



Headteacher **Mr N. Rees-Davis**

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Longfield
Dartford
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Dear Parents/Carer

_____ is completing a BTEC/VTCT qualification this year.

The accompanying Student Handbook gives you background information to the BTEC courses and shows the common format for assignments and feedback which is used by most departments.

BTEC and VTCT courses are between 75% and 100% coursework which is internally assessed. Some units may be externally assessed at Level 2. For this reason it is vital that the work produced is their own and that they feel that the grade awarded is a fair assessment of their work. To that end can I draw your attention to the procedures for malpractice and learner appeal.

The Student Handbook should be stored in a safe place at home so that it can be referred to, when necessary.

Would you please sign the slip at the bottom of this page and return it to your son/daughters teacher as acknowledgement of receiving the Handbook.

Yours sincerely,

C Nicklin

BTEC Quality Nominee

Student Name_____ Tutor_____

I agree to follow the course and meet set deadlines in each of the units of a programme.

Signature: Date:

Parent/Carer Name:

I have read the content of the Student Handbook and understand the commitment_____ has made to complete their BTEC course. I will encourage_____ to fulfill the demands and meet all deadlines.

Signature: Date:



BTEC / VTCT STUDENT HANDBOOK 2019-20



1. Qualifications and Staff
2. The Assignment Brief and Assessment
 - The Assignment brief
 - Submitted work
 - Deadlines
 - Marking and Moderation
3. Assessment Malpractice
4. Student's Appeals process
5. Grading and Levels
6. Sample Assignment Brief
7. Marking of your work and a sample Feedback sheet

QUALIFICATIONS AND STAFF

A number of qualifications are available to you at Rowhill School; each BTEC qualification has a member of staff who is responsible for its delivery and the quality of the assignments and marking of your coursework. The names of these people along with the course details are set out below; in most cases this person is also the head of department but this is not always the case.

Subject Area	Lead Teacher	Levels available
Construction	P Kingsland	Available at Entry 3 Level 1 (QCF)
Hair and Beauty	S Griffey	Available at Entry 3 Level 1 (QCF).
Home and basic cooking skills	E Mendleson / J Monk	Available at Level 1 and Level 2(QCF)
Land Based Studies	W. White / D Evans	Available at Entry 3 Level 1 (QCF).
Sport and Active Leisure	B Inman / C Rogers	Available at Entry 3 Level 1 (QCF).
Science		Available at Entry 3 Level 1 (QCF).

Other key staff includes the Exams Officer Miss. S. Gash her role is to deal with administration such as registering you on the right courses and making sure your certificates arrive on time. The school also has an appointed Quality Nominee/BTEC programme coordinator this person is Mr. C. Nicklin, he is overall responsible for the quality of the delivery and assessment of your BTEC/VTCT qualification.

THE ASSIGNMENT BRIEF AND ASSESSMENT

Assessment has two purposes

- To provide you with regular feedback about how your work is progressing
- To measure and record your achievement of units towards the qualification

You should regard all assessment marks as provisional until the assessment board has agreed results.

Examples of assessment feedback forms can be found at the end of the handbook

Assignment briefs

Your assessment is carried out through various types of assignments.

Assignments briefs are issued at the start of a unit. They are your reference point for assessment throughout the unit and therefore should always be at hand; especially when writing your assignments.

Each assignment brief will tell you:

- Assignment number and title
- Which unit(s) the assignment relates to
- What the assignment is about
- What tasks you have to complete with a relevant scenario for you which informs you how to set out the assignment
- The grading criteria and learning outcomes the assessment will help you produce evidence for
- Suggestions and ideas on how to achieve the grading criteria
- Hand in date
- Your teacher's name

If you have any doubt about the requirements of an assignment, you should ask your teacher for clarification, well before the deadline.

Submitted work

Always check the brief to ensure you have completed all the necessary tasks. Work should be word processed unless otherwise stated on the assignment brief. You should always keep an electronic copy of each completed assignment for your reference.

All assignments graded and returned to you must be placed in your own student file which must remain in school.

All work within the assignments must be your own work. It should not be copied from another student nor cut & pasted from articles on the internet. This is regarded as malpractice. More details on what constitutes malpractice can be found on the following pages.

Deadlines

Assessments have to be in by the pre-set deadline. Approval for late submission is at the discretion of your teacher, and will only be approved for genuine reasons.

Marking and moderation

All assignments are marked by your teacher in relation to the set criteria appropriate to each unit learning outcome. For entry 3 Level 1 BTEC's you will only be awarded a Pass for each assignment.

The assessment process is then subject to internal verification from a second marker from within the school. Moderators second mark samples of work to ensure that marking is consistent and reflects appropriate standards of achievement.

If you are dissatisfied with the result, you will have the opportunity to appeal to your teacher a detailed appeals procedure is found in this handbook.

Edexcel (Pearson) will also check the grading of randomly selected assignments, alongside the general operation of the assessment process.

Assessment malpractice by students

All assessments should be completed by you. To copy someone else's work is known as plagiarism and will not be accepted in any part of your assessment.

Any work which is downloaded and used as evidence of research should be referenced to acknowledge the author.

On completion of each assignment you will sign a front cover sheet which declares all work submitted is your own work.

Instances of malpractice include:

- Copying some or all of another person's written work with or without their consent
- Getting someone else to help you complete the assignment
- Deliberate failure to reference work properly

Procedure in dealing with plagiarism and malpractice

Student malpractice Stage One

- Quality Nominee is informed of the malpractice
- You will be given the opportunity remove the plagiarised material from the assignment and produce your own work

Learner Malpractice Stage Two

- If you fail to remove plagiarised material, parents will be contacted and a meeting will be arranged between the student, parents, your teacher and Quality Nominee to discuss the situation.
- You can only be assessed and graded for the assignment if your teacher is wholly satisfied that the work produced is your own

STUDENT APPEALS PROCEDURES

If you are unhappy with an assessment decision for either a piece of work or a completed unit you should in the first instance speak to your teacher. Your teacher will give you a more detailed explanation of your result and where the work can be improved.

If you still feel the work has been unfairly assessed you need to follow the procedure set out below

Level 1

If you are still not satisfied with the decision, your teacher must speak to the Lead Internal Verifier for the course within 5 days.

- The IV will examine the assessment evidence and assessment feedback from your teacher.
- The IV will provide written feedback within 10 days and forward a copy to you and your teacher
- Agreement at this stage ends the appeals procedure.

Level 2

If you are still not satisfied with the decision, an appeals panel will meet within 10 days to study the assignment brief and the work.

- The panel will consist of your teacher, the Head of Secondary phase, the Lead Internal Verifier and the Quality Nominee.
- The decision of the panel will be final and will be logged in writing and you will be informed within 5 days.

Level 3

If you disagree with decision made by the appeals panel, you may then refer your work to the exam board (Edexcel). The exams officer will be able to give you the appropriate paper work and contact details.

GRADING AND LEVELS

BTEC qualifications come in different levels and different sizes, from BTEC Entry 3/Level 1 up to BTEC Level 5 Higher Nationals.

Overview of Qualifications

Which BTEC?	Entry or Level 1	Level 2 BTEC 1st	Level 3 BTEC National
	GCSE D-G What do you learn? Basic principles and employability skills, including teamwork, research skills and innovation.	GCSE A-C What do you learn? Practical, hands-on experience combined with written assignments drawing on real-life scenarios. Core knowledge, behaviour and practical skills essential in the workplace	A - Level What do you learn? Practical, hands-on experience combined with written assignments drawing on real-life scenarios. Core knowledge, behaviour and practical skills essential in the workplace.
	How am I assessed? Usually studied as part of a bespoke programme of study for entry or level 1 learner.	How am I assessed? 1-2 year course, combining mainly internal and up to 25% external assessment. Study a combination of core and mandatory units.	How am I assessed? 1-2 year course, 100% internal assessment throughout the course. Study a combination of core and mandatory units.
	Progression To level 2 study or into employment	Progression To further study at level 3 study, into Apprenticeships or into employment	Progression To further study in Higher Education or University (level 4), into Apprenticeships or directly into employment

The Different Levels

The Equivalences of BTEC Qualifications					
Level	National Qualifications Framework (NQF)	GLH	BTEC Qualifications on the Qualifications Curriculum Framework (QCF)	Credits	Equivalent to
3	BTEC Nationals Award/Certificate/Diploma	360/720/1080	BTEC Level 3 Nationals Certificate/Subsidiary Diploma/Diploma/Extended Diploma	30/60/120/180	1 AS / 1 / 2 / 3 GCE A Levels
	BTEC Level 3 Foundation Diploma in Art and Design	600	BTEC Level 3 Foundation Diploma in Art and Design	120	2 GCE A Levels
	BTEC Level 3 Qualifications		BTEC Level 3 Specialist Qualifications	Variable	
2	BTEC Firsts Award/Certificate/Diploma	90/180/360	BTEC Level 2 Firsts Certificate/Extended Certificate/Diploma	15/30/60	1 / 2 / 4 GCSEs (A* - C)
	BTEC Level 2 Qualifications		BTEC Level 2 Specialist Qualifications	Variable	
1	BTEC Introductory Qualifications Certificate/Diploma	Variable	BTEC Level 1 Qualifications Award/Certificate/Diploma	Variable	GCSE (D-G)
	BTEC Level 1 Qualifications		BTEC Level 1 Specialist Qualifications	Variable	
E	BTEC Entry Level Certificates Certificate in Life Skills/ Certificate in Skills for Working Life	Variable	BTEC Entry Level Qualifications (E3) Award/Certificate/Diploma	Variable	N/A
	BTEC Entry Level Qualifications		BTEC Entry Level Specialist Qualifications	Variable	

The Assignment Brief

An example of a typical assignment brief is set out below. On the first page you will find the Unit details as well as the outcomes covered. The front sheet also has the submission date; take a note of this as it is very important.

It also has the individual tasks for each of the grading criteria covered. These are very important as these tell you exactly what you have to do to achieve the individual criteria.




BTEC Level 1 Award/Certificate/Diploma
in Construction



Centre	Rowhill School
Assignment Number	3
Assignment Title	List and describe appropriate PPE to be used in building maintenance processes
Assessor	Ben Inman
Date Issued	04/11/14
Final Deadline	03/12/14
Programme title	BTEC Level 1 Certificate in Construction
Units	Unit 20 Developing building maintenance skills
Outcomes Covered	Pupils able to identify the key importance of PPE for different maintenance tasks around the home and the hazards.
	3.1 List and describe appropriate PPE to be used in building maintenance processes
Scenario	<p>Your construction teacher has asked you to work through different work sheets to support with the assignments criteria. All pupils completed 2 health and safety sessions before being allowed to carry out any practical activity.</p> <p>Projects as identified in assessment criteria 4.1 are then used to see pupils working on different activities and using the correct PPE for the tasks at hand from removing a broken window to working with cement.</p>
Tasks	Work sheets, Photographicevidence and witness statement
Sources of information	<ul style="list-style-type: none"> - Construction Entry 3/Level 1 student book - DIY Know How with show how - Julian Gapsky and Peter Potham <p> www.diy.co.uk www.wickes.co.uk www.youtube.com </p>
Notes to Learners	<p>ALL WORK submitted must be your own.</p> <p>You MUST clearly reference any sources used in the work.</p>

Assessment Submission Declaration forms

When you finish your assignment you need to complete one of these forms before handing in your work



LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own. You may use this form, or incorporate a learner declaration into an Assignment Brief frontsheet.

Learner name: xxxxxxxx		Assessor name: Clara Rogers	
Issue date: 8/9/14	Submission date: 3/10/14	Submitted on: 3/10/14	
Programme: BTSC Level 1 Certificate in Sport & Active Leisure			
Unit: Unit 11 - How the Body works			
Assignment reference and title: 1 - Bones and Muscles information for students			

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).

Task ref.	Evidence submitted	Page numbers or description
Task 1	PowerPoint with labelled diagrams	Whole Assignment - PowerPoint with labelled diagrams

Additional comments to the Assessor:

Learner declaration

I certify that the evidence 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: _____

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

Feedback Sheet And Marking

Your work will be marked in line with the Rowhill School's marking policy just like any other piece of work you complete. You should expect your work to be marked, regularly with constructive feedbacks and comments; in addition you will also have the relevant grading criteria noted on your work for example 1.1 or 1.2 achieved. At the end of the unit you will be given more detailed feedback and an opportunity to reflect on your work. You will of course be given your overall grade (subject to moderation).

Below is an example of typical feedback that you might expect to see on pieces of work.

Job Title	Midwife ✓
Location	Odstock Road Salisbury, Wiltshire SP2 8BJ 01722 336262 ✓
Description of Business	NHS Foundation Trust Salisbury is the National Health Service offering a wide range of clinical care including general acute and emergency services to people across Wiltshire, Dorset and Hampshire. ✓
Purpose of Job	The purpose of a midwife is to maintain the highest standards of care and safety for mothers, partners and babies throughout the woman's pregnancy and after for a period of time. ✓
Main Tasks	Monitoring the health of mother and baby with physical examinations and ultrasound scanners. ✓ Counselling the expectant mother on issues and explaining the mother's options for birth including pain, natural childbirth, pain relief, home delivery and hospital care. ✓ Caring for mother and baby before and during labour and after birth for around one-two months. Often run occasional antenatal and parenting classes involving teaching expectant parents and new parents the essential skills needed to care for new baby.
Hours of work	Up to 40 hours per week but this could change due to your role of midwife to our patients when they go into labour.
Standards Required	Midwives working for NHS must be able to make mothers to feel comfortable during pregnancy and after.
Pays & Benefits	£21,756 – £67,134 per year depending on qualification and experience.
Responsible to	NHS (National Health Service)
Responsible for	Expectant mothers' throughout pregnancy and their partners making them feel as comfortable as possible.

P: Two well produced documents

T: Look at the layout on the job description

P3 & M2 met.

SAMPLE DOCUMENTS

Feedback Sheet And Marking

Below is an example of a typical Summative Assessment Record Sheet that you might expect to see on pieces of work



SUMMATIVE ASSESSMENT RECORD SHEET

Programme	BTEC Level 1 Certificate in Sport & Active Leisure	Learner Name	xxxxxxxxxxxx	Assessor Name	Clare Rogers				
Unit No. & Title	Unit 11 – How the Body Works	Target Learning Aims	1 – Identify the structure and functions of the skeleton	Assignment No. & Title	1 Bones and Muscles information for students				
Issue Date	8/9/14	Interim Submission Date		Final Submission Date	3/10/14				
Target criteria	Criteria Achieved	Final Assessment Comments							
1.1	1.1	Achieved through PowerPoint and labelled bones diagram							
1.2	1.2	Achieved through PowerPoint and labelled muscles diagram							
Summative comments									
<p>This is a very good PowerPoint Cameron which informs the reader of the functions of the skeletal system and the muscular system. You have used good pictures to help to inform the points you have made. . You have also accurately labelled the key bones and muscles in the body.</p> <p>Well Done xxxxxxxxx</p>									
Resubmission authorisation*			Resubmission Date:						
* All resubmissions must be authorised. Only 1 resubmission is possible per assignment.									
Assessor Signature		Clare Rogers		Date:	6.10.14				
Learner comments									
Learner Signature				Date:	6.10.14				