



# Jersey Progression Qualification in Computing



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Customised qualifications



**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, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

**The Jersey Progression Qualification** provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2, continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

**The Jersey Progression Qualification** is designed as a ‘bridging course’, between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education <sup>1</sup> to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

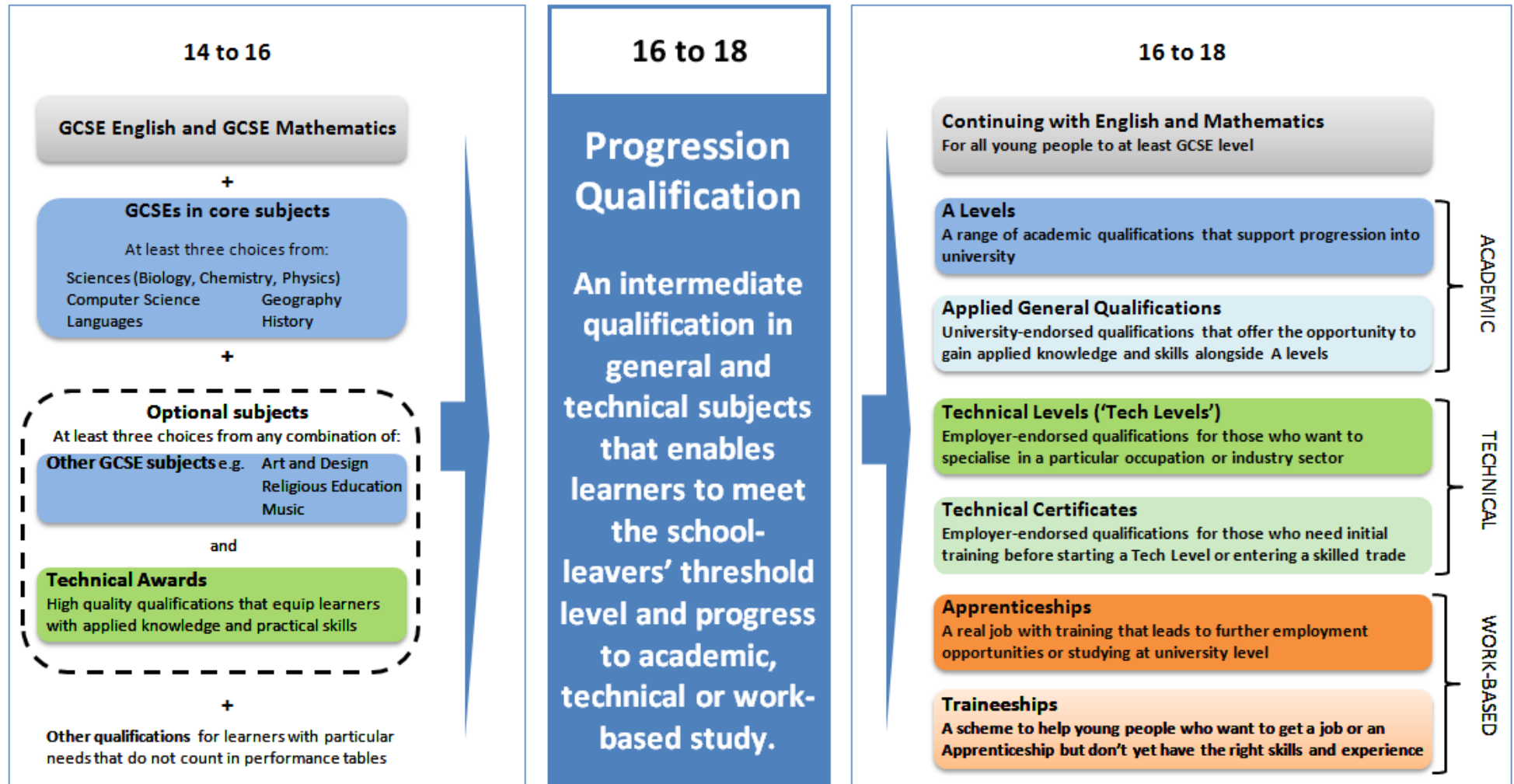
**The Jersey Progression Qualification** has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536046/Report\\_of\\_the\\_Independent\\_Panel\\_on\\_Technical\\_Education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf)

# New Routes to University, an Apprenticeship or Employment





## About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate has been benchmarked at Level 2. It contains 240 guided learning hours.
- The Progression Diploma has been benchmarked at Level 2. It contains 480 guided learning hours.

**The Jersey Progression Qualification** has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport and Uniformed Services.

## Qualification purpose

**The Jersey Progression Qualification** enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

**The Jersey Progression Qualification** provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

**The Jersey Progression Qualification** is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

## Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

## Qualification structure

**The Jersey Progression Certificate** and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

**The Jersey Progression Qualification** is structured so that the smaller **Jersey Progression Certificate** is 'nested' within the larger **Jersey Progression Diploma**.

**The Jersey Progression Certificate** requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

**The Jersey Progression Certificate** is a standalone five-unit qualification. **The Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate 'nested' within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing.

**The Jersey Progression Diploma** builds on the five-unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing.

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

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

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

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

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

## Grading

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

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

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

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

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

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

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

## Unit grading

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

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

For example:

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

For example:

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

For example:

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

### Overall unit grade

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

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

Pass is a minimum requirement for all learning outcomes

## Pass only criteria

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

For example:

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

A further example, where LO3 is pass only:

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

## Qualification grading

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

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

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

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

For example:

This is a candidate grade profile for all 10 units:

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

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

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

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

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

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

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

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

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

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

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

1	2	5	7	10
P	M	P	P	M

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

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

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

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

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



## Overall grading descriptors

### **Not Yet Achieved**

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

### **Pass**

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

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

### **Merit**

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

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

### **Distinction**

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

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

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

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

## How the qualification is assessed

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

Assessment methods include:

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

## Course-based assessment

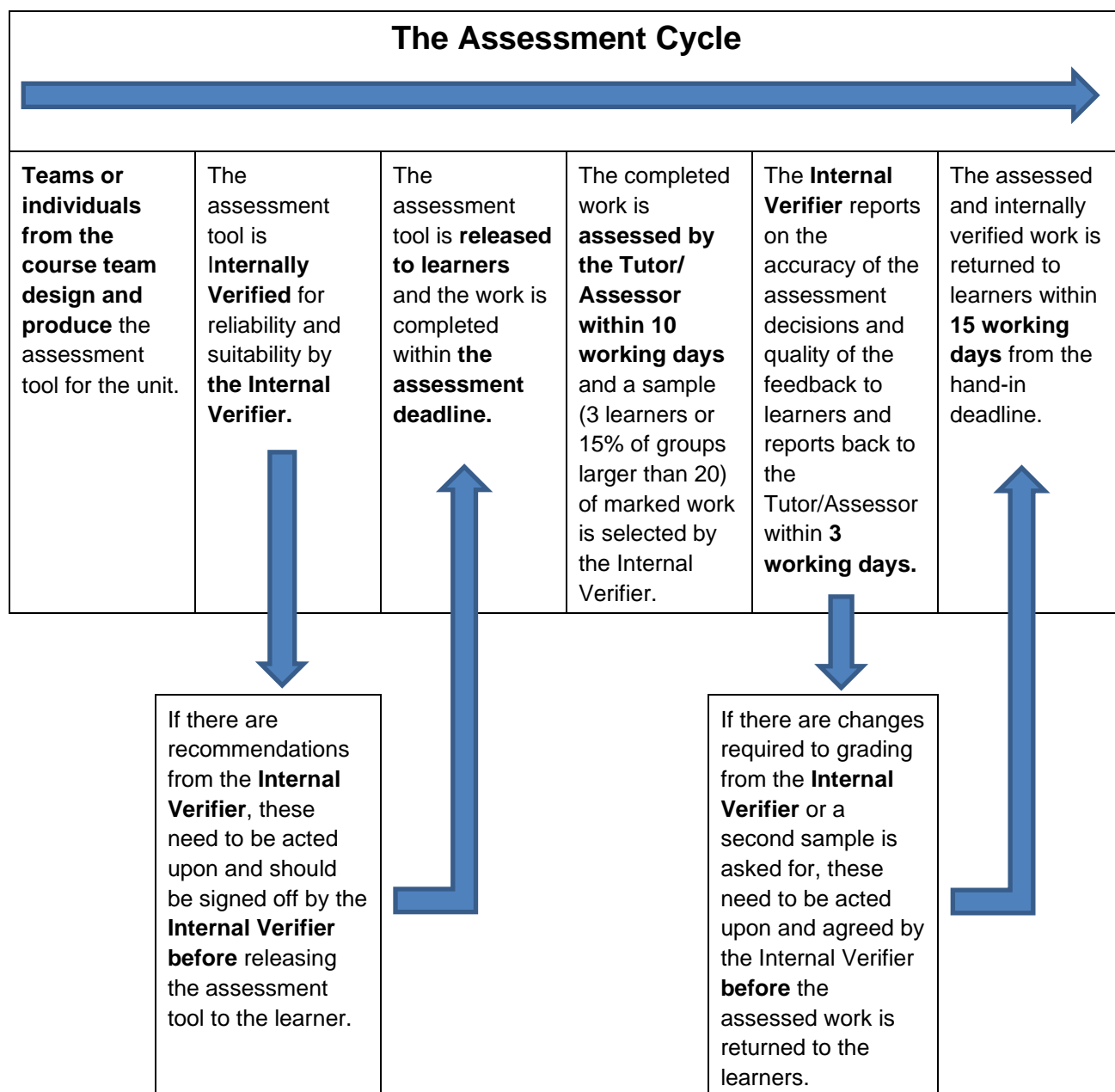
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single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

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

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

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

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



## Standardisation

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

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

## External verification

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

## Awarding

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

### Attendance at the Award Board

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

## Required documentation for the Award Board

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

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

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

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

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

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

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

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

## Assessment regulations

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

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

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

Following formative assessment and feedback, learners are able to:

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

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

## Reassessment

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

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

## Extenuating circumstances

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

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

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

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

## Compensation

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

## **Valid extenuating circumstances**

Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor

Extreme personal problems

Bereavement of a close family member or close friend

## **Not valid**

Coughs, colds, sore throats or other minor illnesses

Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer

Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable

Transport problems

Computer problems including submission of the wrong file, computer malfunction, etc.

Alarm clock not going off

Misreading the timetable and/or failing to attend at the right time and in the right place

Non-submission of work

Lateness or absence from assessment sessions

Moving house

Sanctions imposed for being in breach of college regulations.



## **Student academic appeal procedure**

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

### **Stage One: Informal**

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

### **Stage Two: Formal**

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

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

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

## **Academic malpractice policy**

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

Examples of malpractice include:

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

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

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

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

## **Access arrangements and reasonable adjustments**

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

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

# **Section B**

# **Unit Content**

# **and**

# **Assessment**

# **Guidance**



## Structure of the Jersey Progression Qualification in Computing

Unit No.	Unit Title	Core/Option
1	Digital Portfolio	Core
2	Personal Computers	Core
3	A Digital Start-Up	Core
4	Working in the Industry	Core
<p>The <b>Jersey Progression Certificate</b> requires learners to achieve unit 1 or 3 <b>and</b> unit 2 or 4.</p> <p>The <b>Jersey Progression Diploma</b> requires learners to achieve the remaining two core units.</p>		
5	Digital Graphics	Option
6	Internet Technologies and Website Development	Option
7	Networking and Troubleshooting Devices	Option
8	Digital App Creation	Option
9	Customising Apps	Option
10	Game Design	Option
<p>The <b>Jersey Progression Certificate</b> requires learners to achieve unit 1 or 3 <b>and</b> unit 2 or 4 and a further three option units.</p> <p>The <b>Jersey Progression Diploma</b> requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

## Unit 1 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:** Create a digital portfolio design.

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

- Research design principles
- Research branding design principles
- Common design traits with modern digital portfolios
- Common features of modern digital portfolios

### Learning outcome 2:

**The learner will:** Create a digital portfolio and gather feedback from users.

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

- The ability to produce a concept design for a portfolio covering possible implementation solutions, layout and content
- The ability to create a functioning portfolio based upon an issued brief
- The ability to gather feedback from portfolio users

### Learning outcome 3:

**The learner will:** Test the portfolio and review possible improvements based on the collated results.

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

- Portfolio testing; why we need it and common areas of testing
- Testing questions
- Strengths, weaknesses and justifications
- How improvements can help user experience.

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Create a digital portfolio design.</p> <p>Design a digital portfolio that meets most of the requirements of the assessment brief and demonstrates basic knowledge of design principles</p> <p><b>LO2:</b> Create a digital portfolio and gather feedback from users.</p> <p>Complete and present a digital portfolio that meets some of the requirements of the brief and gathers some feedback</p> <p><b>LO3:</b> Test the portfolio and review possible improvements based on the collated results.</p> <p>Test the digital portfolio, identifying the strengths of the product</p>
<b>Merit:</b>	<p><b>LO1:</b> Create a digital portfolio design.</p> <p>Design a digital portfolio that meets most of the requirements of the assessment brief and demonstrates competent knowledge of design principles</p> <p><b>LO2:</b> Create a digital portfolio and gather feedback from users.</p> <p>Complete and present a digital portfolio that mostly meets the brief and gathers some feedback</p> <p><b>LO3:</b> Test the portfolio and review possible improvements based on the collated results.</p> <p>Test the digital portfolio, explaining its strengths and weaknesses</p>
<b>Distinction:</b>	<p><b>LO1:</b> Create a digital portfolio design.</p> <p>Design a digital portfolio that meets all of the requirements of the assessment brief and demonstrates detailed and relevant knowledge of design principles</p> <p><b>LO2:</b> Create a digital portfolio and gather feedback from users.</p> <p>Complete and present a digital portfolio website that meets all of the requirements of the brief</p> <p><b>LO3:</b> Test the portfolio and review possible improvements based on the collated results.</p> <p>Test the digital portfolio comprehensively explaining its strengths and weaknesses using testing and feedback</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will document a number of design ideas.

**LO2:** Learners will create a digital portfolio, based on a given/negotiated brief. This could include examples of work completed in other units. Final webpages/sites will be presented in a web browser. Learners will also document the process used to create the page/site by using screenshots and annotations.

**LO3:** The learner will design and complete product testing. The results will then be used to ascertain strengths and weaknesses that are recorded by the learner.

## Types of evidence

Digital portfolio creation will be carried out on server space provided by the institution that cannot be accessed without usernames and passwords.

**LO1:** Five-hour controlled assessment. At least one concept design of the digital portfolio outline. This could be achieved by using basic graphic software. The design must be annotated to show what has been designed and why.

**LO2:** Fifteen-hour controlled assessment: A digital portfolio, based on a given/negotiated brief. This could include hyperlinks, embedded pictures, embedded media etc. The digital portfolio could be completed using basic code, WYSIWYG or a CMS. The portfolio will be presented in a web browser. Learners will also document the process used to create the page/site by using screenshots and annotations. Content for the digital portfolio should be completed exercises work from other units.

**LO3:** Five-hour controlled assessment: Product testing that is designed and completed by the learner. Results can then be used to ascertain strengths and weaknesses that are recorded by the learner who may wish to use annotated screenshots of the digital portfolio.

## Delivery Guidance

**LO1:** Learners will review the design process needed to create an effective digital portfolio that meets the assessment brief and covers all topics specified. Learners will have been introduced to this idea in other units, but will need a recap in the context of digital portfolio design. Classroom exercises could be used to analyse existing portfolios of varying qualities to identify good and bad practice.

**LO2:** Learners will already have been introduced to a method of creating digital content online (a CMS is recommended). Learners must be advised and taught how to collate and present the content needed. This content will be comprised of work completed from previous units.

**LO3:** Learners will be using testing skills ascertained in previously studied units and will review good and bad practice that should be used and avoided in order to gain and use effective technical information that informs the success or failure of



the portfolio production. This could be achieved by testing sample sites and reviewing good and bad design practice as individuals or within groups in planned classroom exercises. Students should then use these testing results, along with previously gathered feedback, to evaluate the strengths and weaknesses of their portfolio as well as justify possible improvements.

## Unit 2 Personal Computers

### Unit summary

This unit covers the fundamentals of personal computer hardware and software. You will be able to describe the internal components of a personal computer, assemble a computer system, install an operating system and troubleshoot using system tools and diagnostic software.

### Guided learning hours

**48 hours**

### Level

**2**

### Learning outcome 1:

**The learner will:** Identify computer system components, safe working conditions and lab procedures, and design a build procedure

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

- Planning for a hardware computer build based on a client brief.
- Preparing an adequate workspace that conforms to health and safety regulations
- Planning for a software install on computer build based on a client brief.
- Testing of a system

### Learning outcome 2:

**The learner will:** Assemble a personal computer from component parts and install and configure appropriate software based on the client brief.

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

- How hardware is configured for task-specific computers.
- How to configure a personal computer for a given user requirement
- How to use tools and software with personal computer components
- How to troubleshoot computer problems

### Learning outcome 3:

**The learner will:** Perform testing and evaluation of a configured personal computer.

The learner must:

- Collate testing results
- Show how the user requirements can be met by different configurations
- Suggest further improvements to system build based on testing results

## Grading descriptors

<p style="text-align: center;"><b>Pass:</b></p>	<p><b>LO1:</b> Identify computer system components, safe working conditions and lab procedures, and design a build procedure. Identify basic components of a computer system</p> <p><b>LO2:</b> Assemble a personal computer from component parts and install and configure appropriate software based on the client brief. Build a basic personal computer and install software that follows the brief but with some errors or omissions</p> <p><b>LO3:</b> Perform testing and evaluation of a configured personal computer. Test hardware and software used in computer build and present results.</p>
<p style="text-align: center;"><b>Merit:</b></p>	<p><b>LO1:</b> Identify computer system components, safe working conditions and lab procedures, and design a build procedure Identify components of a computer system and components used to monitor the performance of a computer system</p> <p><b>LO2:</b> Assemble a personal computer from component parts and install and configure appropriate software based on the client brief Build and complete a personal computer and install software that mostly follows the given brief with few errors or omissions</p> <p><b>LO3:</b> Perform testing and evaluation of a configured personal computer Test hardware and software used in computer build and present results detailed some positive and negative aspects of the build and suggestions for improvements</p>
<p style="text-align: center;"><b>Distinction:</b></p>	<p><b>LO1:</b> Identify computer system components, safe working conditions and lab procedures, and design a build procedure Identify components of a computer system and components used to enhance the performance of a computer system</p> <p><b>LO2:</b> Assemble a personal computer from component parts and install and configure appropriate software based on the client brief Build and complete a personal computer and install software tasks accurately meeting all of the requirements of the given brief</p> <p><b>LO3:</b> Perform testing and evaluation of a configured personal computer Test hardware and software used in computer build and present results identifying detailed positive and negative aspects of the build and suggestions for improvements.</p>

## Assessment

The assessment for this unit consists of:

Total ten hours. Assessed practical task

**LO1:** Two hours. Identify computer system components, safe working conditions and lab procedures, and design a build procedure. Planning build and preparing build area. This task will be documented and submitted as a project plan.

**LO2:** Six hours. Completing build and software install/configuration. This task will be documented by the learner using photographs and screenshots that are accompanied by annotations, describing the process and outcome.

**LO3:** Two hours. Testing of build which will be structured and documented by the learners.

## Types of evidence

**LO1:** Completed project plan

**LO2:** Completed build with tracking document that will show the success of the build with photographs and screenshots that are accompanied by annotations.

**LO3:** Build testing documentation that has been structured and completed by the learner

## Delivery guidance

**LO1** Learners are introduced to the fundamentals of personal computer system components and their role in standard operations. Learners will also be introduced to the importance and purpose of safe working conditions and safe lab procedures. This can be achieved through explanations and practical lab based work that the learners can take part in. The learner will also explain why preventive maintenance must be performed on personal computers and identify the function and role of an operating system

**LO2** Learners are introduced to methodology behind building a PC system to meet a client brief. Learners must be taught all the tools and techniques necessary to be able to complete a PC build using the chosen method(s). Learners will be introduced to the configuration methodologies that are vital to a PC build based on specific client requirements. Learners will then need to put this theory into practice under lab conditions.

**LO3** Learners will be introduced to the fundamentals of system testing and review good and bad practice that should be used and avoided in order to gain and use effective technical information that informs the success or failure of the build. Having completed the PC build learners are now to review it against the initial brief and test it for performance, functionality, usability and areas for improvement. Learners should then use these testing results, along with previously gathered feedback, to evaluate the strengths and weaknesses of their build process as well as justify possible improvements.

## 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:** Describe a technology start-up company and how and where they get funding

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

- Types of start-up; hardware, software, apps and games
- What makes a technology start-up successful; incubators, online and presentation.
- The tools available to gain publicity and funding; angel investors, crowd funding, venture capital and personal finances

### Learning outcome 2

**The learner will:** Create a design document for their own technology start-up.

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

- The ability to correctly identify gaps in the market for their design and document these gaps in the form of a mood-board and/or initial designs.
- The ability to conduct and record market research that can be used to influence the start-up designs (sources, reliability and relevance)
- The ability to gather feedback regarding the product and designs/ideas

### Learning outcome 3

**The learner will:** Review a technology start-up.

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

- How to pitch an idea, using correct and appropriate technical language
- Use of market research and feedback
- Supporting documentation

## Grading descriptors

<p style="text-align: center;"><b>Pass:</b></p>	<p><b>LO1:</b> Describe a technology start-up company and how and where they get funding</p> <p>Describe the features of a successful technology start-up company. Identify potential funding mechanisms.</p> <p><b>LO2:</b> Create a design document for their own technology start-up.</p> <p>Create a design document for a technology start-up including some market research and gaining some feedback on potential improvements.</p> <p><b>LO3:</b> Review a technology start-up.</p> <p>Review final product idea using some technical language</p>
<p style="text-align: center;"><b>Merit:</b></p>	<p><b>LO1:</b> Describe a technology start-up company and how and where they get funding</p> <p>Describe the features of a successful technology start-up company including details about how and where they got funding.</p> <p><b>LO2:</b> Create a design document for their own technology start-up.</p> <p>Create an effective design document for a technology start-up that includes relevant market research comparing the product with existing competitors and with feedback on potential improvements from a number of sources</p> <p><b>LO3:</b> Review a technology start-up.</p> <p>Review final product idea using mostly appropriate technical language and ability to respond to feedback to make improvements.</p>
<p style="text-align: center;"><b>Distinction:</b></p>	<p><b>LO1:</b> Describe a technology start-up company and how and where they get funding</p> <p>Describe in detail the features of a successful technology start-up companies including an analysis of funding options</p> <p><b>LO2:</b> Create a design document for their own technology start-up.</p> <p>Create a detailed and effective design document for a technology start-up that includes relevant market research comparing the product with existing competitors with detailed feedback for potential improvements from a range of sources</p> <p><b>LO3:</b> Review a technology start-up.</p> <p>Review final product idea using appropriate technical language and showing confident, professional use of terminology with the skilful ability to justify improvements based on feedback.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Five-hour controlled assessment: Learners will explain and highlight the features of successful digital start-up including funding options through written document such as a poster.

**LO2:** Ten-hour controlled assessment. Learners will create an effective design document/portfolio, based on a given/negotiated brief. The design documentation may include a number of different types of document e.g. mood board. The document will also include information on market research and feedback.

**LO3:** Five-hour controlled assessment. A review in the form of a presentation to an audience through which a learner must convey the final idea and or product using the correct terminology and use of feedback to make improvements.

## Types of evidence

**LO1:** A written document such as a poster that explores successful digital start-ups.

**LO2:** A word-processed design documentation portfolio that includes planning, design, market research and feedback. This can include examples of work completed in other units that inform the design documentation that is being created.

**LO3:** A presentation of a product idea delivered to a group.

## Delivery guidance

**LO1** The purpose of this learning outcome is to highlight what makes a technology Start-up successful. It also identifies the potential tools available to businesses and start-ups that can be utilized to gain publicity and funding. Learners will explore and understand the different types of start-up (e.g. hardware, software, apps and games). They will be able to identify the different types of online promotion e.g. incubators, online and presentation and types of funding e.g. angel investors, crowd funding, venture capital and personal finances.

**LO2** The purpose of this learning outcome is for learners to develop the ability to correctly recognize gaps in the market, for which their design will have potential for success. Also, they will be able to create a useable and engaging design document for their product, get feedback and consider potential changes based on that feedback. The learner will need to understand and be able to complete different types of design documentation i.e. mood-board, initial designs, purpose and intended format. They will also learn about market research including sources, reliability and relevance and feedback (sources, reliability, qualitative and quantitative)

**LO3** The purpose of this learning outcome is to demonstrate the skills necessary when pitching an idea such as using correct and appropriate technical language.

To do this effectively learners will have to demonstrate the effective use of market research and feedback. Practice presentations will be essential to learners to help improve their communication skills, exposure to high level presentations and talks with a clinical breakdown of the skills and techniques used by the presenters will be essential.



## Unit 4 Working in the Industry

<b>Unit summary</b>	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for and undertake work-related developmental activities. This unit concludes with an opportunity to re-assess your skill set and the progress made.
<b>Guided learning hours</b>	<b>27 teaching hours and the equivalent of one working week in work placement or other structured professional development activity.</b>
<b>Level</b>	<b>2</b>

### Learning outcome 1

**The learner will:** identify current employability skills and plan for an industry-relevant work placement or other structured professional development activity.

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

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

### Learning outcome 2

**The learner will:** carry out an industry-relevant work placement or other structured professional development activity, e.g. vocational work-based project, for the equivalent of one working week.

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

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

### **Learning outcome 3**

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

**The learner must consider:**

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

## Grading descriptors

Pass:

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

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

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

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

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

- Take part in an observed interview showing basic interview skills and preparation.
- Identify their 'end of course' employability skills and identify a range of strengths and areas for development in these areas providing evidence to support this.
- Outline basic ways to improve their employability skills.
- Outline how their placement/activity has influenced their plans for the future.

## Grading descriptors

Merit:

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

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

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

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

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

- Take part in an observed interview showing good interview skills and preparation.
- Review their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Outline how they will improve their employability skills and produce evidence to support this.
- Describe how their placement/activity has influenced their plans for the future.

## Grading descriptors

### Distinction:

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

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

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

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

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

- Take part in an observed interview showing excellent interview skills and preparation.
- Review and evaluate their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Describe advanced ways to improve their employability skills and develop ideas to enhance them further.
- Give a detailed account of how their placement/activity has influenced their plans for the future.

## Assessment Evidence

The assessment for this unit requires the completion of:

1. An employability skills assessment under controlled conditions. This will be completed during the first week of course.
2. Evidence of research into suitable careers.
3. Pre-placement planning and preparation including production of an up-to-date CV and covering letter/email.
4. Industry-appropriate employability skills activities evidenced through Navigate 'My Activities' timeline and tutor witness statements.
5. Allocated days of work placement or other structured professional development activity appropriate for industry.
6. A daily work placement journal completed on Navigate including daily hours attended and skills developed.
7. A second online employability skills assessment (following placement/activity) via Navigate, under controlled conditions, demonstrating and reviewing the progress made since the first employability skills assessment.
8. A review task in the form of an interview under controlled conditions.

Timing of assessment tasks:

- Employability skills assessment: first week of course.
- Completion of pre-placement skills development: during taught sessions and extra-curricular activities.
- Completion of work placement or other structured professional development activity: equivalent to one working week
- Maintenance of work placement/activity journal: during placement/activity.
- Reassessment of employability skills post-placement/post-activity under controlled conditions.
- Interview to reflect on unit, work experience and plans for the future.

## Types of evidence

The evidence for this unit consists of:

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

## Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete a placement or other structured professional development activity to ensure that they have been able to develop their employability skills and knowledge of the industry/workplace. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement/activity supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research online. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package, e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement/activity through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter/email. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for their placement/activity. Tutors are to use appropriate activities that suit the needs of their industries to ensure that the necessary skills are developed.

The use of Link Careers Advisers from Skills Jersey should be embraced and planned into the Scheme of Work to ensure adequate notice is given to them. Also, with sufficient notice, support from Careers and Employability is available for the sessions using Kudos.

Learners will complete a relevant and appropriate work placement or other structured professional development activity and produce a daily placement/activity journal through Navigate which will be verified by the placement/activity supervisor and personal tutor. After the placement/activity, learners will complete an online placement/activity review, a review of skills and an updated CV. They will identify their strengths and areas for development appropriate to employment in the industry.



## Unit 5 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: Principles of graphics

**The learner will:** Understand the relevant principles of graphics - file formats, file size and image quality.

#### The learner must know about:

- Two different file formats
- File size
- 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:** Create digital graphics using a graphics application for a variety of different uses based on a client brief.

#### The learner must demonstrate:

- Graphic creation and solutions
- The use of basic graphic creation tools
- The use of advanced graphic creation tools
- The ability to export the graphics to a suitable file format and resolution

### Learning outcome 3

**The learner will:** Review their graphics and come to conclusions as to their effectiveness.

#### The learner must consider:

- Review produced graphics
- Testing questions – what is a good question
- Consider strengths, weaknesses and justifications

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Understand the relevant principles of graphics - file formats, file size and image quality.</p> <p>Describe the relevant principles related to file size and format</p> <p><b>LO2:</b> Create digital graphics using a graphics application for a variety of different uses based on a client brief.</p> <p>Complete and present appropriate graphics with some reference to the brief</p> <p><b>LO3:</b> Review their graphics and come to conclusions as to their effectiveness</p> <p>Make conclusions related to the graphics produced</p>
<b>Merit:</b>	<p><b>LO1:</b> Understand the relevant principles of graphics - file formats, file size and image quality.</p> <p>Describe the relevant principles related to file size and format and make some links between the them</p> <p><b>LO2:</b> Create digital graphics using a graphics application for a variety of different uses based on a client brief.</p> <p>Complete and present graphics task mostly following the given brief</p> <p><b>LO3:</b> Review their graphics and come to conclusions as to their effectiveness</p> <p>Make detailed conclusions related to the graphics produced by identifying strengths and weaknesses of the graphic</p>
<b>Distinction:</b>	<p><b>LO1:</b> Understand the relevant principles of graphics - file formats, file size and image quality.</p> <p>Describe the relevant principles related to file size and format, and explain in detail how the two are linked</p> <p><b>LO2:</b> Create digital graphics using a graphics application for a variety of different uses based on a client brief.</p> <p>Complete graphics task accurately meeting all of the requirements of the given brief</p> <p><b>LO3:</b> Review their graphics and come to conclusions as to their effectiveness</p> <p>Make detailed conclusions with justifications related to the graphics produced, identifying strengths and weaknesses of the graphic</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will carry out research relating to principles of graphics and present their findings in relation to theories and concepts of graphics.

**LO2:** Learners will be given a client brief and will use this to create digital graphics and graphic solutions. This could include completed copies of the graphics presented in their natural setting. Final graphics will be presented in a variety of formats as required by the original brief. Learners will document the process by using screenshots and annotations.

**LO3:** Learners will review the graphics and produce a written assessment or presentation.

## Types of evidence

**LO1:** A written assessment or presentation relating to principles of graphics. This could include annotated examples of graphics and commentaries that link the appropriate theories and concepts.

**LO2:** Digital graphics produced in response to a given/negotiated brief. Screenshots and annotations documenting the process.

**LO3:** A written assessment or presentation evaluating the quality of graphic created against a client brief that explores the strengths, weakness and suggestions of improvements

## Delivery guidance

**LO1** The purpose of this learning outcome is to introduce learners to the relevant theories regarding file size and file type, the suggested topics are: file types (jpeg, GIF, RAW), compression methods (lossy, lossless), resolution and file size and impacts on web technologies. Introducing learners to the different formats and highlighting their use and application in certain vocational scenarios will help embed the learning outcomes.

**LO2** Learners are introduced to a number of different methods used to create digital graphics. Learners will be taught how to use appropriate graphic application software including; basic functions such as creating, importing, editing and exporting graphical content as well as advanced functions such as applying filters, digital touch-up, masks and colour management. A number of different vocational scenarios could be utilised to help embed the diversity of skills that must be acquired by the learner to achieve in this learning outcome, practical skills based exercises that are completed in class can be used.

**LO3** Having created digital graphics learners are now to review it against the initial brief and review how the graphic has met the client needs to make detailed conclusions related to the strengths and weaknesses of the graphics produced whilst justifying possible improvements. Reviewing the effectiveness of existing graphical products in industries such as marketing or web design.

## 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

### LO1

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

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

- Internet connectivity and computer/internet security
- The purpose of a webserver
- Common design traits and features of modern websites
- Producing a design for a website

### LO2

**The learner will:** Develop a fully functioning web page.

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

- An understanding of client briefs and requirements
- Website creation solutions, sitemaps, templates and themes
- The ability to create pages, a menu system and media content.

### LO3

**The learner will:** Test and review the final website.

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

- How well their website meets the brief
- Ways to gather and collate feedback from website users
- Ways to test the site
- Strengths and weaknesses of the website and opportunities for improvement

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Understand the technologies involved in internet communications and the main concepts in website design.</p> <p>Design a web page and explain the role of some common components in internet connectivity</p> <p><b>LO2:</b> Develop a fully functioning web page.</p> <p>Complete and present a simple web page with some reference to the client brief</p> <p><b>LO3:</b> Test and review the final website.</p> <p>Test the web page and give some examples of strengths and weaknesses</p>
<b>Merit:</b>	<p><b>LO1:</b> Understand the technologies involved in internet communications and the main concepts in website design.</p> <p>Design a web page that mostly meets the requirements of the client brief and accurately explain the role of common components in internet connectivity.</p> <p><b>LO2:</b> Develop a fully functioning web page.</p> <p>Complete and present a multipage website that mostly meets the brief and gathers some feedback</p> <p><b>LO3:</b> Test and review the final website.</p> <p>Test the web page and explain its strengths and weaknesses</p>
<b>Distinction:</b>	<p><b>LO1:</b> Understand the technologies involved in internet communications and the main concepts in website design.</p> <p>Design a web page that meets all of the requirements of the client brief and comprehensively explain the role of common components in internet connectivity.</p> <p><b>LO2:</b> Develop a fully functioning web page.</p> <p>Complete and present a multipage website that meets all of the requirements of the brief and gathers detailed feedback.</p> <p><b>LO3:</b> Test and review the final website.</p> <p>Test the web page, explain its strengths and weaknesses and opportunities for improvement</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will document a number of design ideas and write an explanation of relevant components.

**LO2:** Learners will create a webpage, based on a given/negotiated brief.

**LO3:** Product testing that is designed and completed by the learner. The results will then be used to ascertain and record strengths and weaknesses and justify possible improvements.

## Types of evidence

**LO1:** Written work covering components, design principles and concept designs

**LO2:** Product creation of a webpage/site with the final product presented in a web browser which can include hyperlinks, embedded pictures, embedded media etc. The website could be completed using basic code, WYSIWYG or a CMS. Learners will also document the process used to create the page/site by using screenshots and annotations

**LO3:** Product testing with results used to ascertain strengths and weaknesses recorded using annotated screenshots of the page/site and a written evaluation.

## Delivery guidance

**LO1** The purpose of this learning outcome is to introduce learners to hardware and software involved in internet communications as well as common elements of website design. This could be achieved by using the components within the classroom in a lab environment to create a localised web server that illustrates the functionality of the components.

**LO2** Learners are introduced to a method of creating websites (a CMS is recommended) and given a client brief to follow to create a functioning multipage website. Learners must be taught all the tools and techniques necessary to be able to create the website using the chosen method(s). Once the website is completed learners should perform user testing in order to gain feedback from others – testing the sites look, feel, functionality and allowing the user(s) the opportunity to suggest improvements.

**LO3** Learners will be introduced to the fundamentals of website testing and review good and bad practice that should be used and avoided in order to gain and use effective technical information that informs the success or failure of the build. This could be achieved by testing sample sites and reviewing good and bad design practice as individuals or within groups in planned classroom exercises. Learners should then use these testing results, along with previously gathered feedback, to evaluate the strengths and weaknesses of their website as well as justify possible improvements.

## Unit 7 Networking and Troubleshooting Devices

### Unit summary

You will understand the components of a network, assemble and configure a network. You will also troubleshoot using system tools and diagnostic software. You will be able to configure devices to connect to the internet and cloud services.

### Guided learning hours

48

### Level

2

### Learning outcome 1

**The learner will:** Understand key networking concepts

**The learner must know about:**

- Principles of networking and networking standards
- Physical components of a network
- ISP connection technologies
- Internet technologies

### Learning outcome 2

**The learner will:** Know how to connect a computer to wired and wireless networks

**The learner must demonstrate:**

- The ability to configure network connectivity between PCs
- The ability to connect a computer to a wired network in lab conditions
- The ability to connect a computer to a wireless network in lab conditions.

### Learning outcome 3

**The learner will:** Review the wireless and wired network builds and suggest improvements.

**The learner must consider:**

- The outcome of network build and results
- The effectiveness of the build based on testing outcome
- Possible improvements to build process
- How build requirements have been met

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Understand key networking concepts</p> <p>Identify the common components required to complete the build and create a simple test plan</p> <p><b>LO2:</b> Know how to connect a computer to wired and wireless networks</p> <p>Complete and document the lab series to showcase ability to set up wired and wireless networks</p> <p><b>LO3:</b> Review the wireless and wired network builds and suggest improvements.</p> <p>Test the lab series network builds and suggest some possible improvements.</p>
<b>Merit:</b>	<p><b>LO1:</b> Understand key networking concepts</p> <p>Identify and explain the purpose of the common components required to complete a build and create a simple test plan</p> <p><b>LO2:</b> Know how to connect a computer to wired and wireless networks</p> <p>Complete and document the lab series to showcase the ability to set up wired and wireless networks and gather some feedback</p> <p><b>LO3:</b> Review the wireless and wired network builds and suggest improvements.</p> <p>Test the lab series network builds, identifying strengths and weaknesses and suggest possible improvements.</p>
<b>Distinction:</b>	<p><b>LO1:</b> Understand key networking concepts</p> <p>Describe and explain in detail the purpose of the common components required to complete the build and create an advanced test plan</p> <p><b>LO2:</b> Know how to connect a computer to wired and wireless networks</p> <p>Complete and comprehensively document the lab series to showcase the ability to set up wired and wireless networks and gather detailed feedback</p> <p><b>LO3:</b> Review the wireless and wired network builds and suggest improvements.</p> <p>Test the lab series, fully evaluate its strengths and weaknesses and use testing and feedback to suggest and justify possible improvements.</p>



## Assessment

The assessment for this unit consists of:

**LO1:** Complete and document a lab series to showcase ability to set up wired and wireless networks. The document will identify the components that are to be used and a design of system that is to be built.

**LO2:** A configured computer system with technical documents that identifies the steps taken to complete the practical exercise.

**LO3:** A written review of the practical task that evaluates the process and suggests improvements.

## Types of evidence

**LO1:** A written log with accompanying screenshots, photographs and annotations.

**LO2:** Testing documentation that has been structured and completed by the learner.

**LO3:** Written review reports on Lab success and component types

## Delivery guidance

**LO1** The purpose of this learning outcome is to introduce learners to the basic components that are required during a build, and create a test plan:

This learning outcome will focus on the operation of networks; explaining the components and types of computer networks

- purpose and characteristics of networking standards
- purpose and characteristics of ISP connection technologies
- cloud concepts and networked-host services.

A number of different approaches can be taken to achieving this. Firstly, the learners should be introduced to the complexity and workings of the key components required to complete the networking Labs.

**LO2** This learning outcome will focus on the skills needed to build a practical solution to a problem posed in a number of different labs that explore how to configure network connectivity between PCs, and how to connect a computer to wired and wireless networks. Ideally the labs will be completed manually, but can be completed in a suitable virtual environment. The labs will have to be documented in the students of book for assessment. The learners should be afforded the opportunity to work with the appropriate networking components in a structured lab-based environment to gain the confidence and knowledge needed to work with this technology effectively. The labs can be in classroom or in a virtual environment but should be monitored with opportunities for tutorials to give feedback.

**LO3** This learning outcome focuses on the skills needed to review a completed build against the initial brief and test it for performance, functionality, usability and

areas for improvement. Learners should then use these testing results, along with previously gathered feedback, to evaluate the strengths and weaknesses of their build as well as justify possible improvements. Learners should be introduced to different methodologies of gathering feedback, creating tests and conducting surveys. The learners should also be introduced to different methodologies and techniques that can be used when analysing statistics ascertained through the collation of feedback. This could be done by introducing the learners to simple spreadsheet software and functionality like formulas and graph creation.

## Unit 8 Digital App Creation

### Unit summary

This unit will build on the skills of learners who have achieved a passing grade in customising existing apps. You will create new apps, develop user-interfaces, and write program code. The unit culminates in a final project that is either a business focused app or a game app.

### Guided learning hours

48

### Level

2

### Learning outcome 1

**The learner will:** Understand core programming tools and techniques.

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

- Variables, conditional logic and looping techniques
- A suitable programming environment / IDE
- Event-driven programming techniques
- UI (user interface) components, including use of a variety of controls
- Basic debugging technique

### Learning outcome 2

**The learner will:** Apply core programming tools and techniques to create an app

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

- Appropriate use of variables, conditional logic and looping techniques
- Use of a programming environment (IDE) and event-driven programming techniques
- A user interface (variety of controls)
- Debugging techniques
- Commentary to code

### Learning outcome 3

**The learner will:** Review the app created.

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

- Devising a test strategy for their app
- Feedback from others
- How to improve their app
- Techniques learnt

## Grading descriptors

<p style="text-align: center;"><b>Pass:</b></p>	<p><b>LO1:</b> Understand core programming tools and techniques. Identify programming constructs required to create an app including single and multi-value variables and conditional logic</p> <p><b>LO2:</b> Apply core programming tools and techniques to create an app. Create an app showing confident use of programming tools including single and multi-value variables and conditional logic.</p> <p><b>LO3:</b> Review the app created. Review app gaining feedback from others and make a necessary improvement.</p>
<p style="text-align: center;"><b>Merit:</b></p>	<p><b>LO1:</b> Understand core programming tools and techniques. Identify and describe programming constructs required to create an app including single and multi-value variables, conditional logic and use of a range of data types and looping</p> <p><b>LO2:</b> Apply core programming tools and techniques to create an app Create an app showing competent use of programming tools including single and multi-value variables, conditional logic and a range of data types</p> <p><b>LO3:</b> Review the app created. Review app and gaining feedback from others, make at least one improvement to the app. Explain why the use of additional variables and conditional logic is required</p>
<p style="text-align: center;"><b>Distinction:</b></p>	<p><b>LO1:</b> Understand core programming tools and techniques. Explain the programming constructs required to create an app that includes single and multi-value variables and conditional logic and justify use of a range of data types and looping</p> <p><b>LO2:</b> Apply core programming tools and techniques to create an app Create an app showing skilful use of programming tools including single and multi-value variable, with conditional logic and a range of data types with no faults.</p> <p><b>LO3:</b> Review the app created. Review the work and, with feedback from others, make at least two improvements to the app. Explain why the use of additional variables and conditional logic is required and the impact</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Learners will demonstrate understanding of code programming concepts, through a set of programming exercises.

**LO2:** Learners will create an app in an appropriate language with a user interface using programming tools including variables, conditional logic, a range of data types, debugging techniques and a commentary to code

**LO3:** Learners will create structured test plans which they will use to test their modifications. They will also create a form which they will use to gather feedback from others. Alternatively, this form could be created online using an appropriate online tool that automatically collates the feedback that is generated. Using this information, they will make at least one improvement to the app and provide a brief report that discusses further improvements.

## Types of evidence

**LO1:** A completed set of small programming exercises which can be completed locally or online.

**LO2:** A completed app in an appropriate language for example Python or Javascript with commented programming code and annotated screenshots of the app.

**LO3:** A completed test plan, a feedback form with user feedback either manual or on-line

Submission of a revised application with at least one improvement based on the feedback

A written report with suggested improvements and comments to explain their modifications

## Delivery guidance

**LO1** Learners are introduced to the basic constructs that are required to create an app. Learners can develop understanding of these constructs via reports, presentations and completion of appropriate tasks. The exercises can be completed individually on a computer or could be used to create group activities. The use of group activities can be effective when introducing learners to debugging techniques. The context of the exercises that are set are irrelevant to the understanding of the concept, but key to the learner engagement. Teachers are encouraged to mould this context to the class and or individuals.

**LO2** Teachers will provide the learners with the skills necessary to create a functioning app, on a chosen platform. The types of app to be created are not specified so as to allow the tutors to differentiate between learners and class interests. There are few restrictions on the type of languages that can be used - the point of the unit is to introduce learners to programming skills that are

transferable to multiple languages. Good starter languages are Python or Javascript

**LO3** This provides learners with the skills necessary to review the created app against the initial brief and test it for performance, functionality, usability and areas for improvement. Learners can then use these testing results, along with previously gathered feedback, to evaluate the strengths and weaknesses of their app as well as justify possible improvements. Teachers will introduce the learners to the fundamentals of programming, testing and the importance of reviewing good practice and how to use effective technical information, which will inform the success or failure of the app e.g. by testing sample apps and reviewing good and bad design practice.

## Unit 9 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:** Understand core programming techniques.

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

- Single and multi-value variables, e.g. arrays and lists
- Data types, e.g.: Boolean, string and integer
- Conditional logic to allow programs to make decisions
- Looping, e.g. for each and do/loop
- Commenting code
- Flow charts

### Learning outcome 2

**The learner will:** Apply core programming techniques to improve existing applications.

#### **The learner must demonstrate an ability to:**

- Apply core programming concepts
- Improve a program by refining existing functionality
- Improve a program by adding new functionality

### Learning outcome 3

**The learner will:** Test and review programming code and completed applications.

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

- Types of testing, e.g. validation, logic and user interface.
- User interface and user friendliness.
- Bugs and potential errors
- Strengths and weaknesses of the application

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Understand core programming techniques. Identify and explain some programming features in an existing application</p> <p><b>LO2:</b> Apply core programming techniques to improve existing applications. Improve an existing application by making customisations</p> <p><b>LO3:</b> Test and review programming code and completed applications Create and use a test plan and describe some strengths and weaknesses</p>
<b>Merit</b>	<p><b>LO1:</b> Understand core programming techniques. Identify and explain a range of programming features in an existing application</p> <p><b>LO2:</b> Apply core programming techniques to improve existing applications. Improve an existing application by making customisations with a new feature requiring use of conditional logic</p> <p><b>LO3:</b> Test and review programming code and completed applications Create and use a test plan to explain some strengths and weaknesses and describe possible improvements.</p>
<b>Distinction:</b>	<p><b>LO1:</b> Understand core programming techniques. Identify and explain a wide range of programming features in an existing application</p> <p><b>LO2:</b> Apply core programming techniques to improve existing applications. Improve an existing application by making customisations with a new feature requiring use of conditional logic and new variables</p> <p><b>LO3:</b> Test and review programming code and completed applications Create and use a test plan to explain the app's strengths and weaknesses and justify possible improvements.</p>



## Assessment

The assessment for this unit consists of:

**LO1:** Learners will be provided with an existing app and will be asked to provide a report in which they identify programming features that have been used and explain these in words and/or using flow charts.

**LO2:** Learners will be provided with an existing app which they will be asked to modify. They will hand-in the revised application which will include comments to explain their modifications

**LO3:** Learners will create structured test plans which they will use to test their modifications. Having done this, the learner will provide a brief report that discusses the strengths and weaknesses of the app and possible improvements.

## Types of evidence

**LO1:** A report and/or a flow chart that identifies/ explains the app's functionality.

**LO2:** A revised application with comments to explain their modifications

**LO3:** A completed test plan, user feedback and a report or presentation that highlights the strengths and weaknesses of the app.

## Delivery guidance

**LO1** The purpose of this learning outcome is to allow learners to identify and explain the usage of two single value and multi-value variables and conditional logic including:

- Single and multi-value variables, e.g. arrays and lists.
- Data types, e.g.: Boolean, string and integer.
- Conditional logic to allow programs to make decisions.
- Looping, e.g. for each and do/loop.
- Commenting code.
- Flow charts.

Understanding of these constructs can be accessed via reports or presentations. The deconstruction of existing apps and highlighting the importance of the above logic outcomes can help facilitate learning. This can be carried out in group activities or by an individual.

**LO2** Learners will improve a functioning app that runs on a platform that is specified by the assessment brief. The app can utilise some of the following programming constructs:

- Apply core programming concepts
- Improve a program by refining existing functionality.
- Improve a program by adding new functionality.

Learners will need to understand debugging techniques and the use of at least one virtual environment that highlights incorrect code and alludes to syntax errors to help facilitate learning.

**LO3** Having improved an app, learners are now to review it against the initial brief and test it for performance, functionality, usability and areas for improvement. Learners should use these testing results, along with previously gathered feedback, to evaluate the strengths and weaknesses of their app as well as justify possible improvements. The learners should practise these skills in a controlled environment on an unrelated app.

## Unit 10 Game Design

### Unit summary

The purpose of this unit is to understand game design. You will learn about game genres and platforms in contemporary society. You will design and present a game concept, review the design and consider improvements based on feedback.

### Guided learning hours

48

### Level

2

### Learning outcome 1

**The learner will:** Investigate different game genres and different game platforms

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

- Game genres; action, adventure, RPG, simulation, strategy, sports, education and MMO
- Game design; visual style and gameplay features
- Game platforms; PC, console, tablet, smartphone, web and virtual reality

### Learning outcome 2

**The learner will:** Create a game concept design and ascertain feedback

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

- The ability to present a game concept including the USP and target audience and including mood-board, storyboard, character design
- Accurate use of terminology
- The ability to justify intended visual style, gameplay features and intended platform
- The ability to collect and collate feedback

### Learning outcome 3

**The learner will:** Review their design in response to audience feedback.

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

- Methods of collecting and collating feedback
- Effective use of feedback to evaluate the final game concept
- Strengths and weakness of the game design and features
- Suggestions on how to improve

## Grading descriptors

<p style="text-align: center;"><b>Pass:</b></p>	<p><b>LO1:</b> Investigate different game genres and different game platforms. Identify games genres and game platforms</p> <p><b>LO2:</b> Create a game concept design and ascertain feedback Present game concept, demonstrating mostly correct game design terminology and ability to collect and collate feedback</p> <p><b>LO3:</b> Review their design in response to audience feedback. Critique a game concept using feedback with an intended genre and platform and make some suggestions for improvements</p>
<p style="text-align: center;"><b>Merit:</b></p>	<p><b>LO1:</b> Investigate different game genres and different game platforms. Describe visual style and gameplay features of game genres and features of game platforms</p> <p><b>LO2:</b> Create a game concept design and ascertain feedback Present game concept, demonstrating mostly correct game design terminology and ability to collect and collate feedback</p> <p><b>LO3:</b> Review their design in response to audience feedback. Critique a game concept using feedback, to explain intended visual style, gameplay features and intended platform and justify suggestions for improvements</p>
<p style="text-align: center;"><b>Distinction:</b></p>	<p><b>LO1:</b> Investigate different game genres and different game platforms. Explain visual style and gameplay features of game genres and technical features and limitations of game platforms.</p> <p><b>LO2:</b> Create a game concept design and ascertain feedback Present game concept that demonstrates accurate use of terminology, justifies intended visual style, gameplay features, intended platform and ability to collect and collate feedback</p> <p><b>LO3:</b> Review their design in response to audience feedback. Critique a game concept using feedback, that justifies intended visual style, gameplay features and intended platform and suggestions for improvements</p>

## Assessment

The assessment for this unit consists of:

**LO1:** An investigation, in the form of an information leaflet, that explains the visual style and gameplay features of game genres and the technical features and limitations of game platforms.

**LO2:** Learners will present their game concept portfolio and how they have collected and collated feedback to evaluate the final game concept. The presentation should include mood/storyboard, character design and the assessment will be of the understanding of the target audience, use of terminology and the choices of game design, features and platform

**LO3:** Learners will collate feedback and critique the proposed game concept through a viva with a teacher. The learner must answer questions to cover the strengths, weaknesses of the game concept and possible changes that could be made based on the feedback ascertained and the student's own reflection.

## Types of evidence

**LO1:** An information leaflet about game genres and platforms that looks at gameplay features and genres of games from specific areas e.g. mobile, console PC etc. or a holistic look at genres e.g. platform, FPS etc.

**LO2:** A presentation of a game design concept that can be carried out in a variety of ways using different types of presentations techniques e.g. in class, video conference, audio, Powerpoint, etc. All materials used must be submitted and assessor must complete a feedback form to accompany presentation materials.

**LO3:** The collated feedback completed using surveys. A viva that will require the learners to review the feedback from their presentation to identify, evaluate and discuss the strengths weaknesses and potential areas for improvement.

## Delivery guidance

This unit introduces students to the visual styles and variety of gameplay that can be encountered in different game genres and platforms. Introducing learners to a brief history of game evolution from arcade machines through consoles to mobile games would help highlight how technology available has influenced the gameplay. LO1 should also examine the capabilities and distribution methods of different gaming platforms e.g. steam, app store google play etc.

Teachers will provide the learners with an understanding of the visual style of games and their various features that are suitable for a specific genre and game platform. Identifying key game components from specific genres will help facilitate this understanding. An understanding of feedback methods is important, introducing learners to different methods of gaining feedback such as surveys is essential.

Learners will develop their skills to be able to present their game concept, demonstrate knowledge of game design and identify improvements based on

feedback. To do this the learner should be shown a number of different ways in which a presentation can be made e.g. PowerPoint, or by creating a promotional video that one may find on online start up sites such as Kickstarter. The learner must consider the target audience and platform for their game, with confident use of game design language. To do this they must present findings and data from the surveys or other method of collating feedback e.g. simple spreadsheet methodologies found in software such as Excel.

# Appendices





## Appendix I Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

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



## Appendix II Candidate Appeal Form

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



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

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

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




## Appendix III Assessment Brief Template

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

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

## Appendix IV Assessment Brief Internal Verification Template

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

<b>JPQ Title</b>	
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<b>Unit No. / Title</b>	
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<b>Assessor</b>		<b>Internal Verifier</b>	
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<b>Assessment No.</b>		<b>Lead Verifier</b>	
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Verifier Checklist	Comments
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Are accurate qualification details shown?	Y/N	
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Are accurate unit details shown?	Y/N	
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Are clear deadlines for assessment given?	Y/N	
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Is the timescale for the assessment appropriate?	Y/N	
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What are the Learning Outcomes being assessed?	
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Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
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Are the appropriate English and maths skills identified on the assessment?	Y/N	
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Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
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Is the language and presentation used accessible to most learners?	Y/N	
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Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
<b>Overall, is the assignment fit for purpose?</b>	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
<b>Assessor signature</b>		<b>Date</b>
<b>Verifier signature</b>		<b>Date</b>
<b>Lead Verifier signature</b> (if required)		<b>Date</b>
<b>Agreed remedial action required/taken</b>		
<b>Assessor signature</b>		<b>Date</b>
<b>Verifier signature</b>		<b>Date</b>
<b>Lead Verifier signature</b> (if required)		<b>Date</b>



## Appendix V Internal Verification Template for Assessment Decisions

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

<b>VERIFIER CHECKLIST</b>		<b>Please give reasons for responses including evidence of judgements and good practice.</b>
<b>Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)</b>	Y/N	
<b>Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)</b>	Y/N	
<b>Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)</b>	Y/N	
<b>Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)</b>	Y/N	
<b>Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)</b>	Y/N	
<b>Does the feedback from the assessor confirm achievement?</b>	Y/N	
<b>Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)</b>	Y/N	
<b>Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)</b>	Y/N	

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

<b>Action Required</b>	<b>Target Date for Completion</b>

**I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.**

<b>Verifier signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	
<b>Lead Verifier signature</b> (if appropriate)		<b>Date</b>	