

# Bangor Academy and Sixth Form College

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## BTEC

## Student

## Handbook

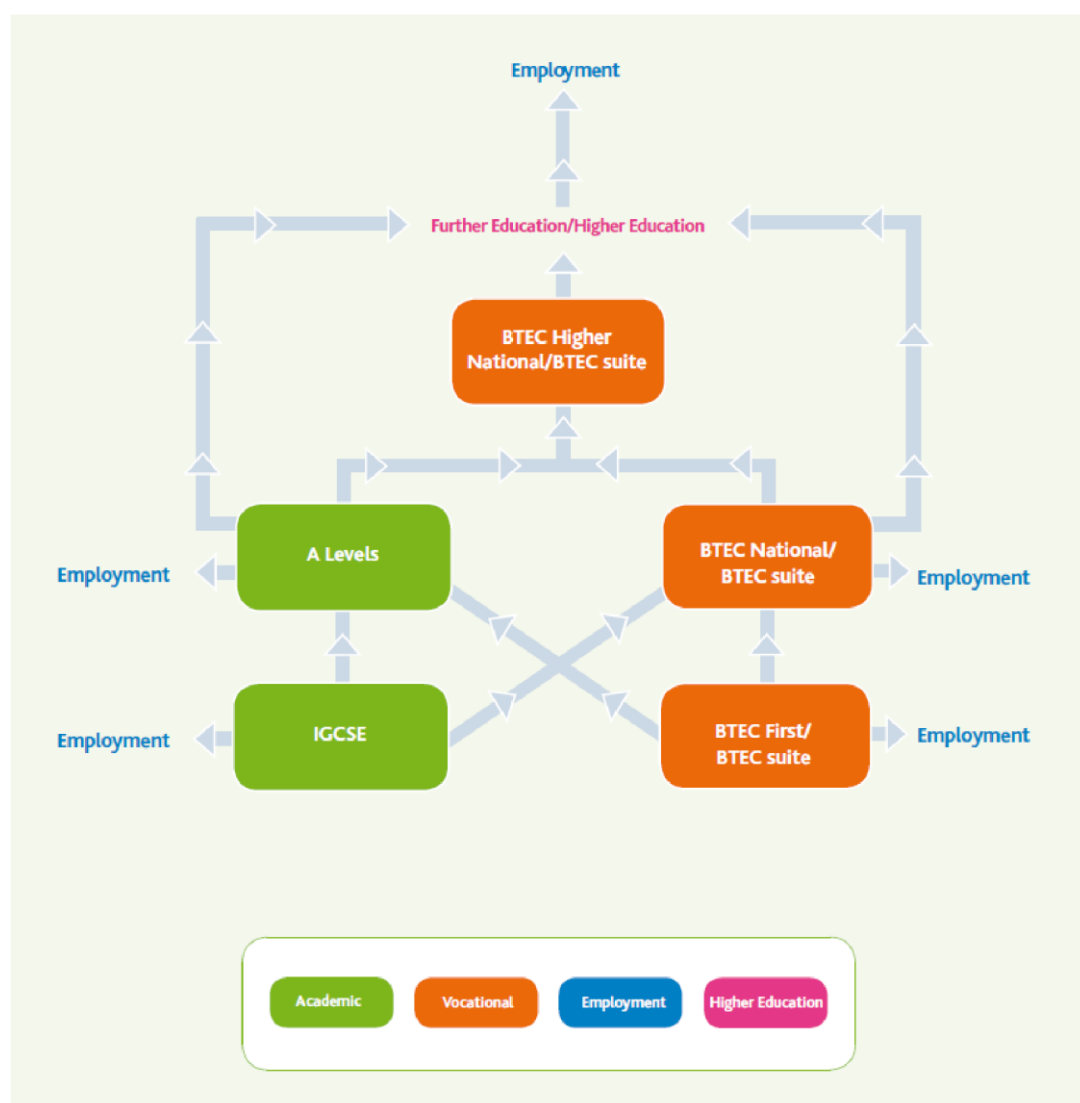
### What are BTEC's?

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 institutions alike.

BTECs 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 courses offered are practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working environments. They 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. There are no formal exams.

BTEC vocational qualifications are equivalent to traditional academic qualifications. It allows students to progress either to further education or straight into employment.



### **Our Expectations of Students**

We always expect our students to work and behave to the highest of standards across all subject areas. The BTEC course demands a high degree of self-discipline in completing tasks to the standard required by deadlines given.

- Students will be expected to attend all lessons with the correct equipment, be punctual, show a high level of commitment and complete all tasks on time.
- **Students must meet all deadlines.**
- **Students must not plagiarise (copy) other people's work.** This includes information from websites and textbooks as well as other students.
- To achieve the highest grades students will be expected to work independently and solve problems by themselves.
- Students are expected to use good spelling, punctuation and grammar.
- Students will show an understanding of the benefits of this pathway in comparison to traditional GCSE/GCE courses.
- Students will be expected to show a willingness to work independently e.g. homework, and solve problems.

## **How you will be assessed**

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 they are verified by internal and external moderation.

### **External Exams**

All **NQF/RQF/AAQ** courses will include an externally set exam which may be paper based or online. Your class teacher will inform you of the date for this exam. There is an opportunity to resit external exams to improve your grade but a fee may be charged.

### **Assignment briefs**

The internal assessment is carried out through various types of assignments. Assignment briefs will be issued by your class teacher when they feel you are ready to complete the task. They are your reference point for what is required in each assessment and therefore should always be at hand; especially when completing 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
- 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 out date
- Hand in date
- Assessor's name

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

## **Presenting your work**

### **Methods of assessment may include (amongst others!)**

Presentations, Diaries, Recorded discussions, Poster, Performances, Leaflets, Case studies, Models, Podcasts, Vodcasts, Reports, Brochures, Mind Map, Investigation write ups, Annotated photographs, Work Experience Evidence, Video recording, Role play, Photo diary, Personal statement, Observation records, Witness statements

### **Quoting sources**

It is important that the work you do is your own and that you do not claim another person's work as yours.

To avoid problems:

List all the books you used to help you and page numbers where possible give the exact websites that you used (just writing Google is not enough – write where Google sent you) – try to do this in footnotes (Press references, then insert footnote with the cursor next to the sentence/paragraph that you wish to reference) If you use diagrams say where you got them from

### **Homework**

The work required for the assessments will be covered by your class teacher. You may be expected to add to your work as homework, and this will definitely be necessary for a Merit or Distinction grade. You will also be expected to prepare your work for each assessment. It is up to you to organise your homework – you should write in your planner what you need to do at home and speak to your teacher if you are unclear. Homework may be a specific task set by the teacher but sometimes it will be up to you - as all students work at different speeds, your homework may not be the same as someone else's

This also means that you have an opportunity to develop independent learning and thinking skills. You may also like to use what you have learned in other subjects.

### **Acting on feedback**

Your teacher will give you feedback both verbal and written. This will include information on how to improve your work. However, during the assessment process your teacher is unable to give you any help in relation to the content of the task. It is important you make the most of the opportunity to ask questions during the teaching part of the assessment to maximize the grade you will achieve.

### **Submitting work**

Always check the brief to ensure you have completed **all** the necessary tasks. 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** and a formal enquiry will follow.

### **Deadlines**

Assessments must be handed in by the pre-set hand-in date. Failure to complete work by a deadline date may result in you failing that assessment and potentially the complete course.

### **Marking and moderation**

All assessments are marked by the teacher in relation to the set criteria appropriate to each unit learning outcome. The assessment process is then subject to internal verification from a second marker from within the department. 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.

An external verifier allocated by Edexcel then also checks the grading of randomly selected assignments, alongside the general operation of the assessment process. The verifier then completes a report confirming that National standards have been met.

## **Malpractice**

### **Assessment malpractice by learners**

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**

#### **Learner Malpractice Stage One**

- Lead IV and Quality Nominee are informed of the malpractice
- The learner may be given the opportunity remove the plagiarized material from the assignment and produce their own work by way of a resubmission. This will depend on the learner meeting all the criteria to be allowed a resubmission

#### **Learner Malpractice Stage Two**

- If the learner fails to remove plagiarized material or a repeat offence occurs then the students will be given a written final warning by the Quality Nominee. Parents will be informed in writing of the sanction applied
- The learner may be given the opportunity remove the plagiarized material from the assignment and produce their own work by way of a resubmission. This will depend on the learner meeting all the criteria to be allowed a resubmission

**Any further incidents may result in the removal from the course**

## **Students Appeal Procedure**

If you are unhappy with the assessment decision you should speak to your assessor (teacher) of the assignment. Your assessor 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 can complete a formal **Learner Appeals Form**.

### **Appeals Procedure Stage One**

- Fill in the Learner Appeals Form (available from your teacher) and return it to the teacher concerned
- The teacher will reply within 5 days, having re-checked the work, and provide additional written explanation of the decision
- If you agree with the teacher, the appeal ends at this stage.

### **Appeals Procedure Stage Two**

- If you are still not satisfied with the decision, the teacher must speak to the Internal Verifier for the assignment within 5 days.
- The IV will examine the assessment evidence and assessment feedback from the assessor.
- The IV will fill in stage 2 of the Learner Appeals Form within 10 days and forward a copy to you and the teacher concerned
- Agreement at this stage ends the appeals procedure.

### **Appeals Procedure Stage Three**

- 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 the teacher, the Internal Verifier, the Quality Nominee and an IV from another programme.
- The decision of the panel will be final and should be logged on the Learner Appeals Form and you will be informed within 5 days.

## Assessment Appeals Procedure Learner Appeals Form

|                     |  |
|---------------------|--|
| Learner             |  |
| Assessor            |  |
| Internal Verifier   |  |
| Title of Assignment |  |
| Unit                |  |

### Stage One

*To be completed by the learner*

|                                                           |      |
|-----------------------------------------------------------|------|
| Details of Assessment Decision (Grading Criteria Awarded) |      |
| Learner's Reasons for Appeal                              |      |
| Learner Signature                                         | Date |

*To be completed by Assessor*

|                       |      |
|-----------------------|------|
| Date appeal received; |      |
| Assessor Decision     |      |
| Assessor Signature    | Date |

*To be completed by the learner (delete where not applicable).*

- ⇒ I understand and accept the assessment decision.
- ⇒ I wish to proceed to stage two of the appeals procedure.

Learners Signature \_\_\_\_\_ Date \_\_\_\_\_

## Stage Two

*To be completed by Internal Verifier*

|                       |      |
|-----------------------|------|
| Date appeal received; |      |
| IV Decision           |      |
| IV Signature          | Date |

*To be completed by the learner (delete where not applicable).*

- ⇒ I understand and accept the assessment decision.
- ⇒ I wish to proceed to stage three of the appeals procedure.

Learners Signature \_\_\_\_\_ Date \_\_\_\_\_

*To be completed by the chair of the Appeals Panel*

|                                    |      |
|------------------------------------|------|
| Date appeal received;              |      |
| Appeals Panel Decision             |      |
| Signature (chair of Appeals Panel) | Date |

Date of Reply to Learner \_\_\_\_\_

