

Jersey Progression Qualification in Health and Social Care



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Customised qualifications



**Highlands
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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.

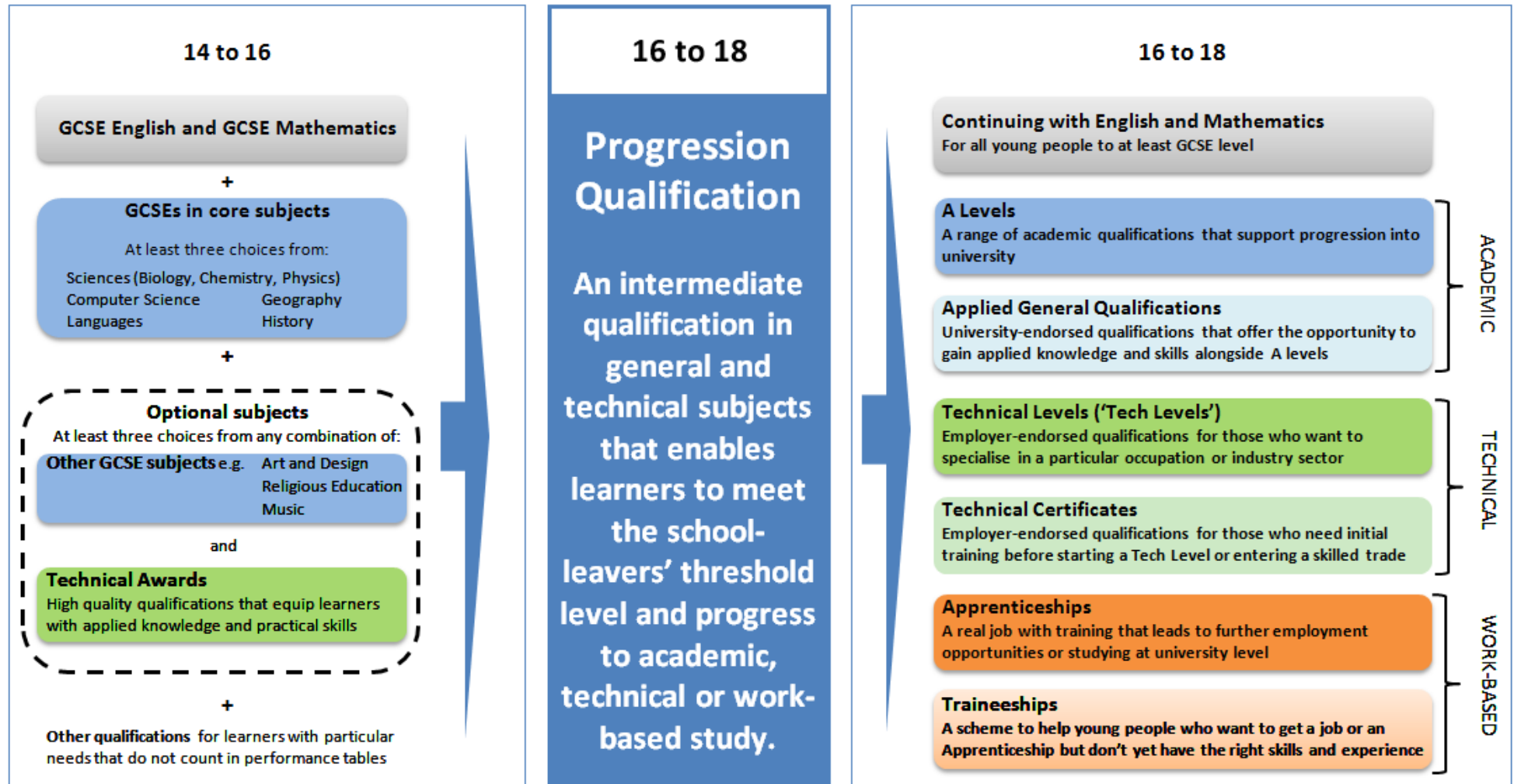
The Jersey Progression Qualification is designed as a ‘bridging course’, between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education ¹ 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.

1

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 and Uniformed Services.

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 THREE option units	48 hours		8	Any THREE 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:

Pass:	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:

Merit:	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:

Distinction:	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
LO1	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to DISTINCTION
LO2			Meets Distinction Criterion	DISTINCTION
LO3		Meets Merit Criterion		MERIT
LO1 = D; LO2 = D; LO3 = M (DDM = D)				DISTINCTION

A further example, where LO3 is pass only:

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

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:

1	2	3	4	5	6	7	8	9	10
P	M	M	D	P	M	P	D	D	M

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:

A	B	C	D	E
M	M	D	D	D

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

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M

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

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

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

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

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

1	2	5	7	10
P	M	P	P	M

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

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

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

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

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

Overall grading descriptors

Not Yet Achieved

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

Pass

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

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

Merit

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

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

Distinction

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

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

Distinction* (Star)

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

How the qualification is assessed

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

Assessment methods include:

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

Course-based assessment

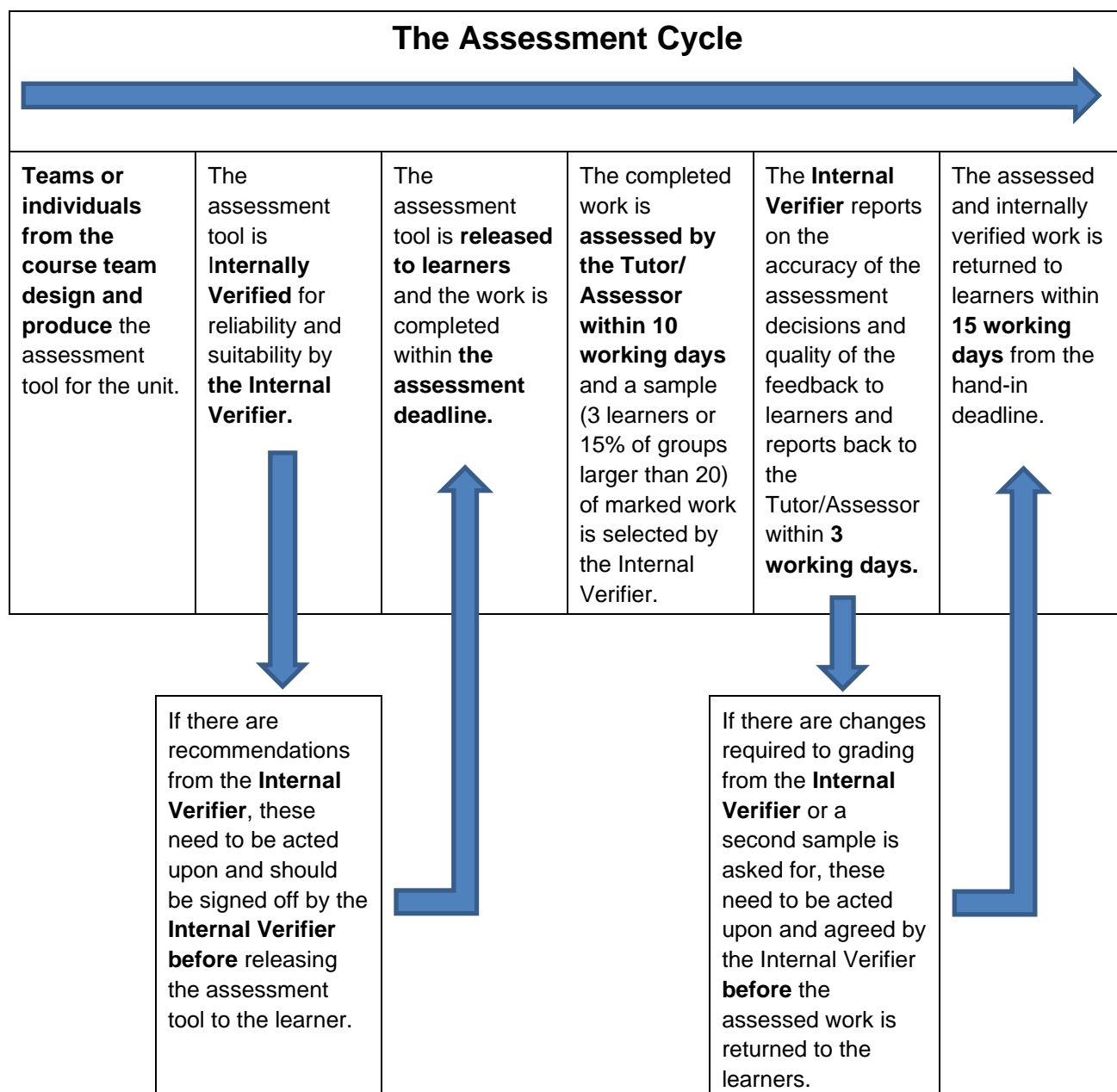
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single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

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

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

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

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



Standardisation

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

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

External verification

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

Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registry is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally 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 meeting²

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 awarding³
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).⁴
 - 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**.

² 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.

³ 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.

⁴ 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 Health and Social Care

Unit No.	Unit Title	Core/Option
1	Development Through the Life Stages	Core
2	Health and Wellbeing	Core
3	Meeting Individual Needs in Health and Social Care	Core
4	Working in the Industry	Core
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units.</p>		
5	Communication in Health and Social Care	Option
6	Services and Values in Health and Social Care	Option
7	Care of Disorders	Option
8	Equality	Option
9	Creative and Therapeutic Activities in Health and Social Care	Option
10	The Human Body	Option
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4 and a further three option units.</p> <p>The Jersey Progression Diploma 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 Development Through the Life Stages

Unit summary	This unit will provide you with the opportunity to explore how human beings grow and develop throughout their lives. It will enable you to investigate factors that affect growth and development and consider how these factors are interrelated. The unit will draw on your knowledge from across the course.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will: define aspects of development at different life stages.

The learner must know about:

- Conception-birth
- Childhood (0-18); developmental milestones and norms, puberty
- Adulthood (18-65) and Older Adulthood (65+).
- How to link and assess PIES (physical, intellectual, emotional, social) over all stages

Learning outcome 2

The learner will: demonstrate how factors affect development at different life stages.

The learner must demonstrate:

An ability to identify the positive and negative effects of the following factors on the individual:

- Environmental and socio-economic
- Psychological and physical
- Cultural/ religious
- Predictable/ unpredictable life events at each life stage

Learning outcome 3

The learner will: review the impact of development and external factors on individuals

The learner must consider:

- Self-concept and self-esteem
- Effects of life events (positive/negative)
- Support available in health and social care settings
- How the above impact on individual development and ways to improve the impact.

Grading descriptors

Pass:

LO1: Define aspects of development at different life stages. Learners identify all of the life stages. Learners link life stages to all aspects of PIES.

LO2: Demonstrate how factors affect development at different life stages. Learners select and identify some of the factors affecting development. Learners link some factors to the positive and negative effects on development and their impact on the individual.

LO3: Review the impact of development and external factors on individuals. Learners review the impact of some factors on individual development. Learners identify positive and negative impact of some factors on an individual. Learners make some recommendations and draw some conclusions of support available within health and social care and its effectiveness.

Merit:

LO1: Define aspects of development at different life stages. Learners identify all of the life stages. Learners link all of the life stages to most aspects of PIES.

LO2: Demonstrate how factors affect development at different life stages. Learners select and identify all of the factors affecting development. Learners link most of the factors to the positive and negative effects on development and their impact on the individual.

LO3: Review the impact of development and external factors on individuals. Learners review the impact of all factors on individual development. Learners identify positive and negative impact of most factors on an individual. Learners make some recommendations and draw justified conclusions of support available within health and social care and its effectiveness.

Distinction:

LO1: Define aspects of development at different life stages. Learners identify all of the life stages. Learners clearly link all aspects of PIES to relevant life stages. Learners use information found in different formats from different types of sources and accurately communicate the information in own words.

LO2: Demonstrate how factors affect development at different life stages. Learners select and identify all of the factors affecting development. Learners link all of the factors to the positive and negative effects on development and their impact on the individual. Learners research using relevant information from a wide range of different types of sources and formats to inform actions.

LO3: Review the impact of development and external factors on individuals. Learners review the impact of all factors on individual development. Learners identify positive and negative impact of all factors on an individual. Learners make some recommendations and draw detailed conclusions of support available within health and social care and its effectiveness and suggested improvements.

Assessment Evidence

LO1+LO2+LO3: The learner will identify PIES factors in relation to all stages of development. Learners will sit a one hour controlled assessment in which they complete a table in relation to stages of development.

The learner will research a case study on an individual from a given selection of individuals who have reached the final life stage. Learners will produce an article for a health and social care magazine based on their individual demonstrating how factors affect development at different life stages in controlled conditions. The account will explain why factors have affected development and will identify sources of support, making recommendations for how impact can be managed in a health and social care setting.

Types of evidence

LO1: Completed examination paper.

LO2+LO3: Article for a health and social care magazine.

Delivery guidance

Aspects of PIES will be covered in units across the course including human body systems and equality and rights. The focus of this unit is to enable students to make links between stages/ factors in relation to individuals who may access health and social care provision. Teacher input for approximately half of the time for this unit will consolidate knowledge and provide learners with the strategies to link theory to practice in the sector. This may be based on a range of case studies for which learners can make links to prior learning and develop their own case studies. Guest speakers for relevant health and social care settings (health visitor/ social worker) could be involved to provide sector insight and identify provision of support available. Part of the teaching time must also be spent preparing learners for exam based assessment and should encompass relevant skills for undertaking examinations and practice papers/ mock examinations. Teaching time should also be spent providing support in developing individual case studies and signposting to relevant support agencies.

Learners should be encouraged to independently contact local providers to research services available.

LO1 Conception-birth should cover the process of conception, stages of pregnancy, labour, birth, and post-natal care. Childhood (0-18) will cover developmental milestones and norms including puberty. Adulthood (18-65) will cover maturation and the menopause. Older Adulthood (65+) will cover the ageing process and the stages of the dying process.

LO2 Aspects of the environment will cover geographical location/ physical/ pollution. Socio-economic aspects will include financial/ education/ employment/ access to services. Psychological aspects refers to mental health/ discrimination/ effects of ageing/ relationships. Physical aspects will include genetic/ gender/lifestyle choices/ disease. Cultural/ religious will examine values and

beliefs/ rituals. Predictable/ unpredictable life events at each life stage will make reference to the Holmes Rahr scale.

LO3 Self-concept refers to self-image, age, appearance, and media. Self-esteem relates to culture, income, education, relationships, abuse, and gender. Support available in health and social care settings should cover formal, informal, emotional, physical, and services.

Unit 2 Health and Wellbeing

Unit summary

Health is influenced by a range of biological and lifestyle factors and by the choices that people make in their everyday lives. This unit gives you the opportunity to explore how healthy and unhealthy lifestyle choices impact on health and well-being. You will develop your skills in assessing and supporting personal strategies that can be used to improve health and well-being.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Identify the components of healthy and unhealthy lifestyles.

The learner must know about:

- The definition of health;
- The effects of a healthy lifestyle
- The effects of an unhealthy lifestyle

Learning outcome 2

The learner will: Devise a health improvement plan for an individual.

The learner must demonstrate:

- The ability to make a health assessment
- The ability to identify areas for improvement and set SMART targets
- Recognition of barriers to improvements
- Awareness of sources of support available

Learning outcome 3

The learner will: Assess the effects of changes to lifestyle following completion of a health improvement programme.

The learner must consider:

- Methods for monitoring
- The impact of support provided.
- Influences on lifestyle e.g. family, culture and religion, peers and media.
- Strategies to maintain improvement.

Grading descriptors

Pass:

LO1: Learners identify most of the factors influencing health and effects of healthy and unhealthy lifestyles for most aspects of PIES. Learners make accurate conclusions of the impact of health on individuals based on some information.

LO2: Learners use appropriate skills to develop a health questionnaire and carry out an assessment of health. Learners identify at least one area for health improvement and develop mostly effective SMART targets. Learners identify at least two areas of support available and two barriers.

LO3: Learners monitor the effectiveness of their health improvement plan in comparison to a case study and present evidence of checking progress and adapting targets. Learners describe the impact of support provided. Learners identify some influences on outcome. Learners state two basic strategies to maintain improvements.

Merit:

LO1: Learners identify most of the factors influencing health and the effects of healthy and unhealthy lifestyles for all aspects of PIES. Learners make accurate conclusions of the impact of health on individuals based on all the information.

LO2: Learners use appropriate skills to develop a health questionnaire with some degree of confidence to carry out an assessment of health. Learners identify at least two areas for health improvement and develop effective SMART targets. Learners explain at least two areas of support available and three barriers.

LO3: Assess the effects of changes to lifestyle following completion of a health improvement programme. Learners monitor the effectiveness of their health improvement plan in comparison to a given case study and present evidence of checking progress and adapting targets. Learners explain the impact of support provided. Learners review some influences on outcome. Learners consider at least three strategies to maintain improvements.

Distinction:

LO1: Learners describe all of the factors influencing health and assesses the effects of healthy and unhealthy lifestyles for all aspects of PIES. Learners make accurate conclusions of the impact of health on individuals weighing up all the information.

LO2: Learners confidently and effectively use appropriate skills to develop a health questionnaire and carry out an assessment of health. Learners identify at least two areas for health improvement and develop effective SMART targets. Learners explain at least three areas of support available and three barriers.

LO3: Learners monitor and review the effectiveness of their health improvement plan in comparison to a given case study and present evidence of checking progress and adapting targets. Learners explain the impact of support provided. Learners review all influences on outcome. Learners analyse at least three strategies to maintain improvements

Assessment Evidence

The assessment for this outcome consists of:

LO1: Learners will sit a one-hour assessment in exam conditions in which they answer questions in relation to aspects and effects of health.

LO2+LO3: Learners will carry out a health assessment with a partner under direct observation and compile a health improvement portfolio that includes a ten-question health questionnaire, recording of data, SMART targets and influencing factors and evidence of goal completion and review. Learners review their outcomes against a given case study and complete a comparison of effectiveness, support and influences.

Types of evidence

LO1: Examination paper

LO2 + LO3: Portfolio

Delivery guidance

Aspects of health and well-being will be covered in units across the course including care of disorders, services and values and equality and rights. The focus of this unit is to consolidate prior knowledge and enable learners to make links between factors in relation to the impact of health of individuals who may access health and social care provision. Teacher input for approximately half of the time for this unit will consolidate knowledge and provide learners with the strategies to link theory to practice in the sector. This may be based on a range of case studies for which learners can make links to prior learning.

LO1 When defining health, topics covered will include WHO and Maslow's hierarchy of needs. The effects of a healthy lifestyle will cover the physical, intellectual, emotional and social benefits. In contrast, work on an unhealthy lifestyle will focus on the negative, physical, intellectual, emotional and social effects.

LO2 Assessment of health will consider gaining consent, fitness step test, BP, pulse, O2 saturations and the compilation of health questionnaires (e.g. what to include, legislation, confidentiality, health and safety when recording measurements). Identification of areas for potential improvement could include diet, exercise, home/work environment, smoking and sleep. SMART targets should cover short and long term goals. Barriers to improvement might include motivation, financial, peer and media influence. Learners will develop a portfolio for health improvement implementation.

LO3 Methods for monitoring will include checking progress, recording measurements, and adapting targets. When reviewing the impact of support provided; ease of access, influence on the individual, and local provision should be considered. Guest speakers could be involved to provide sector insight and identify provision of support available. Learners will be encouraged to contact local

providers to research services available. Part of the teaching time must be spent preparing learners for exam-based assessment and should encompass relevant skills. Teaching time should also be spent providing support in developing individual health questionnaires and practical skills in assessment of health needs. Learners will be encouraged to reflect on their own skills and to link subjects covered to vocationally relevant areas.

Unit 3 Meeting Individual Needs in Health and Social Care

Unit summary	This unit will encompass knowledge gained throughout the course to enable learners to understand, plan and deliver care to meet the needs of individuals. Using a combination of theoretical models and practical activities learners will be able to demonstrate overall progress.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will: describe the skills required to meet individual needs in a health and social care setting.

The learner must know about:

- Relevant legislation and codes of practice
- Holistic care: physical, intellectual, emotional and social needs
- Maslow's Hierarchy of needs
- Communication skills
- Assessing needs and planning care delivery

Learning outcome 2

The learner will: carry out care to meet the needs of an individual in a health and social care setting.

The learner must demonstrate:

- Appropriate communication skills: verbal, non-verbal, written
- Care value base
- Compliance with legislation, policy and procedure.
- Correct use of documentation

Learning outcome 3

The learner will: reflect on the skills required to meet individual needs in a health and social care setting.

The learner must consider:

- Reflective cycle: self-assessment
- Analysis: assessment of effectiveness in meeting individual needs
- Recommendations for improved practice

Grading descriptors

Pass:

LO1: Learners identify some of the legislation, codes of practice and aspects of care relevant to meeting individual needs. Learners state some effective methods of communication including some appropriate adaptations to meet individual needs.

LO2: Learners correctly identify some client needs based on records provided and complete client notes. Learners communicate effectively with a client to establish care required. Learners select and use some appropriate methods to deliver care and correctly use equipment/ materials.

LO3: Learners begin to consider their own role in relation to meeting individual needs. Learners identify some aspects of what was effective and what was not. Learners state two basic ways to improve the outcome/process.

Merit:

LO1: Learners identify most of the legislation, codes of practice and aspects of care relevant to meeting individual needs. Learners describe effective methods of communication including appropriate adaptations to meet individual needs.

LO2: Learners correctly identify client needs based on records provided and complete client notes. Learners communicate effectively with a client to establish care required. Learners select and use appropriate methods to deliver care and correctly use equipment/ materials.

LO3: Learners consider their own role in relation to meeting individual needs and assess their effectiveness. Learners identify a range of aspects relating to what was effective and what was not. They state two advanced ways to improve the outcome/process

Distinction:

LO1: Learners discuss the legislation, codes of practice and aspects of care relevant to meeting individual needs. Learners discuss effective methods of communication including appropriate adaptations to meet individual needs.

LO2: Learners correctly identify client needs based on records provided and complete client notes. Learners communicate confidently and effectively with a client to establish care required. Learners select, use and justify appropriate methods to deliver care and correctly use equipment/ materials.

LO3: Learners consider their own role in relation to meeting individual needs and assess their effectiveness. Learners discuss a range of aspects relating to what was effective and what was not. They state two advanced ways to improve the outcome/ process with explanation of their idea

Assessment Evidence

The assessment for this outcome consists of:

LO1+LO2+LO3: Learners will produce a written response that discusses the legislation, communication and professionals involved in meeting individual needs.

Learners will take part in a role-play demonstration of skills in a fully equipped skills environment with an individual. Learners will demonstrate effective, person-centred care delivery and appropriate use of equipment/ resources. Learners will also produce client notes which include risk assessment and care plan.

Learners review what methods are effective and which are not, drawing examples from their own experience in the role-play scenario. Learners will reflect on their own performance of skills using a recognised model (Gibbs)

Types of evidence

LO1+LO2+LO3: Portfolio to include: Written report, reflective journal, observation record and client notes.

Delivery guidance

Aspects of all elements of care and relevant legislation/ record keeping will be covered in units across the course. The purpose of the unit is to consolidate knowledge and provide learners with the skills to link physiological problems with the care management available/ required. Focus should be on practical application and it would benefit learners to have access to a skills room/ specific equipment (which may need to be accessed off campus) to develop confidence prior to assessment of LO2. Relevant legislation and codes of practice might include data protection, health and safety at work (COSHH, RIDDOR) manual handling, equality, codes of conduct, and workplace policies. Care planning should cover activities of daily living, models, templates, and record keeping. Assessing needs and planning care delivery should consider medical history, baseline observations, activities of daily living, accurate recording of information, and holistic needs.

Learners should be aware of the care value base: safeguarding, dignity and respect, and person-centred care. They should be able to comply with legislation, policy and procedure: risk assessment, storage of records and substances, and care delivery. Clients for assessment should be appropriately qualified individuals (i.e. St John Ambulance members) who are able to role play conditions realistically. All persons playing client roles will have undertaken casualty simulation training and learners will be given a clear scenario prior to assessment, see example below. Emphasis also needs to be placed on correct completion of client records and accurate recording of information.

Example scenario: You are on an early shift in a residential home. Mr. Smith moved in 2 weeks ago and is settling in well. He needs some assistance to settle in his chair and have his breakfast before the nurse can bring his medication. He has no communication problems so can answer questions and make his own decisions. Your manager has asked you to go in and make sure Mr. Smith is ready for his medication which she will be bringing in 20 minutes.

Unit 4 Working in the Industry

Unit summary	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.
Guided learning hours	27 teaching hours and the equivalent of one working week in work placement or other structured professional development activity.
Level	2

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 Communication in Health and Social Care

Unit summary	This unit will give you the opportunity to investigate different forms of communication and how they are used effectively both within teams of health and social care professionals and with vulnerable individuals. Good communication is vital and underpins effective working in the sector. This will equip you with the appropriate skill set to use in health and social care settings.
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Guided learning hours	48 hours
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Level	2
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Learning outcome 1

The learner will: Outline different forms of effective communication.

The learner must know about:

- Verbal and non-verbal communication, use of appropriate language and active listening skills
- Alternative methods of communication and individual needs requiring adapted communication
- Professional communication and confidentiality in health and social care settings
- Interacting with other professionals e.g. managers, GPs and, social workers.

Learning outcome 2

The learner will: Demonstrate effective communication skills.

The learner must demonstrate:

- Effective application of appropriate communication in a health and social care setting
- Appropriate communication with professionals: spoken and written
- Active listening
- Ability to review their interactions: identifying strengths/weaknesses and recommending improvements.

Learning outcome 3

The learner will: Analyse the barriers to communication in a health and social care setting.

The learner must consider:

- Types of barriers
- Methods to overcome barriers
- Benefits of removal of barriers.

Grading descriptors

<p style="text-align: center;">Pass:</p>	<p>LO1: Learners identify all factors of effective communication. Learners give examples relevant to health and social care.</p> <p>LO2: Learners select and apply most of the appropriate skills required for effective communication in both group and 1:1 interactions with client/s and professionals. Learners display some understanding of the skills in practice. Learners begin to review the effectiveness of their interactions and begin to make recommendations for improvement.</p> <p>LO3: Learners assess some of the barriers to communication in relation to an individual. Learners discuss some of the ways to overcome barriers. Learners review some of the benefits of removing barriers and the impact on the individual and begin to analyse their effectiveness. Learners make some recommendations and draw some conclusions.</p>
<p style="text-align: center;">Merit:</p>	<p>LO1: Learners identify all factors of effective communication. They give examples relevant to health and social care which demonstrate effective use of all communication methods and draw some conclusions as to the most beneficial methods for the individual</p> <p>LO2: Learners select and apply all of the skills required for effective communication in both group and 1:1 interactions with client/s and professionals. Learners demonstrate secure understanding of the skills in practice. Learners critically review the effectiveness of their interactions and make relevant recommendations for improvement.</p> <p>LO3: Learners assess most of the barriers to communication in relation to an individual. Learners discuss most of the ways to overcome barriers. Learners review the benefits of removing barriers and the impact on the individual and analyse their effectiveness. Learners make some recommendations and draw justified conclusions</p> <p>LO1: Outline different forms of effective communication.</p>
<p style="text-align: center;">Distinction:</p>	<p>LO1: Learners identify all factors of effective communication. Learners give examples relevant to health and social care which demonstrate effective use of all communication methods and draw justified conclusions as to the most beneficial methods for the individual.</p> <p>LO2: Learners select and apply all of the skills required for effective communication in both group and 1:1 interactions with client/s and professionals. Learners demonstrate comprehensive understanding of the skills in practice. Learners critically review the effectiveness of their interactions and make detailed, justified recommendations for improvement.</p> <p>LO3: Learners assess all of the barriers to communication in relation to an individual. Learners discuss all of the ways to overcome barriers. Learners review the benefits of removing barriers and the impact on the individual and critically analyse their effectiveness. Learners make some recommendations and draw detailed conclusions.</p>

Assessment Evidence

The assessment for this outcome consists of:

LO1+LO2+LO3: Learners will provide a written report that includes explanations of key points and gives examples in relation to all aspects of effective communication; verbal, non-verbal, alternative and professional. The report will assess the barriers to communication and the impact these have in relation to specific individuals and will include analysis of the benefits of removal of barriers and recommendations of methods to overcome them.

Learners will demonstrate both group and 1:1 interactions in a healthcare setting and complete interaction sheets and a written reflection based on these. The reflective account will include a description of the interaction and identify individual strength and weaknesses, suggesting potential improvements

Types of evidence

LO1+LO2+LO3: Written report, group interaction sheet, 1:1 interaction sheet, reflective account.

Delivery guidance

Teacher input will be approximately 80% to encompass time for individual assessment of learners in practice setting. The unit provides the opportunity to engage learners in a range of role play class-based activities which will benefit them in their preparation for work placement. Teaching should include case studies to enable learners to recognise the practical application of communication skills in health settings and introduce best practice role models.

Alternative methods of communication might include sign language, BSL, braille, pictures, use of interpreters, translators, advocates, technological aids, Makaton, and PECS. Different individual needs requiring adapted communication might include sensory impairment, learning disabilities, dementia, physical impairment, and autism. Professional communication in health and social care settings should cover record keeping and report writing. Learners should be aware of confidentiality in terms of data protection, safe storage and appropriate use of information.

If learners are unable to complete interactions in the setting a role-play must be carried out and observed in a realistic environment. Learners should develop their skills in reflective practice. When analysing the barriers to communication, learners should be aware of types of barriers: environmental, physical impairment, language, social and emotional. They should recognise the impact of these barriers such as poor access to services, lack of understanding, failure to adhere to treatment, and fear of accessing services. When exploring methods to overcome barriers they should consider adaptations to environment, effective communication, individual needs and/or preferences and the use of preferred methods of communication. The benefits of removal of barriers include increased access to services, improved quality of care delivery and a reduction of distress.

Unit 6 Services and Values in Health and Social Care

Unit summary	This unit will allow you to investigate the range of health care provision available in Jersey and understand how services support individuals. Health and social care values underpin all good practice within the sector. This unit will provide you with the opportunity to explore these values and understand how to demonstrate them in practice in a variety of settings.
Guided learning hours	48 hours
Level	2
Learning outcome 1	
The learner will: Define local service provision in health and social care.	
The learner must know about:	
<ul style="list-style-type: none"> • Primary, secondary services and tertiary services. • Informal care provision: family, friends, voluntary/ support groups • Differences in types of local provision • Regulation of services: Health and Social Care Act, Public Health Department. 	
Learning outcome 2	
The learner will: Apply care values to meet individual needs.	
The learner must demonstrate:	
Knowledge and application of care values including:	
<ul style="list-style-type: none"> • Confidentiality, privacy and respect; use of preferred terms, empathy • Safeguarding; legislation and codes of practice including COSHH, infection control, environment, client, DBS, self by training and in work environment • Person-centred care; choice/independence, risk management, individual needs • Duty of care; responsibility to client, professional bodies (NMC/HSCC), agreed ways of working, policy and procedure, reporting concerns. 	
Learning outcome 3	
The learner will: Consider the effectiveness of application of care values in meeting individual needs.	
The learner must consider:	
<ul style="list-style-type: none"> • Effectiveness of the use of care values in meeting individual needs (physical benefits - treatment delivery, clients safeguarded, effective working relationships, safe practice, independence for client) • Ways to improve care value delivery (adapting to meet individual needs, promoting choice, using appropriate language, risk assessment, partnership working) 	

Grading descriptors

Pass:	<p>LO1: Learners identify one service for each of the four sectors and provide some information on services available. Learners state the different types of provision giving some examples. Learners demonstrate awareness of the regulation of services in some types of provision.</p> <p>LO2: Learners develop knowledge of skills in applying most care values and identify these in relation to health and social care settings. Learners select appropriate actions and can identify how these demonstrate most values.</p> <p>LO3: Learners identify some aspects of what went well/ not so well during the demonstration of values. Learners consider the effectiveness of some care values and begin to review some of the ways these meet individual needs. Learners describe some of the ways to improve care value delivery.</p>
Merit:	<p>LO1: Learners identify one service for each of the four sectors and provide detailed information on services available. Learners explain the different types of provision giving detailed examples. Learners secure understanding of the regulation of services in some types of provision.</p> <p>LO2: Learners develop knowledge of skills in applying most care values and identify these in relation to health and social care settings. Learners select appropriate actions and can describe how these demonstrate most values.</p> <p>LO3: Learners examine aspects of what went well/ not so well during the demonstration of values. Learners analyse the effectiveness of care values and some of the ways these meet individual needs. Learners review some of the ways to improve care value delivery and the impact upon individuals.</p>
Distinction:	<p>LO1: Learners identify one service for each of the four sectors and analyse the services available. Learners examine the different types of provision giving ample examples. Learners demonstrate comprehensive understanding of the regulation of services in all types of provision.</p> <p>LO2: Learners develop detailed knowledge of skills in applying most care values and identify these in relation to health and social care settings. Learners select a range of appropriate actions and can describe how these demonstrate most values</p> <p>LO3: Learners review aspects of what went well/ not so well during the demonstration of values. Learners critically analyse the effectiveness of all care values and review the ways these meet individual needs. Learners assess ways to improve care value delivery and the impact upon individuals.</p>

Assessment Evidence

The assessment for this outcome consists of:

LO1: Learners will produce an information booklet. They will need to select and research one service from each sector (primary, secondary, tertiary, informal). Learners will need to include relevant information regarding professionals involved, cost, location, availability/ accessibility of chosen services and regulatory bodies.

LO2+LO3: Learners will demonstrate care value skills in a reflective diary template based on the experience. Learners will write a review based on case studies, analysing the effectiveness of care values and ways to improve delivery of these. **Types of evidence**

LO1: Information booklet

LO2+LO3: Reflective diary and written review.

Delivery guidance

This unit will develop learners' understanding of the structure of health and social care services locally. Teaching time will be spent ensuring learners can link services to the relevant types of provision. It would be beneficial to invite guest speakers from different sectors to explain their roles. This would give context to learners and may be inspirational in terms of career choices. Whilst the unit focus is on local provision teachers should identify how these differ from national/ international care to provide comparison. Teachers should also address the impact of national and local legislation and help learners identify how these affect care provided.

Primary services should include GP, dentist, midwife, and ambulance. Secondary services should cover hospital, social workers, and counsellors and tertiary services - hospice, nursing homes, specialist care units - rehabilitation, oncology, and learning disabilities. Differences in types of local provision should cover statutory, private and charity care.

The focus for teaching LO2/3 is the ability to apply and demonstrate the care values. The values are desirable qualities in any individual but are essential in care professionals. Class- based time should focus on practical exercises that enable learners to consider how values are best applied in the work setting. Certain values, e.g. safeguarding/ duty of care may raise emotive issues for some learners and teaching needs to take consideration of this. Teaching must also explain the relevant legislation in relation to values. Case studies should be used to link theory to practice and ample preparation time given in class to practice elements of care delivery, e.g. assisting to eat/drink, assisting with an activity. The assessment for this unit will be undertaken during work placement and observed by a tutor/ work placement assessor with the learner being observed assisting the client. Teachers must set clear ground rules for conduct during class based practise and ensure the same level of observation and environment are used for all learners with reasonable adjustments made to meet individual learners' needs. Teachers should encourage learners to use reflection on their activity as a basis for fully assessing the impact of care values.

Unit 7 Care of Disorders

Unit summary

This unit will allow you to investigate common disorders related to the body systems, their effect on the body, signs and symptoms, causes and treatment including the possible effects on the individual. You will also apply understanding to explore care pathways experienced by individuals.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the disorders of the major body systems.

The learner must know about:

- The effect of disorders on primary body system and other body systems
- Possible causes/ influences including inherited traits, lifestyle and environment
- Signs and symptoms and treatments available

Learning outcome 2

The learner will: Identify the processes of monitoring disorders in individuals and demonstrate associated skills.

The learner must demonstrate:

- An understanding of the care pathway
- Skills in recording: medical history and making baseline observations
- Skills in the diagnostic process.

Learning outcome 3

The learner will: Review the impact of the disorders and their treatments on individuals

The learner must consider:

- How disorders affect individuals in relation to PIES (physical, intellectual, emotional, social)
- The impact of treatment on individuals, both negative and positive
- Barriers to accessing treatment: cost, location, language, age, lifestyle, religion, fear
- How to remove barriers.

Grading descriptors

Pass:	<p>LO1: Learners describe the signs/symptoms, possible causes and treatment for one disorder for most body systems. Learners correctly apply some medical terminology and demonstrate awareness of the influences in developing disorders.</p> <p>LO2: Learners develop skills in recording baseline observations and demonstrate these on an individual. Learners select appropriate diagnostic process for three chosen disorders and identify most of the steps involved.</p> <p>LO3: Learners review the impact of living with disorders on three individuals with different conditions in relation to PIES. Learners consider at least three positive and negative effects of treatment for each. Learners begin to assess barriers to treatment, state two basic ways to remove these and reflect on how this improves the outcome for the individual.</p>
Merit:	<p>LO1: Learners describe the signs/symptoms, possible causes and treatment for one disorder for most body systems. Learners correctly apply some medical terminology and demonstrate understanding of the influences in developing disorders.</p> <p>LO2: Learners develop skills in recording baseline observations and demonstrate these on an individual. Learners select appropriate diagnostic process for three chosen disorders and explain all of the steps involved.</p> <p>LO3: Learners review the impact of living with disorders on three individuals with different conditions in relation to PIES. Learners consider at least three positive and negative effects of treatment for each. Learners correctly assess barriers to treatment, discuss in some detail two ways to remove these and reflect on and begin to justify how this improves the outcome for the individual.</p>
Distinction:	<p>LO1: Learners describe the signs/symptoms, possible causes and treatment for one disorder for all body systems. Learners consistently and correctly apply a range of medical terminology and explain the influences in developing disorders.</p> <p>LO2: Learners develop skills in recording baseline observations and demonstrate these on an individual. Learners select appropriate diagnostic process for three chosen disorders and examine all of the steps involved.</p> <p>LO3: Learners review in detail the impact of living with disorders on three individuals with different conditions in relation to PIES. Learners consider at least three positive and negative effects of treatment for each. Learners accurately assess barriers to treatment, discuss in detail two ways to remove these and reflect on and fully justify how this improves the outcome for the individual.</p>

Assessment Evidence

The assessment for this unit consists of:

LO1: Learners will need to choose, collate and research elements to produce an A3 table of information. Learners will need to include relevant information for a minimum of 6 of the 8 given systems and choose one disorder for each system covered.

LO2+LO3: Learners will demonstrate skills in recording baseline observations (pulse, temp, BP, respirations, medical history) and demonstrate these in observed role-play. Learners will select three individuals from a range of case studies and consider the diagnostic pathway for each, including identifying possible treatment and assessing the effect of treatment in terms of positive and negative impact. Learners will also assess barriers and make suggestions for ways these can be overcome identifying the benefit to the individuals.

Types of evidence

LO1: An information table

LO2+LO3: Observation statement, written report.

Delivery guidance

This unit will develop learners' understanding of health and illness. The unit should be delivered after the Human Body unit to enable fuller understanding of the disease process. Around a third of the time for this unit requires teacher input to provide learners with information and resources that will form the basis of assessment for LO1. Systems covered might include circulatory, respiratory, nervous, digestive, renal, endocrine, reproductive and musculoskeletal. For LO2, learners should be aware of the care pathway including: initial symptoms, informal/formal investigation, and the pharmacist-GP-Specialist- Therapist referral process. Their skills in recording medical history should cover MMSE and baseline observations (temperature, pulse, respirations, blood pressure and oxygen saturations in relation to normal values) They should be able to investigate other measurements in relation to specific disorders including which professional performs them in what setting; blood tests, BMI, peak flow, clinical investigations, scans, x-ray, and neurological assessment.

For LO3, when considering the impact of the disorder and of treatment, they should consider side effects, loss of income, family dynamics, change of environment, improved symptoms, relief of pain, regained independence and lifestyle improvements. How to remove barriers might include treatment overseas, medical insurance, legislation, and methods to reduce anxiety.

Learners may have had personal experience of some of the disorders and, where appropriate, be encouraged to share this. Delivery should be sensitive to learners' circumstances. Information delivered and sources of information should be based on current practice and research. Teaching should include sufficient practical time to allow learners to develop skills in recording observations. Clear rules should be set for the use of measuring equipment that should only be used under close supervision and following demonstration. Teachers could engage guest speakers based in diagnostic practice or visit a clinical setting where investigations are performed.

Unit 8 Equality, Diversity and Rights in Health and Social Care

Unit summary

Within our society it is important that all individuals have equal access to health and social care services and that their diverse needs and rights are addressed. This unit will allow you to explore the importance of non-discriminatory practice and how health and social care services can promote equality and diversity.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Know how equality and rights relate to health and social care settings.

The learner must know about:

- Keyword definitions relating to equality, rights and diversity.
- Types of discrimination: direct, indirect, positive
- Influence of codes of practice/ regulatory bodies on care delivery

Learning outcome 2

The learner will: Apply non-discriminatory practice to individuals in a health and social care setting.

The learner must demonstrate:

- Non-discriminatory practices.
- Rights of the individual in health and social care.
- Adaptations to services.

Learning outcome 3

The learner will: Review factors that affect equal access to care

The learner must consider:

- Personal characteristics
- How legislation supports non-discriminatory practice
- The effect of discrimination on individuals
- Benefits of adapting services.

Grading descriptors

<p style="text-align: center;">Pass:</p>	<p>LO1: Learners define keywords relevant to equality and state types of discrimination. Learners identify how they apply to health and social care acknowledging regulatory bodies and codes of practice. LO2: Learners link some non-discriminatory practices to specific individual service users. Learners explain some of the rights of the individual. Learners apply some adaptations to services to specific examples.</p> <p>LO3: Learners consider some characteristics of discrimination and state some ways legislation supports non-discriminatory practice. Learners review some effects of discrimination on individuals and make accurate conclusions on the benefits of adapting services.</p>
<p style="text-align: center;">Merit:</p>	<p>LO1: Learners define and explain keywords relevant to equality and identify the different types of discrimination. Learners describe how they apply to health and social care acknowledging regulatory bodies and codes of practice and giving examples from vocational settings. LO2: Learners link non-discriminatory practices to specific individual service users. Learners explain some of the rights of the individual, giving examples. Learners appropriately apply some adaptations to services to specific examples.</p> <p>LO3: Learners consider most characteristics of discrimination and state a range of ways legislation supports non-discriminatory practice. Learners review effects of discrimination on individuals and make appropriate and accurate conclusions on the benefits of adapting services.</p>
<p style="text-align: center;">Distinction:</p>	<p>LO1: Learners define and explain keywords relevant to equality and identify the different types of discrimination, giving relevant examples. Learners explain how they apply to health and social care acknowledging regulatory bodies and codes of practice giving examples from vocational settings. LO2: Learners review non-discriminatory practices to specific individual service users. Learners explain some of the rights of the individual, giving examples. Learners appropriately apply and justify some adaptations to services to specific examples.</p> <p>LO3: Learners consider all characteristics of discrimination and explain a range of ways legislation supports non-discriminatory practice. Learners critically review effects of discrimination on individuals and make justified and accurate conclusions on the benefits of adapting services.</p>

Assessment Evidence

The assessment for this unit consists of:

LO1: The learner will research and prepare an information booklet that includes information on terminology, definitions of types of discrimination and considers codes of practice and regulatory bodies in relation to equality in care delivery.

LO2+LO3: The learner will prepare a presentation that considers characteristics of discrimination for a range of given case studies and explains ways legislation supports non-discriminatory practice. Learners will apply aspects of non-discriminatory practice for the individuals, giving examples of individual rights and recommending adaptations to services for the individuals.

Types of evidence

LO1: An information booklet

LO2++LO3: Copy of presentation uploaded in chosen format.

Delivery guidance

This unit introduces principles that are essential for professionals in health and social care to understand. Learners may have awareness of some individuals who have been discriminated against and these are a good starting point for encouraging discussion. Teachers must be mindful that these subjects may be challenging for some individuals to address. Learners should be made aware of keywords e.g. equality, diversity, discrimination, inclusion, prejudice, stereotyping, and labelling. They should know about relevant legislation: Equality Act 2010, Human Rights Act 1998, Mental Health Act 2007, Discrimination (Jersey) Law 2013, Data Protection (Jersey) Law 2005. Codes of practice/ regulatory bodies should include NMC, HCPC, policies and procedures. For LO2 they should be aware of non-discriminatory practices such as adaptations to services, valuing diversity, fair treatment of all, support/advocacy, meeting workplace requirements and individual needs. They should be aware of the rights of the individual including independence, choices/ preferences, involvement in own care, safety, and dignity. They should know how to use appropriate forms of address/ language, any dietary requirements, and provision of personal care.

When reviewing factors affecting equal access, learners should consider personal characteristics e.g. age, sexual orientation, disability, gender, race, and belief.

They should know how legislation supports non-discriminatory practice by looking at care standards, employer/ employee responsibilities, litigation and deregistration, and safeguarding. They should be aware of the effects of discrimination e.g. loss of self-esteem, depression/anxiety, reluctance to seek support, withdrawal, fear, and inability to work. Benefits of adapting services could include improvements to accessibility, individual needs, safety, and self-respect.

Teaching time will ensure that learners can access legislation and regulatory bodies online. Learners need to be able to link subject matter to health and social care. This can be delivered using a range of scenarios, case studies and reporting of real situations. Teaching time should include developing presentation skills and use of Smart Board technology and learners should be encouraged to use a variety of techniques to present their findings. Adequate classroom time also needs to be allowed for learners to perform presentations.

Unit 9 Creative and Therapeutic Activities in Health and Social Care

Unit summary

This unit will explore a range of creative and therapeutic activities used in health and social care settings and examine their benefit to individuals. You will have the opportunity to demonstrate your learning by carrying out a practical activity within a health and social care setting.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Identify creative and therapeutic activities in health and social care.

The learner must know about:

- The benefits of participation in creative and therapeutic activities in relation to aspects of PIES development.
- Appropriate settings for the activities.

Learning outcome 2

The learner will: Plan and carry out a creative or therapeutic activity which meets individual needs.

The learner must demonstrate:

- Application of relevant legislation.
- Assessment of risks involved in the planning and implementation: five steps to risk assessment, HSE
- Effective planning and implementation of a creative activity in a health and social care setting.

Learning outcome 3

The learner will: Reflect on the effectiveness of creative and therapeutic activities in meeting individual needs.

The learner must consider:

- The effectiveness of the planned activity, its strengths and weaknesses
- Recommendations for improvement: time/ location, professionals involved, adaptations for individuals
- The roles of different professionals in supporting individuals during activities.

Grading descriptors

<p style="text-align: center;">Pass:</p>	<p>LO1: Learners identify some creative and therapeutic activities. Learners state the benefits of some activities in relation to PIES and give examples. Learners link some activities to relevant health and social care settings.</p> <p>LO2: Learners plan and implement an activity in a health and social care setting demonstrating some appropriate application of relevant legislation. Learners demonstrate some consideration of risks involved and relevant factors.</p> <p>LO3: Learners describe the activity involved and identify some aspects of what went well/ not so well. Learners make some recommendations for future activities. Learners draw some conclusions regarding the role of some professionals in delivering creative and therapeutic activities.</p>
<p style="text-align: center;">Merit:</p>	<p>LO1: Learners describe a range of creative and therapeutic activities. Learners describe the benefits of a range of activities in relation to PIES and give vocationally relevant examples. Learners link a range of activities to relevant health and social care settings drawing some conclusions to their effectiveness.</p> <p>LO2: Learners plan and implement an activity in a health and social care setting demonstrating consistent appropriate application of relevant legislation. Learners demonstrate ability to review risks involved and relevant factors.</p> <p>LO3: Learners describe the activity involved and identify a range of aspects of what went well/ not so well. Learners make some recommendations for future activities. Learners review the role of a range of professionals in delivering creative and therapeutic activities.</p>
<p style="text-align: center;">Distinction:</p>	<p>LO1: Learners describe a comprehensive range of creative and therapeutic activities and draws comparisons. Learners describe the benefits of a range of activities in relation to PIES and give vocationally relevant examples. Learners link a range of activities to relevant health and social care settings drawing accurate conclusions to their effectiveness.</p> <p>LO2: Learners plan and implement an activity in a health and social care setting demonstrating consistent appropriate application of relevant legislation. Learners demonstrate ability to review risks involved and relevant factors and justify choices.</p> <p>LO3: Learners describe the activity involved and assess a range of aspects of what went well/ not so well. Learners make appropriate recommendations supported by research, for future activities. Learners review the role of a range of professionals in delivering creative and therapeutic activities.</p>

Assessment Evidence

The assessment for this unit consists of:

LO1+LO2+LO3: Learners will produce a table describing appropriate creative and therapeutic activities in health and social care settings and their benefits in relation to PIES. Learners will plan and carry out a supervised creative or therapeutic activity that meets individual needs using appropriate documentation. Learners will produce a PowerPoint presentation that reflects on their own experience and considers the role of different professionals they encountered in delivering activities, using case study examples.

Types of evidence

LO1+LO2+LO3: Portfolio to include: table of activities, planning sheet and observation testimony, PowerPoint presentation.

Delivery guidance

This unit is closely linked to the work placement experience and needs to be delivered to coincide with learners being in settings. Learners will need to understand a range of activities and their benefits and this unit provides an excellent opportunity for kinaesthetic learning through trying a range of the activities, e.g. bingo/ board games, an exercise class and the preparation of memory boxes. Teaching time should initially focus on learners understanding of the benefit of activities in relation to individuals receiving healthcare and case studies can be used to assist this. Examples might include arts and crafts, sport and exercise, performing arts, games and puzzles, gardening, and cookery. Therapies could include occupational therapy, physiotherapy, speech therapy, complementary therapies, and hypnotherapy. As learners need to perform an activity in their setting there should also be ample class- based time for them to lead activities with their peers. This will develop confidence and ensure they are familiar with the chosen resources.

Learners will be provided with templates for activity planning and witness testimony and these should be available as both paper and online-shared resources. They will need to negotiate with their settings and supervisors to establish the best time to carry out activities. They are likely to be on placement for a two-week block and it is recommended that learners spend the first week settling in and planning. Application of relevant legislation might include: HASAW Act, COSHH, RIDDOR, Equality Act, codes of practice and organisational policy. Learners should demonstrate effective planning considering relevant factors such as individual needs and level of ability, setting, potential benefit, resources, number of clients, and any help needed.

For LO3, the roles of different professionals supporting individuals during therapeutic activities might include: activity coordinator, aroma therapist, physiotherapist, occupational therapist, speech therapist, and health care assistant/ support worker. The support should be seen in terms of: planning and implementation of activities, support (physical/emotional), resources, and setting and adapting activities.

Unit 10 The Human Body

Unit summary

This unit will give you the opportunity to explore the structure and function of major systems of the body and how they work together to maintain the body as a whole. You will then apply this knowledge and demonstrate first aid skills to meet the needs of individuals in a range of scenarios.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: The learner will: Illustrate the structure and function of the major body systems.

The learner must know about:

- The organisation of the body; cells, tissues, organs, organ systems, coordination of systems to maintain optimum bodily function.
- The structure and function of the major body systems.

Learning outcome 2

The learner will: Demonstrate effective, safe and prompt first aid skills.

The learner must demonstrate:

- How to identify and manage the scene of an accident
- How to identify and manage a range of emergency health conditions
- How to make a call to the emergency services and complete relevant reports
- A knowledge of the relevant legislation that underpins first aid requirements.

Learning outcome 3

The learner will: Review their application of first aid skills.

The learner must consider:

- The influence of legislation on their actions including RIDDOR/ COSHH
- A range of conditions they treated during their first aid training and research the link to body systems.
- The importance of accurate and timely completion of records including, accident report forms.
- The management of casualties following an incident: prioritising, calling for help, treatment given, completion of documentation, reflection.

Grading descriptors

<p style="text-align: center;">Pass:</p>	<p>LO1: Learners identify the structure and describe the function of most of the body systems. Learners explain the organisation of the body and the coordination of most of the systems. Learners correctly apply some technical terms</p> <p>LO2: Learners will correctly perform CPR. Learners will correctly treat an injury. Learners will correctly answer examiners questions to achieve first aid certification.</p> <p>LO3: Learners review the impact of at least five conditions they treated in relation to body systems. Learners consider the influence of legislation on their actions. Learners identify a range of strengths and weaknesses with supporting evidence to justify the management of casualties.</p>
<p style="text-align: center;">Merit:</p>	<p>LO1: Learners identify the structure and describe the function of all of the body systems. Learners explain the organisation of the body and the coordination of all of the systems in detail. Learners correctly apply a range of technical terms</p> <p>LO2: Learners will show consistent application of technical skills in responding to a first aid incident. Learners will correctly perform CPR. Learners will correctly treat an injury. Learners will correctly answer examiners questions to achieve first aid certification.</p> <p>LO3: Learners review the impact of at all conditions they treated in relation to body systems. Learners consider the influence of legislation on their actions. Learners identify a range of strengths and weaknesses with supporting evidence to justify the management of casualties and reflect on the impact and overall outcome.</p>
<p style="text-align: center;">Distinction:</p>	<p>LO1: Learners describe the structure and explain the function of all of the body systems. Learners review the organisation of the body and the coordination of all of the systems in detail. Learners consistently and correctly apply a range of technical terms</p> <p>LO2: Learners will show consistent, effective application of technical skills in responding to a first aid incident. Learners will correctly perform CPR. Learners will correctly treat an injury. Learners will correctly answer examiners questions to achieve first aid certification.</p> <p>LO3: Learners review the impact of all conditions they treated in relation to body systems. Learners consider the influence of legislation on their actions. Learners identify a range of strengths and weaknesses with supporting evidence to justify the management of casualties and critically reflect on the impact and overall outcome making recommendations for improvement.</p>

Assessment Evidence

The assessment for this unit consists of:

LO1: Learners produce an A3 poster that includes annotated diagrams identifying structure of major body systems that should be hand drawn/ written. They will also research the function of the body systems and produce a factsheet that outlines these and includes the organisation of the body and coordination of systems.

LO2+LO3: Learners will attend a minimum of 6 hours training and successfully complete assessment involving demonstration of appropriate first aid skills.

Learners will write a review of their actions during the practical assessment that includes identification of strengths/ weaknesses and justification for actions with recommendations for improvements. Learners will identify a range of conditions they treated during their first aid training and consider the link to body systems.

Types of evidence

LO1: A3 Poster: Factsheet

LO2+LO3: First Aid booklet and certificate, written review.

Delivery guidance

This unit will introduce learners to the anatomy and physiology of the human body. They will learn about the organisation of the body and the structure and function of a range from the major body systems e.g. the circulatory, respiratory, digestive, nervous, endocrine, immune, reproductive and musculoskeletal systems. The majority of the teaching time for LO1 should focus on embedding basic knowledge using a range of resources, both theoretical and practical. Learners should be encouraged to practise anatomical drawings, as this is a useful tool for explaining conditions to clients in the vocational setting.

For LO2 when learning how to identify and manage the scene of an accident, this will include prioritising casualties, managing an unconscious casualty, maintaining an airway and performing effective CPR. Other emergency health conditions might include choking, asthma, external bleeding, diabetes and seizures. They will learn how to identify and treat shock, heart conditions, burns and scalds, and fractures.

The first aid will be delivered by an accredited trainer and this element is an excellent way to link anatomy and physiology to illness and disease. It will help learners contextualise the importance of recognising signs and symptoms and delivering appropriate and timely care. Learners have the added benefit of receiving a stand-alone certificated qualification for this element which will aide them in work placement and benefit them in terms of future employment.

The delivery of LO3 should include introduction of legislation that underpins practice in health and social care. Teachers will need to use a range of scenarios/ case studies here. The critical incident scenario should be carried out in a suitable environment with all learners being given equal opportunity to take part. A range of class-based reflective exercises can be used to develop skills in self-assessment with appropriate frameworks and resources.

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.)

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

Appendix II Candidate Appeal Form



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

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

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


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

Appendix III Assessment Brief Template

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

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

Appendix IV Assessment Brief Internal Verification Template

	Progression Qualification in Subject name here	
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VERIFICATION OF ASSESSMENT

JPQ Title	
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Unit No. / Title	
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Assessor		Internal Verifier	
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Assessment No.		Lead Verifier	
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Verifier Checklist	Comments
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Are accurate qualification details shown?	Y/N	
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Are accurate unit details shown?	Y/N	
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Are clear deadlines for assessment given?	Y/N	
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Is the timescale for the assessment appropriate?	Y/N	
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What are the Learning Outcomes being assessed?	
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Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
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Are the appropriate English and maths skills identified on the assessment?	Y/N	
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Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
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Is the language and presentation used accessible to most learners?	Y/N	
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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	
Overall, is the assignment fit for purpose?	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		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date
Agreed remedial action required/taken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date

Appendix V Internal Verification Template for Assessment Decisions

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

VERIFIER CHECKLIST		Please give reasons for responses including evidence of judgements and good practice.
Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)	Y/N	
Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)	Y/N	
Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)	Y/N	
Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)	Y/N	
Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)	Y/N	
Does the feedback from the assessor confirm achievement?	Y/N	
Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)	Y/N	
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)	Y/N	

Any actions required must be reviewed across the whole cohort.

Action Required	Target Date for Completion

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.

Verifier signature		Date	
Assessor signature		Date	
Lead Verifier signature (if appropriate)		Date	