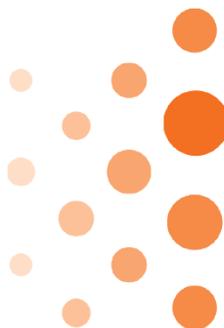




# THE ARAB EVANGELICAL EPISCOPAL CHURCH COUNCIL

BTEC STUDENT'S HANDBOOK  
LEVEL 3

 **BTEC**

## **What is the BTEC?**

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Short for the Business and Technology Education Council, BTECs are specialist work-related qualifications that combine practical learning with subject and theory content. BTECs are awarded by the Edexcel exam board and are taken in more than 100 countries at all levels.

The BTEC Level 3 Extended Diploma is particularly suitable for those who have strong inclinations towards a particular vocational career, starting with technical level posts and leading, after experience, to supervisory and enterprise management posts.

At **ASG & BSA** we offer BTEC level 3 in Information and Technology and in Business, as part of the IB Career-related programme requirements. Students engage in an in-depth study of the chosen career related study along with the remaining IBCP requirements.

## **What are the levels of qualification?**

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BTECs come in different levels, beginning from Entry Level (Foundation Learning) to professional qualifications at Level 7 (equivalent to postgraduate study).

## **What are BTEC lessons like?**

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During BTEC lessons, you will take part in most of these activities:

- Discussions – one to one or in groups
- Research – group or individual, using a variety of methods
- Report writing
- Presentations
- Practical work
- Display work
- Visits to organizations/companies – work with visitors
- Practical activities usually occurring in the workplace (e.g. work experience or work placement) or by setting up work situations in the classroom

## **How will you be assessed?**

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BTECs are made up of a number of units usually assessed through assignments that are both set and marked by your teacher or course tutor.

Assignment briefs are used to formally record what work you are required to complete and submit for assessment for all internally assessed units. Assignments can include tests, research, essays, projects, investigations, artwork, fieldwork and experiments, and often link theory with practical exercises.

As you are assessed throughout your course, you can analyse and improve your performance in the same way you would in a workplace.

You may be studying different units at the same time, so that means that you may be working on two or even three different units simultaneously. You will have to be well organized and remember to keep information in the right places in your folder.

## How many units will you take?

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During Grades 11 and 12, you will cover 9 units. Once you have passed all your units, you will be able to claim a Pearson BTEC Level 3 90-credit Diploma qualification. Please see **Appendix B**.

## How are BTECs graded?

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BTECs are graded using a Pass (P), Merit (M), Distinction (D) and Distinction\* (D\*) scale. Depending on the size of your course, you may receive one, two or three grades. If the work you produce is not of a high enough quality to pass with a P grade, you will be awarded a U, which means 'Unclassified'.

## How do you achieve grades?

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The tasks at each level are graded according to how difficult they are to achieve. Your teacher may give you one more opportunity to upgrade your work, but will not be able to give individual guidance or feedback on how to improve. Your work will then be re-submitted to your teacher within an agreed time.

The key words used in the tasks will help you to understand what you have to do. The command words below will help you understand what is required.

### PASS COMMAND VERBS

- **DESCRIBE:** Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
- **DEFINE:** Clearly explain what a particular term means and give an example, if appropriate, to show what you mean.
- **DESIGN:** Create a plan, proposal or outline to illustrate a straightforward concept or idea.
- **EXPLAIN:** Set out in detail the meaning of something, with reasons. More difficult than describing or listing so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
- **IDENTIFY:** Point out (i.e. choose the right one) or give a list of the main features.
- **ILLUSTRATE:** Include examples or a diagram to show what you mean.
- **INTERPRET:** Define or explain the meaning of something.
- **LIST:** Provide the information in a list, rather than in continuous writing.
- **OUTLINE:** Write a clear description but not a detailed one.
- **PLAN:** Work out and plan how you would carry out a task or activity.
- **STATE:** Write a clear and full account.
- **SUMMARISE:** Write down the main points or essential features.

## MERIT COMMAND VERBS

- **ANALYSE:** Identify separate factors, say how they are related and how each one contributes to the topic.
- **COMPARE / CONTRAST:** Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages.
- **DEMONSTRATE:** Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills.
- **DESIGN:** Create a plan, proposal or outline to illustrate a relatively complex concept or idea.
- **ASSESS:** Give careful consideration to all the factors or events that apply and identify which are the most important or relevant.
- **EXPLAIN IN DETAIL:** Provide details and give reasons and/or evidence to clearly support the argument you are making.
- **HOW / WHY / JUSTIFY:** Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions.

## DISTINCTION COMMAND VERBS

- **APPRAISE:** Consider the plus and minus points and give a reasoned judgement.
- **ASSESS:** Must make a judgement on the importance of something (similar to evaluate)
- **COMMENT CRITICALLY:** Give your view after you have considered all the evidence. In particular, decide the importance of all the relevant positive and negative aspects.
- **CRITICISE:** Review a topic or issue objectively and weigh up both plus and minus points before making a decision.
- **DRAW CONCLUSIONS:** Use the evidence you have provided to reach a reasoned judgement.
- **EVALUATE:** Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.
- **EVALUATE CRITICALLY:** Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead.

## You will be expected to do the following as part of your day-to-day work:

- High levels of attendance and engagement in lessons
- Read and research
- Write complete citations for all sources including parenthetical citations
- Produce good quality work with high standards of grammar and spelling
- Present your work in a suitable format according to the purpose and the audience
- Evaluate your work and make suggestions for improvement
- Meet deadlines as outlined in the assessment calendars which your teachers will
- Keep a record of the work you have completed

## How will standards of work be maintained?

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### Internal Verification

The internal verifier will ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students.

## Storage of Work

You are responsible for the safe storage of work until it is submitted for assessment and must ensure you have a backup.

## Plagiarism and Malpractice

Students must sign each assignment to authenticate that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions. Malpractice includes:

- **Plagiarism:** to represent the ideas or work of another person as the candidate's own
- **Collusion:** to allow one's work to be copied and submitted for assessment by another candidate
- **Duplication of work:** to present the same work for different assessment components
- **Misbehaviour:** any behaviour that gains an unfair advantage over other candidates, such as:
  - Fabrication of results or evidence
  - Deliberate destruction of another's work
  - Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment

The school has a clear policy on how to deal with cases of malpractice and plagiarism. If you copy the work of another student, you will risk having your work cancelled and may achieve nothing. If you lend your work to others, you will also risk having your work cancelled. Do not cheat. Remember, your teachers are very good at detecting work that has been copied!

## Appeals

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You may appeal if you feel your coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification- **see appendix A**

## What support is available to help you?

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In addition to the BTEC teachers and support system at school, you are welcome to visit [www.btec.co.uk](http://www.btec.co.uk), a page for BTEC specifications, set out in subject areas, that also includes assessment material, mandatory units, delivery guidance.

# Appendix A - Important Policies

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## Assessment Policy

### Aims and Objectives of the policy

The school is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programme we offer and facilitate the achievement and wider development of our students.

#### Objectives

- To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- To provide learner-centered approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

### Assessment

Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the BTEC qualification. *All School devised assessment materials must be internally and/or externally verified before being issued to students.*

- Completed student assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body.
- Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
- Students will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline.
- All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Curriculum Committee in accordance with the policy on Coursework.

### Annotation

Annotating learner work helps the learner, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found. However, the annotations themselves should not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found.

### Authentication of Candidate's Work

- On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the Director of Curriculum, who must proceed in accordance with the school's coursework policy.

## Appeals Policy

**Objectives:**

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardize and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.
- In order to do this, the School will:
  - inform the learner at induction, of the Appeals Policy and procedure.
  - record, track and validate any appeal.
  - forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
  - keep appeals records for inspection by the awarding body for a minimum of 18 months.
  - have a staged appeals procedure.
  - take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
  - monitor appeals to inform quality improvement.

**Appeals Procedure**

- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals must be made in writing to the BTEC Coordinator and relevant Principal of the School by the end of the term the assignment has been awarded the mark.
- The relevant members of staff will see if the appeal is justified.
- If the appeal is justified the mark will be changed and recorded as the final mark.
- If the appeal is unjustified and the learner wishes to appeal further this will be forwarded onto the relevant contact at the exam board through the exams officer.
- All appeals will be recorded by the BTEC Coordinator.