



Health & Social Care



St Gregory's Catholic High School

Level 1/2 BTEC Tech Award

Student Handbook



Name:

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What are vocational qualifications?

Vocational qualifications are nationally recognised qualifications. They are different from traditional GCSE and A Levels because they are linked to particular areas of work.

What is a BTEC?

BTECs are courses that develop a broad range of skills in job related areas. They are more practical programmes and are highly valued by colleges and employers.

What makes vocational qualifications different?

- Students develop skills, knowledge and understanding of the vocational areas in which they are studying.
- Each vocational course is made up of a number of units, allowing students to build up their qualifications in stages.
- Students are assessed through mostly coursework and a smaller part through an external examination.
- Students provide evidence for their key skills qualifications through their vocational course.
- Students take responsibility for their own learning by planning their work, doing research and regularly reviewing their progress.

Why do we offer BTEC courses?

- They prepare students for the world of work and provide a good starting point for other qualifications that can be studied further at college or in the workplace.
- Employers value the qualities that vocational students bring to the workplace e.g. organisation, time management, communication and research skills.
- Universities value the independent research skills that vocational students bring to their courses.
- The courses are flexible so they meet the needs of a wide range of students. They can be taken alongside other qualifications such as GCSEs and A Levels.
- They give students the opportunity to try a range of activities such as planning and designing products, organising events, investigating how professionals work and working in teams.

What is the BTEC qualifications worth?

Award	Level	Year	Components	Assessment	Equivalent
Level 2 Tech Award	2	10/11	3	1 x externally assessed component/examination 2 x internally assessed components	1 x GCSE Grade

About the BTEC Course

The course is made up of 3 components and each component will take approximately 40 guided hours to complete.

One component is externally assessed by a written examination. The other 2 components are internally assessed by school. **DEADLINES MUST BE ADHERED TO.**

You will be taught the foundations of a topic by doing class activities and research tasks. Then you will be given a number of assignments to complete. The assignments could be in a written context or may be practical based where video evidence may be required. The assignments set will give you the opportunity to access the full range of marks (Pass, Merit and Distinction)

What will happen in lessons?

The lessons will vary according to topic and lessons objectives but all students would experience many of the activities listed below:

- Discussion in pairs or groups
- Research – group or individual using a variety of methods. This can also include homework tasks.
- Report writing – ICT based
- Presentations – in groups, pairs or individually.
- Practical work/role play – evidence of this must be recorded or videoed.
- Possible trips and visits
- Work with visiting speakers

What will be expected of you?

You will be expected to do all of the following:

- ❖ Read and research
- ❖ Keep a record of the information you find and all the sources you use.
- ❖ Ensure you are familiar with the marking criteria and progress grids.
- ❖ Be aware of your current grade, your MEG (minimum expected grade) and your ASP (aspirational grade)
- ❖ Work closely with your teacher to discuss and set realistic progress targets, including strategies to achieve them.
- ❖ Plan your work in a logical order and keep a record of your progress
- ❖ Talk to your teachers about your ideas and how to achieve the best results
- ❖ Always be prepared to improve your work throughout with teacher's guidance.
- ❖ Produce both drafts and final copies of your work.
- ❖ Produce excellent quality written work with high standards of grammar, punctuation and spelling. You will be awarded for this in both examination and coursework tasks.
- ❖ Present your work in a suitable format according to the purpose and the audience.
- ❖ Evaluate your work and reflect upon the teacher's comments in order to improve your work.
- ❖ Meet all deadlines set.
- ❖ Keep a record of the work that you have completed, including the grades and points which you have been awarded.

Who will be involved within the course?

Subject teachers (assessors) Mrs E Cross and Miss H Fleming

They are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time.

Programme manager (Mrs E Cross)

This is the teacher in charge of the course she makes sure that the units are being delivered and taught correctly and that sufficient resources are available.

Internal Verifier

An internal verifier will check (IV) the assessment of a teacher and ensure that the correct grades have been awarded. All staff will IV certain units of work from other staff members. This will be outlined in the teachers' individual assessment plans.

Lead Internal Verifier (Mrs E Cross)

This person will oversee all assessment undertaken by all IVs and ensure continuity and consistency throughout the centre.

Examinations Officer (Dr Faulke)

Dr Faulke is responsible for registering students for the course and claiming qualifications by liaising with the department and the examination board (Edexcel/Pearson).

Quality Nominee (Miss E Lavin)

Miss Lavin monitors all areas of the course to ensure that consistency and standards are maintained throughout the centre.

How to achieve the grades

The tasks at each level are graded according to how difficult they are to achieve. The command key words used in the tasks will help you to understand what you have to do.

Obtaining a Pass Grade

Command Key Words	Description
Complete	Complete a form, diagram or drawing
Demonstrate	Show that you can do a particular activity
Describe	Give a clear, straight forward description which includes all the main points
Identify	Give all the basic features which relate to a certain factor or topic
List	Write a list of the main items (not a sentence)
Name	State the proper terms related to a drawing of diagram
Outline	Give all the main points, but without going into too much detail.
State	Point out or list the main features

In order to achieve a 'pass' grade you will have to identify information.

You can do this in different ways:

- Make a list
- Produce a mind map or poster
- Produce a table
- Produce a labelled diagram or drawing
- Design a game of puzzle
- Produce a plan or flow chart

For a pass grade, you will also be expected to describe in your own words the information you have found. This can be done in the following formats:

- A formal report
- A power point presentation
- A leaflet
- A handout or information sheet
- A web page

Obtaining a Merit Grade

Command Key Word	Description
Analyse	Identify the factors that apply and state how these are linked and how each of them relates to a topic
Comment on	Give your own opinions or views
Describe	Give a full description including details of the relevant features
Explain	Give logical reasons to support your views
Suggest	Give your own ideas and thoughts
Demonstrate	Prove you can carry out a more complex activity
Competently use	Take full account of information and feedback you have obtained to review or improve an activity/performance

To achieve a merit grade you will have to work independently and find information using different methods. You will have to write in detail and give examples to show that you have understood the information well. You will have to explain in details using your own words and give reasons for the points that you have made. You will have to review what you have done and give reasons for the choices you make.

Obtaining a Distinction Grade

Command Key Word	Description
Compare and contrast	Identify the main factors in two or more situations then explain the similarities and differences, and in some cases adapt your original ideas.
Evaluate	Bring together all your information and make a judgement on the importance or success of something.
Justify	Give full reasons and evidence to support your opinion.
Recommend	Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.

To achieve the 'distinction' grade, you will have to be completely independent, using your own ideas, giving opinions and justifying the points that you make. You will be expected to link ideas together and evaluate your work by identifying the strengths and weaknesses and giving ideas for improvement. You will use your teachers mainly for support and guidance, as the ideas will be yours.

How standards of work will be maintained

Internal Verification

This is a quality control measure to check that all students' work is being fairly marked and standards are being maintained throughout the subject area. When a unit of work has been assessed and graded it will be passed to another teacher in the department who will check that all of the tasks have been completed and that the correct grade has been awarded. It may be necessary at this stage for you to amend your works if it does not meet all of the assessment criteria.

Storage of Work

Most of your class work will be in the written format and this will either be kept in an exercise book or a file. All final assessed pieces of work will be electronic so can be amended once if necessary. You will be responsible for your workbook/file and must bring it to all lessons. All work which has been printed off and assessed will be stored in a secure and locked area.

External Verification

A sample of work will be sent to an external verifier in both Year 10 and Year 11. This is to ensure that standards are being met throughout the course. The external verifier may require some changes to be made to the work. If this happens and your work has been sampled, you will be given the opportunity to do this to ensure that you meet the required grade.

Plagiarism and Malpractice

In order to achieve a BTEC qualification, you must produce your own work. You will not be allowed to:

- Copy word for word from a text book
- Copy and paste from the internet
- Copy from another student's work (past or present)

The examination board has a clear policy on how to deal with students who cheat or break the rules. If you copy the work of another student, you will risk having your work cancelled and you may achieve nothing for your qualification. If you lend your work to other students, you will also risk having your cancelled. If you steal another student's work and copy it, the examination board may cancel of your course modules. Remember, do not cheat, it is very easy to identify when work has been copied from the internet, text books or another student.

If you are found to be cheating, the assessor will notify the Head of Department/Leading Internal Verifier, the Quality Nominee (Deputy Head Teacher) and the examinations officer and serious consequences will follow.

BTEC Assessment Policy

Courses are assessed through teacher marked assignments as well as one externally marked examination. It is important to keep up to date with all your class work in order that you have all the necessary information to complete the set assignments. **You must meet the deadlines set.**

- Deadlines will be set by your class teacher.
- Feedback will be given on an assessment record sheet. This will include the criteria that you have not achieved and why. The feedback will not state what you will have to do to achieve the higher grade. A general comment on approach and grammar will be included and will direct you back to the assessment criteria for you to make any appropriate amendments.
- If your work has not met all the criteria for an assignment, you may be given the opportunity to resubmit your work once amendments have been made. Only one resubmission per assignment is allowed and the Lead Internal Verifier must authorise this.

The Lead Internal Verifier can only authorise a resubmission if:

- The learner has met all internal deadlines set in the assignment, or has met an agreed deadline extension.
- The teacher judges that the learner will be able to provide improved evidence without further guidance.
- The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.
- A resubmission must take place within 10 days of you receiving your marked/assessed work.

Appeals Procedure

Stage 1

Assessor and Candidate

If you disagree with an assessment decision, you must discuss your reasons with your assessor concerned as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

The assessor will consider your reasons and look at your work. She must then give you an immediate response, which must be:

- a) A clear explanation, backed up in writing, of the assignment assessment decision and...
- b) A new decision or confirmation of the original decision.

If you agree with the assessor's response, then the appeal stops at that point.

You must tell the assessor if you are still unhappy with the decision and your appeal with then go to Stage 2.

Stage 2

Internal Verifier (IV)

If you are still dissatisfied after stage 1, the work will be passed on to the Lead IV for a re-assessment in writing within 10 working days of the original assessment.

The IV will reconsider the assessment decision taking into account the following:

- a) The candidate's reason for appeal
- b) The candidate's evidence and associated records
- c) The assessor's reasons for the decision
- d) The opinion of another assessor from the centre.

The Lead IV (Mrs E Cross) and the Quality Nominee (Miss E Lavin) will try to seek a solution between the assessor and candidate. You must tell the IV if you are still unhappy with the reconsidered assessment decision. The appeal will then go to stage 3.

Stage 3

Internal Verification Appeals Panel

The panel will normally meet within 2 weeks of the receipt of the appeal by the Lead Verifier. If re-assessment is deemed necessary by the panel, this will take place within 15 working days of the appeals panel meeting.

The decision made at stage 3 is final

BTEC Induction Checklist

Please complete the YES/NO column to show that you understand the requirements of the BTEC course.

(Any columns which have been completed with a NO will highlight that further induction on that particular area is needed.)

I understand what the BTEC qualification is worth	
I understand how the BTEC is split into 3 different components	
I understand which of the BTEC components is externally assessed	
I understand what will happen in lessons and that I must complete all class tasks to ensure that I achieve the best possible mark in the controlled assessments	
I understand that I must bring all relevant materials to the lessons	
I understand the levels of grade that it is possible to achieve	
I understand that all the work must be my own	
I understand the consequences involved if I copy material from other sources	
I understand that I must keep a record of all resources used in my assignments	
I understand that all deadlines must be adhered to and that if I miss a deadline, it may result in no grade for that particular assignment	
I understand that the final assessed piece for each assignment will take place under controlled conditions and without any help	
I understand the appeals process	
I understand that my work maybe called for external verification	

St Gregory's High School BTEC Student Contract

You have chosen to study a BTEC qualification as one of your options. This contract sets out those things that you have a right to expect from the school and its staff, and also what we expect from you, in order that you succeed and achieve the best grade possible in your BTEC qualification.

Please sign and ask a parent/carer to sign this contract on the back page of your booklet.

The school will:

1. Provide courses and teaching facilities which are appropriate for your ability
2. Have high expectations of each student and set them appropriate targets
3. Ensure that assignments are set on a regular basis and marked constructively and returned promptly
4. Treat each student as an individual and provide regular support and guidance
5. Monitor students' progress and report this progress to parents/guardians
6. Provide further opportunities for study such as extra-curricular intervention

Students will:

1. Read the student handbook and abide by the rules in it
2. Commit to the full programme of study
3. Attend and be punctual to all subject lessons
4. Make every effort to work to their full potential
5. Complete all set work on time
6. Attend extra study intervention sessions if further support is needed
7. Arrive promptly and equipped to work
8. Maintain an acceptable standard of behaviour at all times, respecting each other, the facilities and expectations of the learning environment.

Parents/Guardians are asked to:

1. Support the school to ensure your son/daughter achieves their full potential
2. Contact the school regarding issues or concerns with your son/daughter's progress, attitude or wellbeing
3. Provide a space in which homework can be completed without distractions

Signed(Student).....(Parent)

To enable us to communicate effectively with you, please provide an up to date phone number and email address.

Phone.....

Parental email.....