



Jersey Progression Award



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Highlands
College

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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, after the introduction of the Jersey Progression Qualification, this has reduced significantly to less than 5% of full-time students on Level 1/entry courses.

The success of the Jersey Progression Qualification at post-16 has provided sufficient evidence that a Jersey Progression Award should be developed for use at Key Stage 4. The Jersey Progression Award is benchmarked at Level 2 and contains 120 guided learning hours.

The primary purpose of the **Jersey Progression Award** is to enable young people aged 14-16 to develop the knowledge and skills in a technical subject as part of their overall Key Stage 4 curriculum in years 10 and 11. The qualification will provide pupils with sufficient introductory knowledge and skills in a technical subject that will enable them to progress to the industry-standard qualifications in a technical, professional or academic subject area.

The Jersey Progression Award has been developed with the support of the Government of Jersey Department for Children, Young People, Education and Skills and the 11-16 secondary schools 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.

About this qualification

The Level 2 Jersey Progression Award is regulated by the Government of Jersey Department for Children, Young People, Education and Skills and accredited by the NCFE awarding body.

- The Jersey Progression Award is benchmarked at Level 2 and contains 120 guided learning hours.

The Jersey Progression Award is offered in four subject lines which are in:

- 1) Automotive Studies
- 2) Building Services and Trades
- 3) Culinary Skills and Restaurant Service
- 4) Hair and Beauty

Qualification purpose

The Jersey Progression Award 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 a specified subject area as well as gain and interpret knowledge of that subject area. It will provide 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 their course, learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- 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 Award is designed so that learners can improve their level of general education 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.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for learners progressing from Key Stage 3 to Key Stage 4 who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. In most cases this qualification will form part of the overall curriculum for a Key Stage 4 learner.

Qualification structure

The Jersey Progression Award is a standalone four-unit qualification. The sequencing of units is at the discretion of the course team, but the synoptic unit (Unit 1) should normally be taught and assessed following the teaching and assessment of the other three units.

The content and assessment of a unit is designed to be covered in 30 guided hours. **The Jersey Progression Award**, structured around four units, requires **120 guided hours** of teaching and assessment. There is an assumption that a further **80 hours of learning** will take place in addition to the 120 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing.

JERSEY PROGRESSION AWARD STRUCTURE		
Unit 1	30 hours	Externally Assessed
Unit 2	30 hours	Internally Assessed and Verified
Unit 3	30 hours	Internally Assessed and Verified
Unit 4	30 hours	Internally Assessed and Verified
Total	120 hours	25% external assessment and 75% internal assessment

The external assessment will take the form of a timed practical task that will be set and assessed by an industry specialist appointed, trained and supported by Highlands College.

The internal assessment will take the form of tutor set assignments that will be internally marked and internally verified. A sample of both internally and externally assessed work will be internally verified by a college appointed Lead Internal Verifier.

NCFE will quality assure the assessment process through the sampling of assessed work by an External Verifier.

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

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

To be awarded **the Level 2 Jersey Progression Award**, learners are required to successfully complete **all four 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.

Grading

The Jersey Progression Award is a graded qualification. 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 Award. 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 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 Award** at unit level and these are converted to **one** overall grade for the four units that contribute to the award of this qualification.

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

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.

Overall unit grade

The overall unit grade is determined by the highest average grade across the learning outcomes.

Qualification grading

The final grade for the qualification is based on the unit grades:

Pass (P), Merit (M), and Distinction (D).

The final overall grade for the Jersey Progression Award 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 Award.

All four units are equally weighted, so the overall grade is arrived at by re-ordering the units to follow the A, B, C, D unit pattern outlined below.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances and to consider any candidates that are borderline between Not Yet Achieved and Pass (NYA/P), Pass and Merit (P/M), and Merit and Distinction (M/D).

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

Unit A	Unit B	Unit C	Unit D	Final overall grade
P	P	P	P	P
P	P	P	M	P
P	P	M	M	P
P	P	P	D	P
P	M	M	M	M
P	P	M	D	M
P	M	M	D	M
M	M	M	D	M
P	P	D	D	M
P	M	D	D	M
P	D	D	D	M
P	M	M	M	M
M	M	M	M	M
M	M	D	D	D
M	D	D	D	D
D	D	D	D	D*
<p>The grade combinations outlined in red are on the borderline between P/M and M/D and should be reviewed at the awarding stage.</p>				

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 Award** 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 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
- Online assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

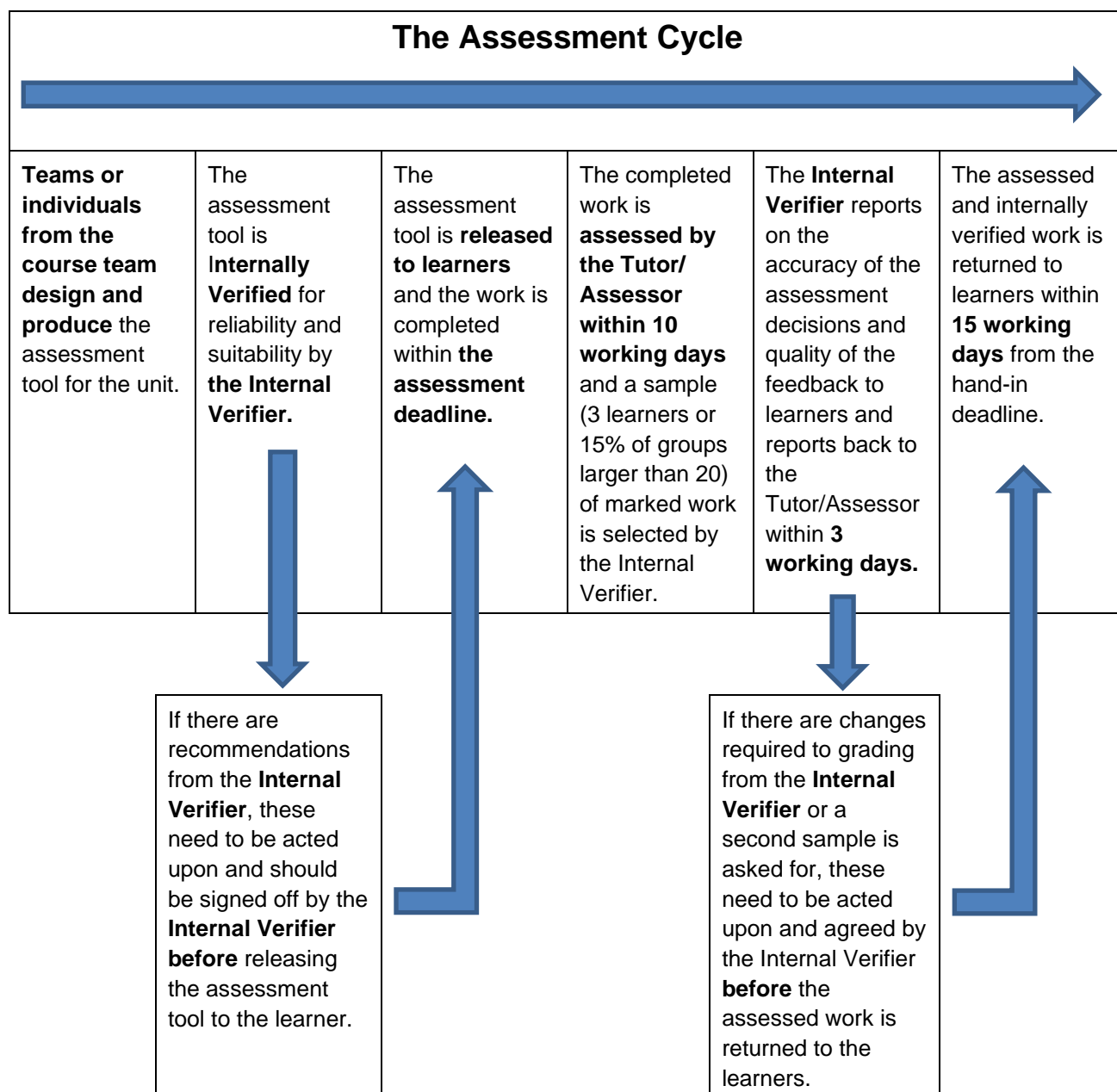
Course-based assessment

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 each learning outcome but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst the prescribed 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 the conditions of accreditation have been met.

Awarding

An annual **Award Board** is held in late June/early July once all 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 Award.

Agenda for the awarding meeting for the Jersey Progression Award

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**¹ to awarding.
4. Consideration of any appeals.
5. Decisions regarding individual appeals documented and implemented **prior** to awarding.
6. 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.
7. Review of grade boundaries:
 - a. **For the Jersey Progression Award:** All candidates with grades **PPMM and PPPD** (which equate to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that 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**.
 - b. **For the Jersey Progression Award:** All candidates with grades **PDDD** (which equate to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that the unit graded Pass is securely assessed. If the unit graded at Pass is close to the Pass/Merit boundary, this work may be recommended for re-assessment. If the unit is re-assessed at Merit, the overall grade to be awarded at **Distinction**.
8. Confirmation of the award of The Jersey Progression Award.
9. Summary of actions from the meeting.
10. AOB.

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

¹ 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 item 6.

Assessment regulations

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

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

Following formative assessment and feedback, learners are able to:

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

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

Reassessment

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

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

Extenuating circumstances

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

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

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

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

Compensation

To be awarded the Jersey Progression Award it is expected that the learner achieves all four units. However, it may be possible to award **compensation** for one incomplete unit in the Award if there are valid extenuating circumstances. This equates to a maximum of 25% compensation for the 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.
- 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 Award

Unit No.	Unit Title
1	Working to a brief in a vocational area
2	Using tools and equipment in a vocational area
3	Effective planning to carry out tasks in a vocational area
4	Skills, qualities and attitudes in a vocational area

Unit 1: Working to a brief in a vocational area

Unit summary	The aim of this unit is to enable the candidate to demonstrate knowledge and understanding of the skills required when planning and producing a project in a vocational area.
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Guided learning hours	30 hours
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Level	2
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This unit is externally assessed.

Learning outcome 1

The learner will:
Be able to apply the key aspects relating to planning and completing a vocational project.

- The learner must know about:**
- The stages involved in a vocational project.
 - The resources involved in planning and completing a vocational project.
 - The health and safety requirements and implications when planning and completing a vocational project.

Learning outcome 2

The learner will:
Be able to safely apply a range of processes involved when completing a vocational project.

- The learner must demonstrate:**
- The correct selection of components (materials and resources) required to carry out a vocational project.
 - The ability to use a range of technical skills to carry out a vocational project.
 - Safe working practices when completing a vocational project.

Grading descriptors

Pass:	<p>LO1: The learner will produce supporting documentation/evidence which is relevant to planning and completing a vocational project.</p> <p>LO2: The learner will complete a project by selecting and using some appropriate technical skills, processes, equipment and materials in a safe manner.</p>
Merit:	<p>LO1: The learner will provide a range of relevant documentation required when planning and completing a vocational project.</p> <p>LO2: The learner will complete a project by selecting and using mostly appropriate technical skills, processes, equipment and materials in a safe manner.</p>
Distinction:	<p>LO1: The learner will provide a wide range of relevant documentation required when planning and completing a vocational project.</p> <p>LO2: The candidate will complete a project by consistently selecting and using appropriate technical skills, processes, equipment and materials in a safe manner.</p>

Assessment: External

The assessment for this unit consists of:

LO1

The learners will work from a design brief and will be tasked with providing a range of supporting documentation that would evidence effective planning for the completion of a vocational project.

LO2

The learners will complete a project in a vocational context under controlled conditions.

Types of evidence

The evidence for assessment this unit could include:

LO1

Story board, material list, record of work, planned schedule, event booking, risk assessments, list of hazards, list of components, presentation, time plan, photographic evidence, workbook, witness statement, portfolio, assignment, blogs, discussion, site evidence, employer or customer feedback.

LO2

Observation of performance and end product by a vocational external expert.

Delivery guidance

The learners will be expected to draw on the knowledge and skills developed during previous units and apply them when preparing and completing a vocational project.

Prior to the assessment, time will be spent in the classroom, explaining the purpose of a comprehensive design brief and how information is extracted from one to aid the identification of materials, equipment and components required to safely complete the project.

Learners can familiarise themselves with the terminology used in their vocational context using existing briefs and accessing suppliers' websites, etc., to identify likely materials and components, work schedules and safety issues.

The learners will be encouraged to practice their technical skills in order to ensure the project is carried out to required tolerances and expected standards.

Some of the hours allocated to teaching will be used to reinforce the importance of effective planning and preparation with an emphasis on the vocational context. Learners would be expected to know how projects are scheduled, the documentation required when planning and the health and safety implications of such a project.

Types of evidence

The evidence for assessment this unit may consist of:

LO1

List of hazards, risk assessments, completed workbook, presentation, photographic evidence, portfolio, assignment, discussion, and site evidence.

LO2

Observation of performance by assessor, product assessment, practical task manual, and witness testimony.

Delivery guidance

An important requirement of this unit is that learners are given opportunities to develop health and safety awareness along with appropriate attitudes relating to the vocational area.

Learners should be aware of all relevant current health and safety legislation, codes of conduct and good practice. They should be aware of vocational expectations in terms of how to communicate effectively and use technical terminology as required.

Both verbal and non-verbal communication skills should be developed and encouraged throughout the delivery of the unit and learners should recognise the value of such skills within the vocational context.

The learners should be introduced to the basic components that are common across the area and start to develop basic cognitive skills relating to the safe use of those components.

Learners should be encouraged to research the professional standards relating to the vocational area and how personal qualities and attitudes can impact on performance.

Unit 2: Using tools and equipment in a vocational area

Unit summary	The aim of this unit is to develop the candidate's skills in relation to effectively maintaining, and using safely, a range of tools and equipment for a vocational area.
Guided learning hours	30 hours
Level	2

This unit is internally assessed.

Learning outcome 1

The learner will:
Be able to demonstrate the knowledge required to identify, maintain, use and store a range of tools and equipment required to carry out tasks in a vocational area.

- The learner must know about:**
- The tools and/or equipment to be used in a vocational area
 - The procedures associated with the use of tools and/or equipment in a range of vocational tasks.
 - The maintenance and storage requirements for a range of tools and/or equipment in a vocational area.

Learning outcome 2

The learner will:
Be able to identify, use, maintain, and store a range of tools and equipment required to carry out tasks in a vocational area.

- The learner must demonstrate:**
- The correct selection of tools and equipment required to carry out a range of specified vocational tasks.
 - Performance of a range of specified tasks using appropriate and safe techniques related to the vocational area.
 - How to effectively maintain and store a range of tools and equipment for a vocational area.

Grading descriptors

Pass:	<p>LO1: The learner will make use of relevant literature and documentation to describe the identification, maintenance, use and storage of basic tools and equipment used for a vocational task.</p> <p>LO2: The learner will identify the tools and equipment and carry out the task to the minimum level of precision/accuracy/consistency.</p>
Merit:	<p>LO1: The learner will make use of relevant literature and documentation to describe the identification, maintenance, use and storage of a wide range of tools and equipment used for a vocational task.</p> <p>LO2: The learner will identify the tools and equipment and carry out the task to a very good level of precision/accuracy/consistency.</p>
Distinction:	<p>LO1: The learner will make use of relevant literature and documentation to describe the identification, maintenance, use and storage of an extensive range of tools and equipment used for a vocational task.</p> <p>LO2: The learner will identify the tools and equipment and carry out the task to an excellent level of precision/accuracy/consistency.</p>

Assessment: Internal

The assessment for this unit consists of:

LO1

Working from a specification the learners will identify, and describe the maintenance requirements for tools/equipment/components for a specific vocational area.

LO2

The learners will be required to select, correctly, the tools, equipment and components required to complete a specified task from the vocational area.

Types of evidence

The evidence for assessment this unit may consist of:

LO1

List of components/materials/equipment, maintenance schedule, completed workbook, presentation, photographic evidence, portfolio, assignment, discussion, and site evidence.

LO2

Observation of performance by assessor, product assessment, presentation, practical task manual, and witness testimony.

Delivery guidance

The purpose of this unit is to introduce the learner to the various components, equipment and tools that are widely used in the vocational area. This unit will be delivered at the start of the course as safe use of equipment is a fundamental requirement. The delivery will take place, predominantly, in a practical environment with the learner initially introduced to the range of equipment they will be using, followed by demonstrations of safe use. The tutor will devise various tasks that enable the learners to become familiar with using the equipment and learners will be made aware of the importance of choosing the correct tool for the task.

It is important that time is made available to allow the learners to become well practiced with equipment use as their development in this unit will lead to greater success in subsequent units. The training should cover a wide range of applications to avoid learners being restricted to limited use.

Health and safety is a theme that will run through most of the units, especially when introducing the use of potentially dangerous equipment. The tutor must pay close attention to safe use of this equipment and closely supervise.

The tutor should provide examples of damaged and poorly maintained equipment to demonstrate the perils of using such items and tutors should demonstrate how to store, maintain and keep equipment in good working order.

Unit 3: Effective planning to carry out tasks in a vocational area

Unit summary	The aim of this unit is to provide the learner with the skills required to effectively plan and review the processes involved in carrying out tasks in a vocational area.
Guided learning hours	30 hours
Level	2

This unit is internally assessed.

Learning outcome 1

The learner will:

Recognise the importance of effective planning when working in a vocational area.

The learner must know about:

- Various methods of planning relating to a task in a vocational area.
- Problems that may be encountered during stages of planning a task carried out in a vocational area.
- Relevant codes of conduct relating to the vocational area.

Learning outcome 2

The learner will:

Identify areas for development/improvement relating to a practical task within a vocational area and safely implement remedial actions.

The learner must demonstrate:

- The ability to identify key areas for development or improvement relating to a practical task in a vocational area.
- Demonstrate the techniques required to safely carry out remedial action relating to a practical task in a vocational area.

Grading descriptors

Pass:	<p>LO1: The learner will present documentation that demonstrates a basic understanding of the planning, problems and procedures relating to a vocational task.</p> <p>LO2: Demonstrates a basic grasp of the relevant procedures and techniques required to carry out remedial action in a vocational task.</p>
Merit:	<p>LO1: The learner will present documentation that demonstrates a good understanding of the planning, problems and procedures relating to a vocational task.</p> <p>LO2: Demonstrates a good grasp of the relevant procedures and techniques required to carry out remedial action in a vocational task.</p>
Distinction:	<p>LO1: The learner will present documentation that demonstrates an excellent understanding of the planning, problems and procedures relating to a vocational task.</p> <p>LO2: Demonstrates an excellent grasp of the relevant procedures and techniques required to carry out remedial action in a vocational task.</p>

Assessment: Internal

The assessment for this unit consists of:

LO1

The learners will produce a plan that details the various stages and considerations required when carrying out a vocational task.

LO2

The learners will identify key areas for improvement or development relating to a vocational task and carry out remedial action.

Types of evidence

The evidence for assessment this unit may consist of:

LO1

Story board, material list, planned schedule, event booking, risk assessments, list of components, presentation, time plan, workbook, assignment.

LO2

Product assessment, photographs before and after, report, assessor observation.

Delivery guidance

The purpose of this unit is to encourage the learner to consider the preparatory work that may be required prior to the commencement of a vocational task. The learners will also be expected to review performance or product and be able to identify areas for development or improvement.

Learners should look at different planning models and be able to specify the various stages of a vocational task, including potential problems.

Learners should consider health and safety implications, legislation, industry practices and timelines when planning. Encouraging the learners to reflect will be important in order to review performance and the learners could be prompted to use peer assessment as an effective strategy.

Unit 4: Skills, qualities and attitudes in a vocational area

Unit summary	The aim of this unit is to introduce the candidates to effective skills, qualities and attitudes required for a vocational area.
Guided learning hours	30 hours
Level	2

This unit is internally assessed.

Learning outcome 1

The learner will:

Be able to understand the key aspects relating to effective skills, qualities and attitudes whilst carrying out work in a vocational area.

The learner must know about:

- Appropriate technical language used in the vocational area
- Relevant codes of conduct relating to the vocational area.
- Basic techniques required to safely work in the vocational area.
- The importance of effective verbal and non-verbal communication.

Learning outcome 2

The learner will:

Be able to demonstrate a range of practical skills when carrying out basic vocational tasks.

The learner must demonstrate:

- The correct selection of components required to carry out a range of basic vocational tasks.
- The ability to use a range of basic practical skills to carry out a vocational task.
- Safe working practices and attitudes when completing a vocational task.

Grading descriptors

Pass:	<p>LO1: The learner will produce appropriate documentation/evidence which lists the key aspects of the vocational area and will include; technical language, code of conduct, safety and communication.</p> <p>LO2: The learner will produce a range of practical skills in a safe manner to demonstrate a basic understanding of the vocational area.</p>
Merit:	<p>LO1: The learner will produce appropriate documentation/evidence which describes the key aspects of the vocational area and will include; technical language, code of conduct, safety and communication.</p> <p>LO2: The learner will produce a range of practical skills in a safe manner to demonstrate a good understanding of the vocational area.</p>
Distinction:	<p>LO1: The learner will produce appropriate documentation/evidence which describes and justifies the key aspects of the vocational area and will include; technical language, code of conduct, safety and communication.</p> <p>LO2: The learner will produce a range of practical skills in a safe manner to demonstrate an excellent understanding of the vocational area.</p>

Assessment: Internal

The assessment for this unit consists of:

LO1

The learners will provide a range of supporting documentation that would evidence the ability to use correct terminology, codes of conduct and safety procedures related to the vocational area.

LO2

The learners will safely carry out basic tasks using some rudimental components related to the vocational area.

Types of evidence

The evidence for assessment this unit may consist of:

LO1

List of hazards, risk assessments, completed workbook, presentation, photographic evidence, portfolio, assignment, discussion, and site evidence.

LO2

Observation of performance by assessor, product assessment, practical task manual, and witness testimony.

Delivery guidance

An important requirement of this unit is that learners are given opportunities to develop health and safety awareness along with appropriate attitudes relating to the vocational area.

Learners should be aware of all relevant current health and safety legislation, codes of conduct and good practice. They should be aware of vocational expectations in terms of how to communicate effectively and use technical terminology as required.

Both verbal and non-verbal communication skills should be developed and encouraged throughout the delivery of the unit and learners should recognise the value of such skills within the vocational context.

The learners should be introduced to the basic components that are common across the area and start to develop basic cognitive skills relating to the safe use of those components.

Learners should be encouraged to research the professional standards relating to the vocational area and how personal qualities and attitudes can impact on performance.

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 (within 5 working days of assessment decision)	

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 (within 10 working days of assessment decision)	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	

Appendix III Assessment Brief Template

	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	Image here [visual reinforcement to aid readability of assignment]		
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 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	
---	-----	--

Are accurate unit details shown?	Y/N	
----------------------------------	-----	--

Are clear deadlines for assessment given?	Y/N	
---	-----	--

Is the timescale for the assessment appropriate?	Y/N	
--	-----	--

What are the Learning Outcomes being assessed?	
--	--



Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
---	-----	--

Are the appropriate English and maths skills identified on the assessment?	Y/N	
--	-----	--

Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
--	-----	--

Is the language and presentation used accessible to most learners?	Y/N	
Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
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

		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	