



BTEC

STUDENT

HANDBOOK

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What is a BTEC Qualification?

BTEC qualifications are suitable for a wide range of students. They encourage and recognise achievement in students, some of whom may not be getting the most out of more 'traditional' qualifications. Those who enjoy hands-on, practical work with plenty of real-life situations tend to find stimulation and success through BTEC qualifications. A straightforward structure

- Each BTEC is made up of a number of units. Some units are mandatory and some optional.
- In order to achieve each unit, your assignments have to show achievement against a set of outcomes.
- Each unit has a certain Credit value, for example 5, 10 or 20 Credits or equivalent Guided Learning Hours (GLH)
- As you complete units, the total number of credits or GLH you achieve builds up until you have met the requirements for a particular qualification.
- The new BTEC First Award is 120 GLH.
- QCF BTECs are wholly assignment based; new NQF BTECs have at least one unit which is externally assessed.
- The assignments and external assessments that you complete form the basis of unit results and an overall result.

Grading that's easy to understand

- BTEC units are graded individually; each unit is graded Pass, Merit or Distinction, according to how you perform against a set of criteria. Once you have completed all units, Edexcel calculates an overall Pass, Merit or Distinction or Distinction* grade.

BTEC at Brannel School

Head of Centre Mr A Edmonds, Headteacher

Examinations Manager & BTEC Quality Nominee Mrs M Harris

Music

Programme Leader Mrs G Hird-Edwards

Lead Internal Verifier Mrs G Hird-Edwards

Teachers Mrs V Rolls & Mrs G Hird-Edwards

- Pearson BTEC L1/ L2 First Award in Music (NQF)

Life Skills

Programme Leader Mr P Bearham

Lead Internal Verifier Mrs V Rolls

Teachers Mrs P Chilton

Miss G Byrt

- Pearson BTEC Level 1 Award (Foundation Learning) Art & Design (QCF)
- Pearson BTEC Level 1 Award (Specialist) in Sustainability Skills (QCF)

Construction

Programme Leader Mr P Bearham

Lead Internal Verifier Miss J Gaiety

Teachers Mr P Bearham

- Pearson BTEC L1/ L2 First Award in Constructing the Built Environment QN 60068176

A full copy of the specification and requirements for any of the above courses can be viewed at www.edexcel.com.

Malpractice

Definition of Malpractice by Learners

This list is not exhaustive:

- Plagiarism – presenting material from secondary sources as original, e.g. unacknowledged copying and pasting from the internet, copying. Pupils should be taught an appropriate format of referencing to ensure they do not inadvertently commit plagiarism.
- copying others' work
- deliberate destruction of another's work
- fabrication of results or evidence, e.g. making false claims about having participated in a practical activity
- False declaration of authenticity, e.g. claiming work of another learner, declaring collaboratively produced work as own etc.

Malpractice procedure

Where a teacher has concerns about authenticity of your work, they will follow refer your work to the Programme Leader who will follow this procedure:

- Inform you of the alleged malpractice
- give you the opportunity to respond to the allegations made
- inform you of how you can appeal against any judgment made
- document all stages of any investigation.

Where malpractice is proven, the school will inform your parents and work with the Examinations Manager and your Head of House to apply an appropriate consequence, which may include:

- Application of school code of conduct (where applicable)
- Being awarded zero marks for the unit
- Disqualification from the course

All such decisions would be subject to the existing school procedures, including approval from the Head Teacher

Assessment Guidance

There are specific assessment requirements relating to BTECs which both you and the school are required to comply with. In order to support you in complying with Pearson's standards these requirements have been summarised within this document. Please note that failure to comply with the assessment requirements may affect your ability to achieve your qualification.

Before the assessment

- You will be issued with an assessment plan which will outline when your assignments will be issued and also when they should be submitted.
- You will be provided with sufficient teaching and learning opportunities to ensure that you have the knowledge and the skills to independently complete your assessment activity.
- You will be provided with lots of informal assessment activities to check your knowledge and understanding before you start on your assessment (such as mind maps, quizzes, presentations, and discussions).
- Your attendance at all sessions is CRUCIAL, as you will be required to work independently once your assignment is issued.
- You may be provided with the opportunity to complete a mock assessment before you complete your formal assessment.
- Your teacher will decide when you are fully prepared to undertake the assessment activity. This may mean that you may be issued your assignment earlier or later than other learners on your course. You will however be required to complete your assessment within the same time frame to ensure that no learner receives an unfair advantage. This date will be agreed and recorded with your subject teacher.

Preparing for Assessment

Before you start your assessment, your teacher will ensure that you fully understand;

- The assessment criteria and the assessment requirements.
- The nature of the evidence which you need to produce.
- The importance of time management and meeting deadlines.

You MUST ensure that you inform your teacher if you are unclear of any of the above before you start your assessment.

Once your assessment is issued

- You must work independently to produce and prepare the evidence for assessment. You will be supervised and supported by your teacher.
- Your teacher will not be able to provide you with any specific feedback relating to your assessment before it is submitted for marking.
- Your teacher will not be able to confirm whether you have achieved the assessment criteria (E.g. P1) until your assessment is submitted for marking.

Submission

- You must submit an assignment which includes evidence which you feel fully meets the assessment criteria.
- You **MUST** meet the assessment deadline as detailed on the assessment plan and assignment brief.
- Failure to meet deadlines will mean that you will have no further opportunity to resubmit or retake your assessment and this can affect your ability to complete your course.
- If you have a valid reason for not meeting your assessment deadline (such as illness or bereavement) then you may request an extension. Please discuss this with your teacher or Mrs Harris in the Exams Office.
- You **MUST** ensure that you have signed and dated the learner declaration to confirm that the work is your own and that you have worked independently whilst working on the assessment. A copy of this is attached as an appendix.
- You should ensure that you have checked that you have met all the assessment criteria (you may find it useful to mark where you feel you have met the criteria as a cross checking activity).
- You should ensure that you have proof read and referenced your work appropriately.

Late work

- If your work is submitted late, your teacher will accept and mark your **FIRST** assessment submission.
- If work is submitted late without a legitimate reason (and where an extension request has not been agreed) you will not be permitted to resubmit your work or retake the assessment activity. This can affect your ability to achieve the unit and course.
- If an extension is granted by your teacher, the new deadline will be agreed and recorded by your subject tutor and this new submission date **MUST** be adhered to.

Assessment Feedback

- Your work will be returned to you within three academic weeks of the assessment submission date.
- Your teacher will formally record your assessment result on an assessment feedback form and will confirm which criteria you have/have not achieved.
- Your teacher will provide feedback to justify how the assessment decisions were made.
- Your teacher will provide general comments on your overall performance and conduct, and will provide constructive feedback on how you can improve your learning in future.
- Your teacher is not permitted to provide specific feedback on how evidence can be improved.
- Your teacher is not permitted to give specific guidance on how you can improve evidence for a resubmission.

Appeals procedure

If you are unhappy with the result you are given for an assignment, then you can follow the appeal procedure set out here. This must be done with 2 school weeks of receiving your result.

Stage 1

You should have an Informal discussion with the member of staff assessing your work. If a resolution is found, the member of staff will record the discussion as best practice.

If a resolution is not achieved, this should be formally recorded by the teacher and you should speak to the Exams Manager or the SLT Line Manager for the subject area.

Stage 2

Formal review. The Exams manager or SLT manager will refer your assignment to the Lead Internal Verifier. With the programme leader, they will review the assessment decision. A written reply will be given to you within 2 school weeks.

Stage 3

Appeal hearing. If you are still unhappy with the decision, then you should apply to the Headteacher in writing within 4 school weeks of the initiation of the stage 2 formal review. An appeal panel, appointed by the Headteacher, will meet and review the evidence. A formal response will be given to you.

Stage 4

External appeal: The grounds for appeal and any supporting documentation must be submitted by the school, to Edexcel within 14 days of the completion of Stage 4: a fee is charged.



Learner Assessment Submission and Declaration

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date: