

BTEC QUALIFICATIONS STUDENT GUIDE 2017/2018

Name:



OVERVIEW

We hope that you will have a very enjoyable period of study on this programme, and it's our aim that every learner who wants to succeed will do so. We are here to help you achieve your goals, and qualify in the BTEC programme you have selected.

The purpose of this handbook is to inform you, the learner, of what your programme has to offer, as well as giving you some guidance as to the way in which the course will be run. We have responsibilities to you, and you also have responsibilities to us. This pack will outline what both sides can expect from each other.

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WHAT ARE BTECS?

BTEC qualifications are suitable for a wide range of learners. They offer an alternative to more traditional qualifications, combining the best mix of academic and vocational methods of learning. They are respected and understood by employers and Higher Education alike.

BTEC's will develop and enhance the skills that you already have and encourage you to think about relating your learning to real-life situations.

BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas. The course offered is practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working environments. It will give you a good feel for what it will be like to be at work as well as developing your communication, IT, time management and teamwork skills.

COURSE INFORMATION

Name	
Form & Tutor	
BTEC Qualification being studied	
Programme Leader	
Assessor	
Course Start Date	
Course End Date	

Name	
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HOW WILL MY LEARNING BE ASSESSED?

How will my learning be assessed?

The current QCF BTECs are not exam-based qualifications; however the new NQF qualifications have examinations in built and this began for level 3 courses in September 2016. You will be studying real life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependant on the level and size of BTEC being studied.

Assessment can be through anything that reflects what you have achieved during the course (diary notes, photographs, presentations, reports, video footage, etc). This will be set by your tutor through set assignments.

For the QCF qualification there is no final examination; only certain courses fall into this category. You will build a portfolio of work that will be assessed by your tutor and checked by other staff and Edexcel. This includes course work you produce, such as items, photographs, video footage, assignments, computer print-outs, questionnaires, check lists, or projects, etc. Your portfolio shows you and your tutor what you have learnt and will be looked at during moderation. For your NQF qualifications, you will build up a portfolio as well as take an externally set test. **ALL WORK MUST BE SUBMITTED ON OR BEFORE THE DEADLINE TO QUALIFY FOR A RESUBMISSION.**

The projects that you undertake will form the basis of your unit results which are graded as a Level 1 Pass, or Level 2 / 3 Pass, Merit or a Distinction.

What skills do I need to do this course?

You will need to be hardworking, well organised and self-motivated in order to be successful on your BTEC programme. You will need a basic level of IT, numeracy and communication skills.

What can I do after my BTEC course?

Dependent on the BTEC course you take, it will enable you to progress to an Advanced Level course (or equivalent) at Sir William Ramsay School or other schools and colleges which will enable you to progress to degree courses in associated areas. You could, alternatively, go into employment in the related area.

WHAT BTEC COURSES ARE THERE?

There are Level 2 and Level 3 courses available. Level 2 courses are available at both Key Stage 4 and Key Stage 5. Below are the titles of the courses available from September 2014 (the ones in bold are the ones that we offer at school).

Level	QCF BTEC	Equivalent To
3	BTEC Level 3 Certificate	1 GCE AS - Level
3	BTEC Level 3 Subsidiary Diploma	1 GCE A - Level
3	BTEC Level 3 Diploma	2 GCE A - Levels
3	BTEC Level 3 Extended Diploma	3 GCE A – Levels

Level	NQF BTEC	Equivalent To
1 / 2	BTEC First Award BTEC Tech Award	1 GCSE (A* - C)
1 / 2	BTEC First Certificate	2 GCSEs (A* - C)
1 / 2	BTEC First Extended Certificate	3 GCSEs (A* - C)
3	BTEC National Extended Certificate	1 GCE A - Level

If you are considering going to university you may want to find out what each grading criteria is worth at Level 3. You can use the link below to find out.

UCAS Points calculator: <http://www.apply2uni.co.uk/ucas-points-calculator.html>

UCAS Tariff Points: http://www.ucas.com/students/ucas_tariff/

Grade		Tariff points
Extended Certificate/Subsidiary Diploma	Certificate	
D*		56
D		48
M		32
	D*	28
	D	24
P	M	16
	P	8

NB: This is correct as of 2017-2018, in line with UCAS submissions for 2017 onwards.

WHAT SUPPORT IS AVAILABLE TO ME?

SUPPORT	DETAILS
Staff	<p>Teachers who will be taking your lessons. You may have different teachers for the different Units that you will cover.</p> <p>Teacher(s):</p>
Text book	<p>Textbooks will be provided during the duration of the course.</p> <p>Textbook Title:</p> <p>Textbook No:</p> <p>Textbook Title:</p> <p>Textbook No:</p>
Study Guide	<p>A study guide is usually provided by Edexcel for the different BTEC courses available and your teacher may also provide one for you.</p>
Intranet	<p>The intranet shared area will provide you with an area to access all the work and assignments that you will be set throughout your course. This will allow you access to work outside of lesson time.</p>
Internet	<p>The internet is a good resource for researching around the topics that you will cover and will allow you to gain a greater understanding of your course.</p>
Additional study time	<p>This is the time in your timetable that you should be using to complete assignments and research for future assignments. In order to complete your course to the best of your ability you will need to organise your time and plan accordingly to meet deadlines.</p>

HOW TO ACKNOWLEDGE SOURCES AND REFERENCING

How to Acknowledge Sources and Referencing

There are several reasons why you must get in the habit of acknowledging sources of information but it's mainly because you give credit where it's due, you keep an accurate record of what you've used in case you or anyone else needs it again.

Teachers can check your interpretation for accuracy and you can defend against claims of plagiarism.

When submitting work you must sign a declaration to state that the work you have submitted for assessment is your own, so it is important that you reference accurately.

You should follow the established academic conventions as follows...

Referencing

Every time you refer to someone else's work you must acknowledge it by paraphrasing and giving the authors name in the sentence or by using brackets, footnotes or number references e.g.

Paraphrasing

This is where you put the author's idea into your own words but say where you got it from e.g.

".....and this is further supported by Bruce Dierenfield in his book **The Civil Rights Movement** (2008) where he suggests that after the Civil War ended in 1865 it looked as though four million black citizens would enter mainstream society."

Brackets

This is where you include a quotation and say where you got it from in brackets e.g.

"..... and therefore Kant maintained that an action was only good "when a person acts from a sense of good will" (Ina Taylor: **OCR Philosophy & Ethics** (2008))

Footnotes

This is where you mark each reference or quotation with a number and include the source at the bottom of the page. Can be less obtrusive but looks messy if there are too many references on one page e.g.

"..... and therefore Kant maintained that an action was only good "when a person acts from a send of good will" (1). Blah blah

(1: Ina Taylor: **OCR Philosophy & Ethics** (2008))

Numbered References

This is where you mark each reference or quotation with a number and include the source in a list at the end of your assignment. Keeps the page clear but can be annoying if you have to keep flicking to the back page to find a source. List in numerical order e.g.

- 1: Bruce Dierenfield: p29 **The Civil Rights Movement** (2008)
- 2: Ina Taylor: p36 **OCR Philosophy & Ethics** (2008)

Referencing Websites

You will need to include the following:

- Author/Organisation
- Date of Publication
- Title of the website
- Website address
- Date accessed on

For example:

Marine Conservation Society Website. 2013. *Beach Watch online*. [ONLINE]
Available at: <http://www.mcs.org>. [Accessed 28 May 13].

For help with referencing you can utilise the following website:

Harvard Generator

<http://www.harvardgenerator.com/>

Bibliography

A bibliography is a list of all the sources you have used in an assignment e.g. authors name, title, publisher and date of publication. They can be developed to include a summary of the content or even an evaluation of the usefulness of the content. Sources should be presented in alphabetical order by surname e.g.

1. Armstrong N. **An Extraordinary View From Above** MacMillan 1989
2. Brown G. **My Life in the Jungle** Bantam Press 2010
3. Cole O. **The Power and the Glory** Heinemann 1991

If you are ever unsure, please always ask your teacher!

Please note: Failure to reference work is classed as malpractice and can be viewed as plagiarism.

BTEC LEARNER SUPPORT - Writing Assignments/Completing Tasks

What do the Verbs in the Grading Criteria Actually Mean?

The tasks in your course assessments will usually include a verb or verbs from the Grading Criteria/Learning Aims. In order to attain each grade, you will have to provide evidence in your work that you have understood what has been asked of you and have produced work that matches some or all of the criteria. However, if you do not fully understand what the verb or verbs actually mean, then it is going to be difficult for you to attain the grades!

The table below gives a basic definition of verbs that you will commonly find in the BTEC Grading Criteria/Learning Aims. They have also been grouped into the Pass, the Merit or the Distinction criteria, however, be warned that they will occasionally appear in either the higher or lower grade columns.

PASS Verbs

Describe	Give a detailed account of something; this can be thought of as painting a picture with words.
Identify	Produce a list of the main features or alternatively it can be that you need to prove something as being certain e.g. identify the blood vessels leading into and out of the heart.
Plan	Write a plan of how you intend to carry out the activity - What will you do? When will you do it? How will you do it?
Summarise	Give the main points or essential features of an idea or a discussion. This should not include unnecessary details that could confuse the main topic of concern.
List	This involves making a record that includes an item by item account of relevant information. It can be written in the style of bullet points.
State	Provide information in a brief uncomplicated form.
Specify	Identify clearly and definitely your points on a topic.

MERIT Verbs

Explain	Give a detailed account to give the meaning of something with reasons. Include the 'how' and 'why' of the topic of interest.
Compare/ Contrast	Show the similarities between the two areas of interest and also the differences between the two or the advantages and disadvantages.
Discuss	Examine the advantages and disadvantages of the subject of interest and then try to complete the discussion with a conclusion.
Demonstrate	For some courses this is usually used in a practical situation (Sport/Music/Performing Arts etc.). This means that you must practically carry out the activity/skill whilst being observed.
Interpret	Explain the meaning of something by giving examples, diagrams and/or opinions.

Outline	Identify the main features of a particular topic.
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DISTINCTION Verbs

Analyse	Explore the main ideas of the subject, state how they are related, why they are important and how each one contributes to the main area of interest.
Critically Analyse	Give your opinion of the subject of interest – both the advantages and disadvantages, after having considered all of the evidence.
Evaluate/Assess	Strengths and Weaknesses. Give evidence to support the good and bad points of the topic and then give your opinion based upon the evidence.
Justify	Give supported reasons for your view to explain how you have arrived at these conclusions.
Examine	Lay out the essential elements of an issue and investigate in detail.
Explore	Examine or investigate a topic or issue, often in an imaginative way.
Investigate	A careful and systematic enquiry into a topic or an issue.
Research	Use a variety of sources to establish facts or collect information.
Review	Write a critical assessment.

In order to get a distinction, it is usually necessary to have carried out some research and use quotes from this research to 'back up' what you have said. (Depending on the level in which you are working i.e. Level 2 (GCSE) or Level 3 (A-Level)).

The verbs included below are general and you must always read your unit outline and assessment advice fully before completing any work for assessment.

Grading Criteria	Verb
Pass	Describe
Merit	Explain
Distinction	Analyse

In a nutshell, these can be broken down as:

Describe - What is it and what does it do?

Explain - What is it, what does it do **and** how does it do it?

Analyse - References from at least two sources that you use to describe and explain what it is, what it does and how it does it. You then write your conclusion. You can also analyse a subject by giving the strengths and weaknesses of the topic in question and then concluding with your own thoughts.

***Always ask your teacher if you are unsure.**

POLICIES

Policies included in the handbook:

- Internal Appeals Procedures for Assessment Decisions
- Equal opportunities Policy
- Candidate Malpractice in the Context of Assessment and Certification for BTEC Qualifications.

Internal Appeals Procedure for Assessment Decisions

Sir William Ramsay School's policy is designed to uphold consistency and fairness in assessment and awarding of marks and grades.

This document covers the schools' policy in dealing with appeals against internal assessment in accordance with JCQ regulations, which states that all centres conducting examinations should:

1. Have a published appeals procedure relating to internal assessment decisions;
2. Make this document available and accessible to candidates.

The appeals procedure takes the form of four stages to ensure integrity is maintained.

Stage One- Verbal

If a candidate is unhappy about the mark awarded for internal assessment they should proceed as follows:

1. The candidate should ask the subject teacher to explain why the mark was given.
2. If the candidate is still not happy with the explanation they receive then they should contact the Head of Department/Lead Internal Verifier for that particular subject area. You have the right to have your work remarked by another assessor.

Stage Two- Written

If the situation has still not been resolved then the candidate has the right to a written appeal.

1. The appeal should be made in writing to the Head of Department stating the details of the complaint and the reasons for the appeal.
2. The teacher(s) concerned in marking the assessment, which is the subject of appeal will respond to the appeal in writing.

Stage Three- Meeting

If the candidate is not happy with the written response they have received then they can request a personal hearing before an appeals panel. The

appeals panel will normally consist of the Head of Department, the member of staff concerned and a member of Senior Management unconnected with the subject concerned. The candidate can be supported in the presentation of her case by a parent/guardian. A written record should be kept of the proceedings and should include the outcome of the appeal and the reasons for this. A copy of the records should be sent to the candidates.

Stage Four- Outcome

The school will maintain a written record of all appeals. The school will inform the Awarding Bodies of any change to an internally assessed mark as a result of an appeal. All appeals should have been resolved by the date of the last externally assessed paper of the examination series.

Note: Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the Schools' control will not be considered in the Schools' appeals procedure.

Equal Opportunities Policy

Sir William Ramsay School is committed to providing equal opportunities for all.

We aim to provide high quality education for all students regardless of race, gender or special educational needs (which will include the needs of the most able).

The school recognises the need for students to learn within an environment that promotes a positive ethos and which aims to raise the achievement of all students

The School adopts an equal value principle in respect of all members of the school community, which recognises the different needs of all individual learners and values those needs equally. As part of this equal value principle, all students will have a right to access the appropriate resources necessary to support their learning regardless of race, gender or special educational needs.

We believe in the promotion of self esteem and respect for all, regardless of gender, race, age, religious belief, sexual orientation, social background, intellectual and/or physical ability. The school community will provide an environment which is free from prejudice so that all individuals can feel valued and fulfil their potential.

Candidate Malpractice in the Context of Assessment and Certification for BTEC Qualifications.

Learners have a responsibility to ensure all work they hand in to be marked is their own. Any additional help or support that they have received must be reported to the assessor before the candidate signs the authentication of work statement.

If Candidate Malpractice is suspected, this will be reported to the programme leader. The Programme Leader will inform the Quality Nominee and the Head Teacher. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation but may include the candidate's malpractice being reported to Edexcel. This may result in the candidate being withdrawn from the course/and being prevented from taking a qualification with this board for one year.

Examples of Candidate Malpractice:

- Plagiarism: unacknowledged copying from published sources; incomplete referencing.
- Making a false declaration of authenticity. (Example, when sections of the work have been done by others).
- Misusing assessment material and resources.
- The inclusion of inappropriate, offensive or obscene material in coursework assignments.
- Theft (where a candidate's work is removed or stolen), with the intention to pass the coursework off as one's own.
- The alteration of any results document, including certificates.
- A breach of the instructions or advice of a teacher in relation to the assessment rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the BTEC assessments.
- Collusion: working collaboratively with other candidates, beyond what is permitted.
- Copying from another candidate, allowing work to be copied.
- The deliberate destruction of another's work.
- Disruptive behaviour during an assessment session (including the use of offensive language).
- Assisting others in the production of coursework.

WHAT TYPE OF LEARNER ARE YOU?

Learning Style Questionnaire

	Do you agree with this statement?	Tick if you agree	Learning Style
1	I like to be absolutely correct about things		T
2	I quite like taking risks		A
3	I prefer to solve problems using a step-by-step approach rather than guessing		T
4	I prefer simple, straightforward things rather than something complicated		P
5	I often do things 'just because I feel like it' rather than thinking about it first		A
6	I don't often take things for granted. I like to check things out for myself		T
7	What matters most about what you learn is whether it works in practice		P
8	I actively seek out new things to do		A
9	When I hear about a new idea I immediately start working out how I can try it out		P
10	I am quite keen on sticking to fixed routines, keeping to timetables, etc.		T
11	I take great care in working things out. I don't like jumping to conclusions		R
12	I like to make decisions very carefully and preferably after weighing up all the other possibilities first		R
13	I don't like 'loose-ends', I prefer to see things fit into some sort of pattern		T
14	In discussions I like to get straight to the point		P
15	I like the challenge of trying something new and different		A
16	I prefer to think things through before coming to a conclusion		R
17	I find it difficult to come up with wild ideas off the top of my head		T
18	I prefer to have as many bits of information about a subject as possible, the more I have to sift through the better		R
19	I prefer to jump in and do things as they come along rather than plan things out in advance		A
20	I tend to judge other people's ideas on how they work in practice		P
21	I don't think you can make a decision just because something feels right. You have to think about all the facts		R
22	I am rather fussy about how I do things – a bit of a perfectionist		T
23	In discussion I usually pitch in with lots of wild ideas		A
24	In discussions I put forward ideas that I know will work		P
25	I prefer to look at a problem from as many different angles as I can before starting on it		R
26	Usually I talk more than I listen		A
27	Quite often I can work out more practical ways of doing things		P
28	I believe that careful logical thinking is the key to getting things done		T
29	If I have to write a formal letter I prefer to try out several rough workings, before writing out the final version		R
30	I like to consider all the alternatives before making up my mind		R
31	I don't like wild ideas. They are not very practical		P
32	It's best to look before you leap		R
33	I usually do more listening than talking		R
34	It doesn't matter how you do something, as long as it works		P
35	I can't be bothered with rules and plans, they take all the fun out of things		A
36	I'm usually the 'life and soul' of the party		A
37	I do whatever I need to, to get the job done		P
38	I like to find out how things work		T

39	I like meetings or discussions to follow a proper pattern and to keep to a timetable		T
40	I don't mind in the least if things get a bit out of hand		A

Add up your ticks: A's: R's: T's: P's:

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: *"I'll try anything once"*. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer terms consolidation. They are gregarious people constantly involving themselves with others but, in doing so; they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing before making their own points. They tend to adopt a low profile and have a slight distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good". Questions they frequently ask are; "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: "There is always a better way" and "If it works it's good".

Each one of these individuals is as capable as the other of learning and succeeding. It doesn't matter which category you fit into, or whether you actually fit across a couple. What matters is that you take responsibility for your learning and you understand what works for you. Learning to accept your own learning style will help you cope more effectively with 6th form life. You are unlikely to learn in the same way as all your friends, so do not try. You have to be true to yourself.

Course:

Grade Tracker

Unit Title & No	Grade	Date Completed	Signed

Deadline Tracker

Unit Title & No	Task	Deadline	Achieved

Course:

Grade Tracker

Unit Title & No	Grade	Date Completed	Signed

Deadline Tracker

Unit Title & No	Task	Deadline	Achieved

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