acapella, tap, accents, etc.

The choice of skills delivered is likely to be dictated by the resources and staff available, however where possible activities should be tailored to the interests and dispositions of learners.

In this unit, it is **not** envisaged that learners will pursue their own specialist interests, instead an agreed set of skills and techniques will be delivered to all learners, with the opportunity for further specialisation or diversification provided in Unit 9 – Specialist Studies.

## Unit 9 Specialist Studies

### Unit summary

In this unit, you will select one or more creative areas that you would like to explore in more depth and develop your understanding and skills in your chosen area.

### Guided learning hours

**96 hours**

### Level

**2**

### Learning outcome 1

**The learner will:** Conduct a detailed investigation into your chosen specialism.

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

- Describe and discuss well known examples of creative work within their chosen area
- Investigate the history of your chosen area and the work of at least one well-known practitioner.

### Learning outcome 2

**The learner will:** Demonstrate the development of practical skills in their chosen area through the production of relevant materials.

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

- Development of skills & techniques that build on those demonstrated in previous units
- Production of appropriate work using selected equipment and materials.

### Learning outcome 3

**The learner will:** Review their skills development throughout the project and the quality and effectiveness of their completed work.

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

- Effectiveness of skills development
- Quality of outcomes compared to previous projects
- Specific actions in order to further improve future outcomes.

## Grading descriptors

<b>Pass:</b>	<p><b>LO1</b> Conduct a detailed investigation into your chosen specialism.</p> <ul style="list-style-type: none"> <li>Learners will provide evidence that they have independently investigated the history of their chosen area, as well as one or more practitioners and products.</li> </ul> <p><b>LO2:</b> Demonstrate the development of practical skills in their chosen area through the production of relevant materials.</p> <ul style="list-style-type: none"> <li>Learners will demonstrate the development of their skills through the production of sample materials and / or completed work within their chosen specialism.</li> </ul> <p><b>LO3:</b> Review their skills development throughout the project and the quality and effectiveness of their completed work.</p> <ul style="list-style-type: none"> <li>Learners demonstrate either ongoing or summative review of all elements identified in LO3 of this unit.</li> <li>Learners recommend specific and appropriate actions likely to lead to future improvement.</li> </ul>
<b>Merit:</b>	<p><b>LO2</b> Demonstrate the development of practical skills in their chosen area through the production of relevant materials.</p> <ul style="list-style-type: none"> <li>Learners will demonstrate improvements in relation to use of materials, equipment, methods and techniques relevant to their chosen specialism through the production of good quality sample materials and / or completed work.</li> </ul>
<b>Distinction:</b>	<p><b>LO2</b> Demonstrate the development of practical skills in their chosen area through the production of relevant materials.</p> <ul style="list-style-type: none"> <li>Learners will demonstrate significant improvements in relation to use of materials, equipment, methods and techniques relevant to their chosen specialism through the production of very high quality sample materials and / or completed work.</li> </ul>

## Assessment evidence

Evidence for this unit can be either a single, substantial product or a range of smaller sample materials. The key is to generate evidence that demonstrates improvement in relation to application of skills and techniques and use of equipment and materials.

To this end it may be helpful for learners to have a 'benchmark' in the form of previously completed work that can be used to judge distance travelled. It is likely that this will take the form of the summative outcomes of previous projects or units.

The format that evidence will take will depend on the disciplines being developed, however can take the form of any evidence considered appropriate for Units 7 and 8:

- Samples & experimental work
- Completed pieces
- Recordings of activities being undertaken
- Sketchbooks
- Completed products of parts thereof
- Video/photographs of equipment being used, perhaps with narration
- Blogs/production diaries
- Witness statements
- Video records of rehearsals.

## Delivery guidance

This unit should be considered as a skills development period in preparation for undertaking core synoptic Units 1 and 3.

Learners will have the opportunity to select one or more complementary disciplines that they wish to develop further.

The focus of this unit is to allow learners to extend their practice in an area in which they have a particular interest, working independently to produce work that demonstrates measurable improvement in the use of equipment, materials and skills and techniques.

Learners' choice of specialism should be agreed in consultation with their tutors and should be based on an honest assessment of their skills and dispositions up to this point.

During this unit learners should have access to as wide a range of staff and resources as possible, however they should at all times be mentored by a single tutor who can help to guide, support and offer ongoing feedback.

Where synergies exist, learners may work together in pairs or small groups on collaborative projects, however in this case each learner must provide their own distinct body of evidence.

# 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 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	
<b>Candidate's signature and date</b>	<b>I agree with the decision: YES / NO</b>
<b>Assessor's signature and date</b>	

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




## Appendix III Assessment Brief Template

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

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

## Appendix IV Assessment Brief Internal Verification Template

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

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