



Jersey Progression Qualification in Digital Enterprise & Business



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**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.

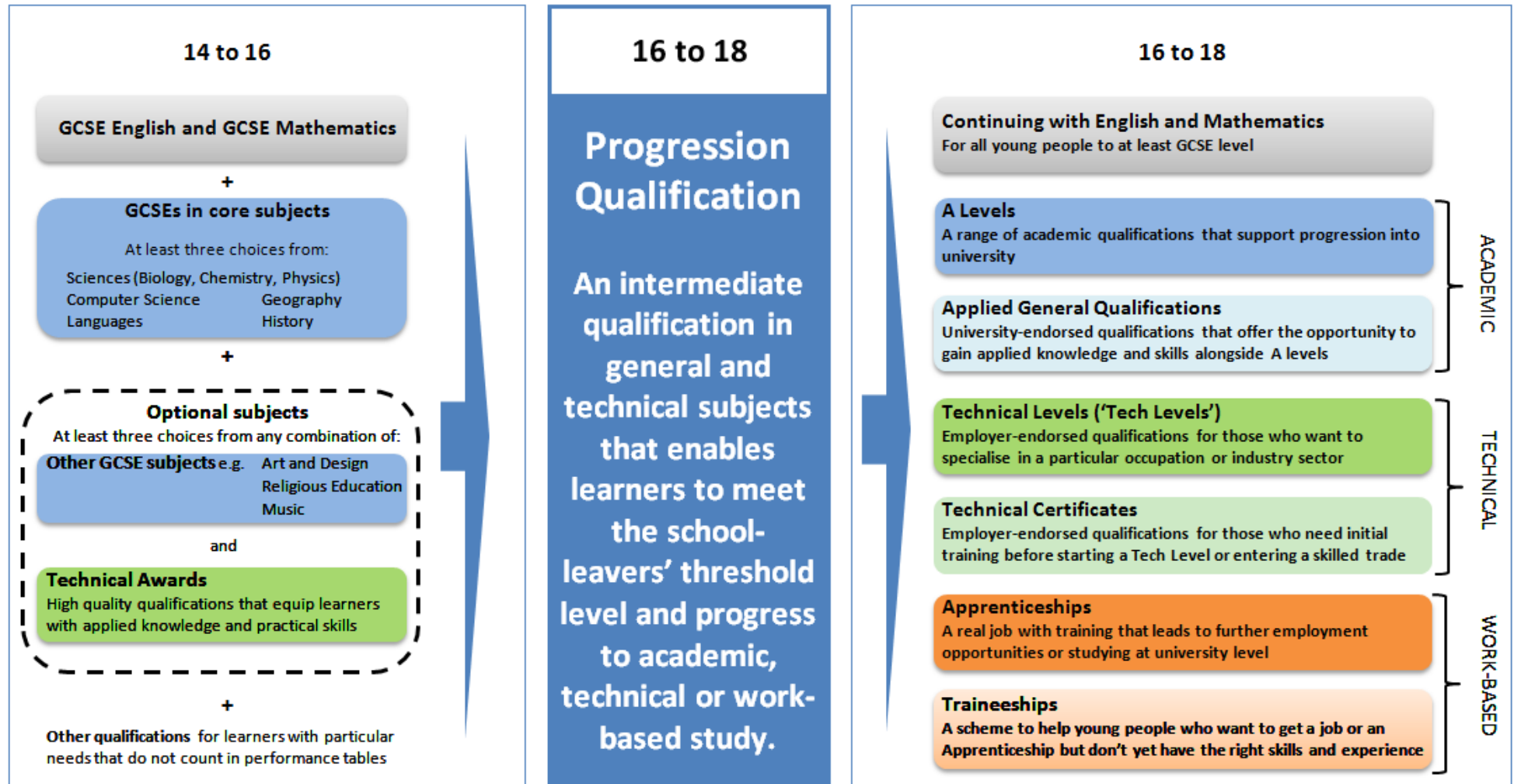
The Jersey Progression Qualification is designed as a ‘bridging course’, between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **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 explained 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 nine subject lines which are in:

- 1) Automotive Studies
- 2) Building Trades
- 3) Childcare and Education
- 4) Creative Arts
- 5) Digital Enterprise and Business
- 6) Hair and Beauty
- 7) Health and Social Care
- 8) Mechanical Services, Engineering and Welding Studies
- 9) 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.

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.

Unit 4 is the Working in the Industry unit which is common to all subject strands.

JERSEY PROGRESSION QUALIFICATION STRUCTURE				
Any FIVE units	48 hours	P L U S	Any FIVE units	48 hours
	48 hours			48 hours
	48 hours			48 hours
	48 hours			48 hours
	48 hours			48 hours
Total Guided Hours	240 hours		Total Guided Hours	240 hours
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 **five 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 **five 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 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 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 five units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction* achieved through the remaining five 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

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. The **highest** overall grade is determined by selecting the five highest grades.

The five grades achieved in the example below are arranged in order with lowest grades first:

A	B	C	D	E
M	M	D	D	D

The final **highest** overall grade is aggregated according to the table below. Note that two of the possible grade profiles are highlighted in red because they contain

borderline grades. At the awarding stage there is an opportunity to review the grades for the units with a pass or merit to ensure that the assessment is secure.

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** units have been achieved but less than **10** units have been fully achieved, only the Jersey Progression Certificate is awarded and the highest grade (Distinction, in the example above) 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, 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**.

Where the learner has achieved ten units, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. 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

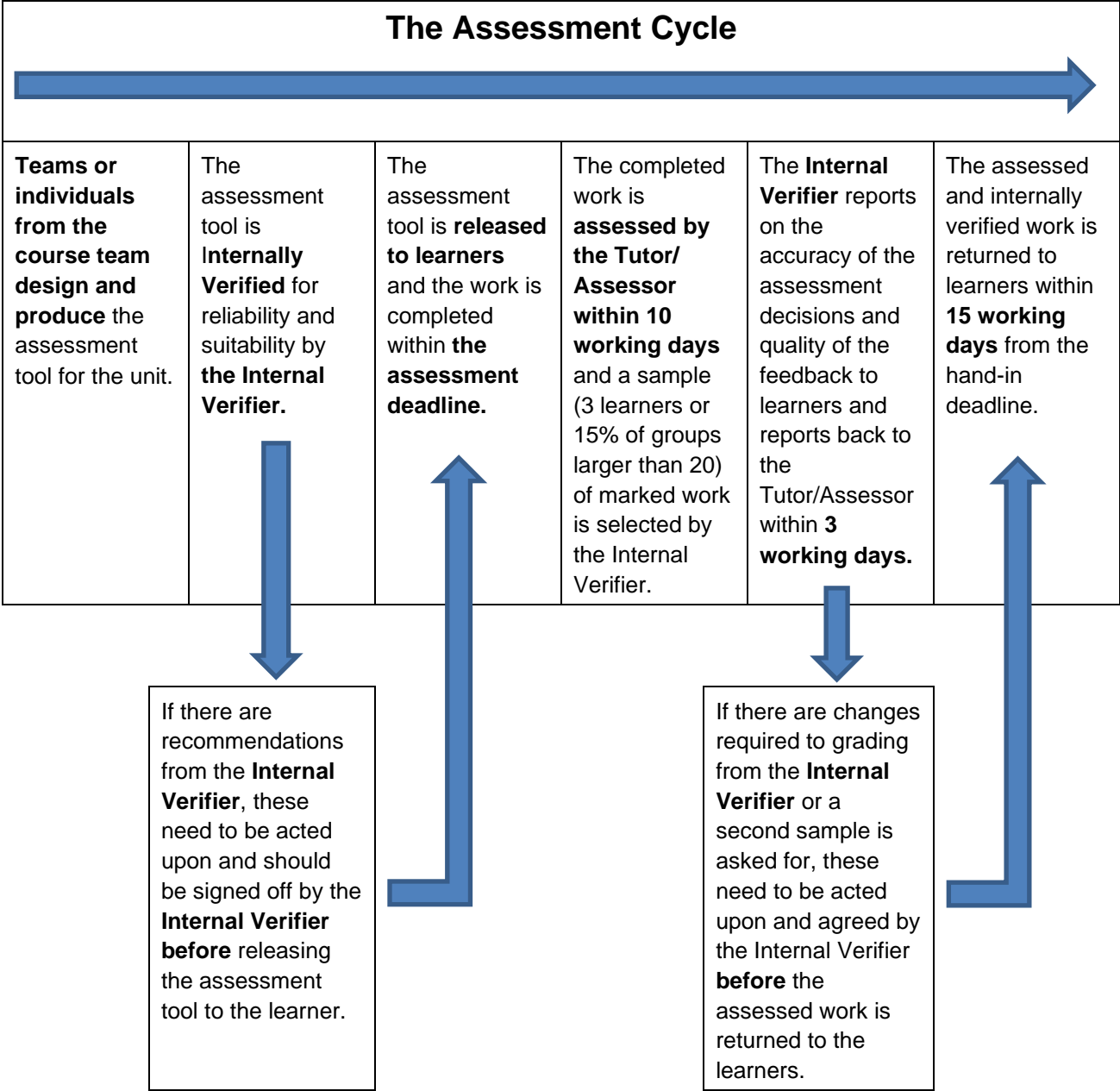
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single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

Unit No.	Unit Title
1	Digital Portfolio
2	Marketing and Promotion
3	A Digital Start-Up
4	Working in the Industry
5	Digital Graphics
6	Internet Technologies and Website Development
7	Communication
8	Customising Apps
9	The Business Environment
10	People in Organisations
<p>The Jersey Progression Certificate requires learners to achieve five units.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining five units.</p> <p>If all ten units are achieved, the units with the highest grades will be allocated to the Diploma with the remainder being allocated to the Certificate.</p>	

Grading Descriptors for all Units

Grading descriptors	
Not Yet Achieved:	The learner will not have met all the assessment criteria 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 be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make effort to apply knowledge and will have an understanding of key concepts but may not be able to consistently make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning or organisational and investigatory skill, however, may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit:	To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a competent level of ability in their application of knowledge and skills with a clear understanding of key concepts. The learner will make some links between concepts and give reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

Distinction:	<p>To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and justifying the use of information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will show planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of ability and commitment and will have been able to complete the tasks effectively in a manner that greatly exceeds the minimum standard.</p>
Distinction *	<p>Distinction* The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at that level of the qualification.</p>

Unit 1 Digital Portfolio

Unit summary

This unit provides an opportunity for you to showcase your learning to prospective employers by creating an online digital portfolio. You will have to draw on the learning you have gained from a number of different subject areas to create an appropriate product.

Guided learning hours

48

Level

2

Learning outcome 1:

The learner will: be able to create a digital portfolio design.

The learner can:

- 1.1.1 Describe branding design principles.
- 1.1.2 Produce a concept design for a portfolio covering possible implementation solutions, layout, and content.
- 1.1.3 Describe common features of modern digital portfolios.

Learning outcome 2:

The learner will: be able to create a digital portfolio and gather feedback from users.

The learner can:

- 1.2.1 Demonstrate the ability to create a functioning portfolio based upon an issued brief.
- 1.2.2 Demonstrate the ability to gather feedback from portfolio users.
- 1.2.3 Demonstrate the ability to produce testing questions.

Learning outcome 3:

The learner will: be able to test the portfolio and review possible improvements based on the collated results.

The learner can:

- 1.3.1 Describe strengths and weaknesses of the portfolio as a result of testing.
- 1.3.2 Explain how improvements can help the user experience.

Unit 2 Marketing and Promotion

Unit summary	This unit will introduce you to marketing and promotional concepts based around a new digital start-up. You will learn about segmentation, targeting, marketing and promotional mix. You will then create your own business idea and use the above knowledge to present a promotional plan.
Guided learning hours	48 hours
Level	2
This unit is mandatory.	
Learning outcome 1	
The learner will: be able to understand or know the marketing approach for a digital start-up business idea.	
The learner can: 2.1.1 Describe cross-platform marketing concepts using social media and print. 2.1.2 Describe marketing segmentation and targeting. 2.1.3 Describe the marketing mix. 2.1.4 Describe and compare small business ideas and use of a USP.	
Learning outcome 2	
The learner will: understand how to create and present a promotional plan for the digital start-up business idea approach.	
The learner can: 2.2.1 Understand the marketing approach for a digital start-up business idea. 2.2.2 Describe budget and communication channel considerations. 2.2.3 Describe the target audience. 2.2.4 Describe successful pitch techniques. 2.2.5 Compare successful pitch techniques.	
Learning outcome 3	
The learner will: review the marketing approach and promotional plan for the digital start-up business idea.	
The learner can: 2.3.1 Describe the advantages and disadvantages of the promotional plan and marketing approach. 2.3.2 Describe the techniques to review the effectiveness of the business's promotional mix. 2.3.3 Describe the ways in which they might approach the plan differently.	

Unit 3 A Digital Start-Up

Unit summary

This unit is about technology start-up companies and how they receive attention and funding. You will learn to perform market research in order to design your own start-up product and pitch the idea to gain feedback from peers.

Guided learning hours

48

Level

2

Learning outcome 1

The learner will: understand technology start-up companies and how and where they get funding

The learner can:

- 3.1.1 Describe different types of start-ups.
- 3.1.2 Describe what makes a technology start-up successful.
- 3.1.3 Discuss the tools available to gain publicity and funding.

Learning outcome 2

The learner will: be able to create a design document for their own technology start-up.

The learner can:

- 3.2.1 Report on potential gaps in the market for the design document.
- 3.2.2 Demonstrate the ability to conduct and record market research that can be used to influence the start-up designs (sources, reliability and relevance).
- 3.2.3 Produce initial design documentation.

Learning outcome 3

The learner will: be able to present and review a technology start-up.

The learner can:

- 3.3.1 Demonstrate the ability to pitch an idea, using correct and appropriate technical language.
- 3.3.2 Review market research and feedback.

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

The learner can:

- 4.1.1 Describe employability skills and employment opportunities in their industry.
- 4.1.2 Demonstrate the ability to produce a CV and cover letters.
- 4.1.3 Explain skills for gaining and maintaining employment.

Learning outcome 2

The learner will: be able to carry out an industry-relevant work placement or other structured professional development activity.

The learner can:

- 4.2.1 Demonstrate employability skills whilst in the workplace or during the structured professional development activity.

Learning outcome 3

The learner will: be able to review their progress made in developing employability skills.

The learner must:

- 4.3.1 Describe their end of course employability skills.
- 4.3.2 The impact of their work experience placement or activity on improving their employability skills.

Unit 5 Digital Graphics

Unit summary

This unit will explore the technologies used to create digital graphics. You will create digital graphics, whilst utilising a number of different tools. You will also learn how to evaluate your graphical work based on a client brief.

Guided learning hours

48

Level

2

Learning outcome 1

The learner will: understand the relevant principles of graphics.

The learner can:

- 5.1.1 Describe different file formats.
- 5.1.2 Describe the impact file size and format has on the quality of graphics and the limits to their potential use.

Learning outcome 2

The learner will: be able to create digital graphics using a graphics application for a variety of different uses based on a client brief.

The learner can:

- 5.2.1 Demonstrate digital graphics creation and using appropriate tools.

Learning outcome 3

The learner will: know how to review their graphics and come to conclusions as to their effectiveness.

The learner can:

- 5.3.1 Review produced graphics.
- 5.3.2 Describe strengths, weaknesses and justifications.

Unit 6 Internet Technologies and Website Development

Unit summary

In this unit you will explore the technologies used, both hardware and software, in internet communications. You will also investigate common website design principles. The unit culminates in the design, creation and evaluation of your own website.

Guided learning hours

48

Level

2

Learning outcome 1

The learner will: understand the technologies involved in internet communications and the main concepts in website design.

The learner can:

- 6.1.1 Describe internet connectivity.
- 6.1.2 Describe the purpose of a webserver.
- 6.1.3 Describe common design traits and features of modern websites.
- 6.1.4 Demonstrate basic website design skills.
- 6.1.5 Describe internet security.

Learning outcome 2

The learner will: be able to develop a fully functioning web page.

The learner can:

- 6.2.1 Demonstrate the ability to create website solutions, sitemaps, templates and themes.
- 6.2.2 Demonstrate The ability to create pages, a menu system and media content.

Learning outcome 3

The learner will: be able to demonstrate how to test and review the final website.

The learner can:

- 6.3.1 Review how well their website meets the client brief.
- 6.3.2 Produce methods to test the created website site.
- 6.3.3 Describe the strengths and weaknesses of the website.
- 6.3.4 Identify opportunities for improvement.

Unit 7 Communication

Unit summary	In this unit you will learn about the verbal and non-verbal communication skills essential in a digital business. This unit will help you to participate in an online business meeting and then further reflect on the strengths and areas of development of your own performance.
Guided learning hours	48 hours
Level	2

Learning outcome 1

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

The learner can:

- 7.1.1 Describe the purpose of communication, sharing of or imparting of information dependent on scenario and audience.
- 7.1.2 Describe the role of non-verbal, non-written communication used in business contexts.
- 7.1.3 Describe communication methods in a business context.

Learning outcome 2

The learner will: be able to prepare for and take part in an online business meeting.

The learner can:

- 7.2.1 Demonstrate research skills in preparation for the online business meeting.
- 7.2.2 Demonstrate appropriate interpersonal skills during the online meeting.
- 7.2.3 Demonstrate appropriate listening and speaking skills.

Learning outcome 3

The learner will: be able to review their own performance during an online business meeting.

The learner can:

- 7.3.1 Describe their contribution to the pre-set meeting agenda items.
- 7.3.2 Describe the strengths and areas of improvement for their verbal and non-verbal and interpersonal skills.
- 7.3.3 Describe the strengths of the use of digital and online communication tools.
- 7.3.4 The learner can describe the strengths and areas of improvement for their speaking and listening skills.

Unit 8 Customising Apps

Unit summary	This unit will introduce you to core programming skills. It will focus on looking at and understanding existing code, then using the skills learned to modify this code.
Guided learning hours	48
Level	2

Learning outcome 1

The learner will: be able to understand core programming techniques.

The learner can:

- 8.1.1 Describe single and multi-value variables.
- 8.1.2 Describe data types used in programming.
- 8.1.3 Describe conditional logic to allow programs to make decisions.
- 8.1.4 Demonstrate the use of comments in code.

Learning outcome 2

The learner will: be able to apply core programming techniques to improve existing applications.

The learner can:

- 8.2.1 Demonstrate the ability to apply core programming concepts.
- 8.2.2 Demonstrate the ability to improve a program by refining its existing functionality.
- 8.2.3 Demonstrate the ability to improve a program by adding new functionality.

Learning outcome 3

The learner will: be able to test and review programming code and completed applications.

The learner can:

- 8.3.1 Describe types of software testing.
- 8.3.2 Explain bugs and potential errors in software development.
- 8.3.3 Describe strengths and weaknesses of their application.

Unit 9 The Business Environment	
Unit summary	You will develop an awareness of the business environment including types of business ownership, ownership features and the impact of the external environment on a local business and its stakeholders.
Guided learning hours	48 hours
Level	2
Learning outcome 1	
The learner will: understand various types of business ownership, ownership features and methods of classifying business operations.	
The learner can:	
9.1.1 Describe types of business ownership.	
9.1.2 Describe business ownership features (including unlimited and limited liability, and potential sources of finance).	
9.1.3 Describe the classification of businesses based on sector. (Classification of business may include primary, secondary, and tertiary, and size and scale of the organisation).	
Learning outcome 2	
The learner will: be able to conduct a political, economic, social and technological (PEST) analysis on a business.	
The learner can:	
9.2.1 Describe the stages of a PEST analysis.	
Learning outcome 3	
The learner will: be able to consider the impact of external influences on a local business and its stakeholders.	
The learner can:	
9.3.1 Explain how economic and social factors can have positive and negative impacts on a local business. (The learner can explain how economic and social factors can have positive and negative impacts on a local business.)	

Unit 10 People in Organisations	
Unit summary	This unit explores the way in which organisations are structured along with the roles and various functional areas within most businesses. It enables the creation of the key documentation required in the application of job vacancies and the opportunity to explore interview preparation and execution from both the potential employee and employer perspectives.
Guided learning hours	48 hours
Level	2
This unit is optional.	
Learning outcome 1	
The learner will: understand organisational structures, functions and job roles.	
The learner can:	
10.1.1 Describe types of organisational structures.	
10.1.2 Describe organisational features.	
10.1.3 Describe the functional areas within an organisation and links between functional areas.	
10.1.4 Explain key job roles within organisations including the level of authority and responsibility.	
Learning outcome 1	
The learner will: be able to create the documentation required for a job vacancy.	
The learner can:	
10.2.1 Demonstrate the ability to create a job description.	
10.2.2 Demonstrate the ability to create a person specification for a specific job role.	
Learning outcome 3	
The learner will: be able to review a candidate's performance in an interview scenario.	
The learner can:	
10.3.1 Demonstrate pre-interview planning.	
10.3.2 Demonstrate interview skills.	
10.3.3 Demonstrate the use of interview scoring matrices and competency-based approaches to assessing interview 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 <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:

- ✓ 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:

- ✓ 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	
------------------	--

Unit No. / Title	
-------------------------	--

Assessor		Internal Verifier	
-----------------	--	--------------------------	--

Assessment No.		Lead Verifier	
-----------------------	--	----------------------	--

Verifier Checklist	Comments
--------------------	----------

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

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

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

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

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

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


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

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

Is the language and presentation used accessible to most learners?	Y/N	
--	-----	--

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