BTEC Curriculum

Staff Guidance

(S Callear – Oct. 2013)

**Contents**

* Internal External Verification Policy
* Induction Policy
* Assessment Policy
* Attendance Policy
* Key Dates

**Internal/External Verification Policy**

* Lead IV
* Qualifications overview
* LEVEL 2 requirements
* LEVEL 3 requirements
* Lead IV

All curriculum areas delivering BTEC qualifications should have a nominated Lead IV. Once decided, this person should contact the school’s examination officer to register with Edexcel Online. This will allow access to all material for course management and verification procedures including OSCA. There is a requirement for each Lead IV to re-register with Edexcel Online at the start of each academic year. Currently curriculum areas and lead IV’s are as follows;

Business Steve Callear

Dance Abbie Wills

Drama Moira McGrath

Music Elena Riley

Science Kimi Berkeley

These staff are all OSCA accredited.

* Qualifications Overview

QCF (Qualifications Credit Framework) and NQF (National Qualifications Framework) are the two different qualifications under the BTEC banner.

NQF qualifications only cover the next generation BTEC Firsts and are a LEVEL 2 qualification. The NQF was introduced as a direct result of the Woolf report into the validity of qualifications through BTEC. Under the NQF, all BTEC qualifications are eligible for inclusion in the school’s results league table.

QCF - All KS5 – LEVEL 3 qualifications are still administered under the older QCF Banner.

**Internal/External Verification Policy cont’d**

* LEVEL 2 – NQF Verification Requirements

Any Lead IV under QCF will need to access OSCA and up- date profile to include NQF.

There is no test, but the course leader and all other teachers are required to download and read through NQF document and tick box as confirmation this has been read.

Every year, a nominated external (SV) Standard Verifier will request a sample:

For BTEC First AWARD (1 GCSE) – 1 unit of 4 is externally assessed so 3 units are assessed internally. Sample will require a minimum of 5 candidates for each of the 3 units.

* LEVEL 3 – QCF Verification Requirements

Requirements for Internal Verification are not specific in terms of sample size, but to be classed as ‘comprehensive’ then it must comply with the following:

* All teachers that are assessing work must have samples that are verified
* All assignment briefs need to be verified (before issue). This does not need to be repeated if the assignment or specification has not changed
* All units delivered need to be verified
* All registered learners must have at least one unit of work verified

**Internal/External Verification Policy cont’d**

Verification Windows

(***September through to October Half Term***) - New assignment briefs

or at any time prior to a new or edited assignment being issued to students

(***Dec 10th through to Jan 10th***) - This should be a sampling of 1 unit for 3 students from both yr. 12 and 13. If an intake has not submitted or managed to complete a whole unit then the verification should be for all the assignments submitted/completed up to that point.

(***March 10th through to April 10th***) - This should be a sampling of 1 unit for 3 students from both year 12 and 13. If an intake has not submitted or managed to complete a whole unit then the verification should be for all the assignments submitted/completed up to that point.

(***June 1st through to July 1st)*** - This should be a sampling of 1 unit for 3 students from both year 12 and 13. If an intake has not submitted or managed to complete a whole unit then the verification should be for all the assignments submitted/completed up to that point.

***Based on assignment plans, it is estimated that this would be approximately 10 - 12 assignments to be verified in each of these windows. By doing this 3 times a year for an AWARD, this should allow sample coverage of all 6 Units over the 2 year cycle and with 3 students in each window; ensuing that most students’ work is verified at least once.***

**Induction Policy**

* All Students enrolled on course will need to be registered with Edexcel by date specified by Exam Board, usually end of November (***See Edexcel Information Manual for actual date***)
* As part of Course Management Induction all students to be issued with the following information:
	+ - How many and title of units to be covered
		- Unit specifications from Edexcel – (***see appendix 1***)
		- Calculating units credits and calculating final award - (***See table on page 7***)
		- Assignment Plan for year 12 and 13, to include - (***issue date/submission date/return date – see appendix 2***)
		- Details of continued attendance during the year 12 to year 13 exam and transition period. Subject teacher should use this period as an assignment catch up period, rather than teaching any new theory and for any student not completely up-to-date a2tendance is compulsory. In certain circumstances it may be appropriate for a period of leave to be granted. This is at the discretion of the subject teacher.
		- **Performing Arts only – monitored attendance -** Due to the practical nature of the Performing Arts courses involving a large percentage of group and ensemble work leading to examination and or public performances, it is vital that students’ attendance stays above 90% for each course. A policy is in place where attendance is regularly monitored to identify students whose attendance falters. This, along with sanctions, will be detailed in the Student Handbook (***See attendance policy page 12***)
		- BTEC Assessment policy, to include - (***presentation, sourcing & referencing, meeting deadlines, re-submission, malpractice and progression to year 13***)

**Induction Policy cont’d**

Calculating units credits and calculating final award

BTEC Level 3 Subsidiary Diploma – Certification Criteria

 PASS MERIT DISTN

LEVEL 3 – 7 8 9 Each Unit is worth 10 credits

Points for credits

(Example; 6 Units results are P M M D P P)

P = 7 \* 10 = 70 points, M = 8 \* 10 = 80 points.

The above would score total 460 achieving a merit award overall

Students **must pass** all Units

To achieve a Pass 420 – 459 points

To achieve a Merit 460 - 499 points

To achieve a Distn 500 – 519 points

To achieve a Distn \* 520 and above

**Assessment Policy**

***To access the JCQ Document for malpractice for all coursework assessment, please go to the staff area of Highcliffe, then policies, examinations and data, information for candidate’s coursework.***

* Presentation of Work
* Sourcing and Referencing
* Meeting Deadlines & Re-submission
* Malpractice
* Appeal
* Progression to Yr. 13(second year of study)
* Presentation of Work

When issued with an assignment all students will receive an **Assignment Front Sheet (see appendix 3).** This will detail the candidate name, issue and submission dates and all assessment criteria. When submitting the work, the student should attach this front sheet ensuring this is signed as declaration of independent work and originality and that all sources are fully acknowledged.

Any written or electronic work submitted for assessment should have the candidate’s name clearly visible. For electronic submissions, the student should have:

**HEADER** to include NAME/ UNIT / ASSIGNMENT &

**FOOTER** to include ASSIGNMENT PAGE NUMBERS

* Sourcing and Referencing

All assessed work should show clear evidence of sourcing and referencing. For example any quotes or information taken directly from literature or the internet should be followed by the source detailed in brackets. For example:

“I have a dream, I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character”

(Martin Luther King Jr. August 1963)

**Assessment Policy cont’d**

* Sourcing and Referencing cont’d

All books referenced or used in research should be included in a bibliography at the end of the assignment. Full details of this can be found in the JCQ document that is distributed to all students enrolling on a BTEC course.

* Meeting Deadlines and Re-Submission

Students should submit work for assessment no later than the date specified on the assignment front sheet. Any extension must be agreed in advance of this date by the assessor. Failure to submit assignments by the specific deadline will result in the student being incident reported.

Once returned, for any assessment criteria that are not achieved the student will get an opportunity to re-submit. A date should be agreed for this, usually two weeks from the date the work was returned.

Any further re-submissions are at the discretion of the assessor/subject tutor, although several attempts to meet criteria will not be tolerated as this is clearly an indication that the student is unable to cope with the demands of the course or that they are simply not prepared to do the necessary independent study to complete the minimal requirements.

* Malpractice

For all details regards completion of coursework, referencing and plagiarism students are required to read the JCQ document (***see appendix 4*** ), that is part of the school’s malpractice policy. This document will be distributed to all students enrolling on BTEC courses and students will be required to sign a declaration to say that they have read this.

**Assessment Policy cont’d**

* Appeal

Any student that feels the assessment result for a completed assignment is incorrect does have the right to appeal. This procedure follows closely the procedure set out in the official school ‘procedure for appeals about internal assessment’ (***see appendix 5***)

For BTEC, the student must follow the procedure below:

* Using a form available from Data & Examinations Office, the student must make a formal complaint to the school’s examination officer, stating the details of the complaint and the reasons why the student believes this assessment is incorrect. This must be within **two weeks** of the date that the assignment was last assessed or returned.
* The school’s examinations officer will contact the school’s Quality Nominee to investigate first of all if the process used for internal assessment and verification conformed to the requirements of the awarding body.
* In the first instance, if this assignment has not been the subject of formal assessment verification, then the subject Lead IV or Quality Nominee will perform this process to check the original assessment decision.
* The procedure will then follow ‘**point 3’** of the official school procedure to inform the appellant of the result.
* If the complaint highlights an issue with the competency of the original assessor then the school’s quality nominee will formulate a plan of action for this to be rectified and take any further action necessary to check the assessment result of other assignments where assessment decisions may also be incorrect.
* Progression to yr. 13 (second year of study)
* Progression to the second year of study is dependent of the student being able to successfully meet the PASS assessment criteria for all assignments covered in year 12.
* Special consideration can be made for a student that may have missed a significant amount of time, for instance due to illness, although if this time missed is considerable it may mean they will need to repeat the first year of the course

**Assessment Policy cont’d**

* Progression to yr. 13 (second year of study) cont’d
* Persistent failure to meet the minimal assessment criteria should be incident reported and regularly monitored by the subject Lead IV. If it reaches a situation where a student is clearly struggling to achieve the minimum pass

criteria in more than one assignment after several attempts, then the Lead IV should contact both the Head of Sixth Form Achievement and the student’s parents to discuss the future implications.

**Attendance Policy**

Due to the practical nature of the performing arts courses involving a large percentage of group and ensemble work leading to examination and/or public performances, it is vital that students’ attendance stays above 90% for each course. This will be monitored as follows:

* Sixth form office to supply ½ termly attendance reports.
* Attendance sanction ladder set in place to ensure students are effective group participators and to avoid impact on other learners. (**see below**) This will be included in the student handbook.
* To be reviewed in July 2014.

|  |  |
| --- | --- |
| Lesson by lesson | Absent students logged via incident report.Student’s responsibility to catch up on work missed in their own time. |
| Attendance at 95% | Class teacher to discuss with student impact of persistent absence and contact parents to make them aware of the potential consequences. |
| Attendance at 90%  | BTEC Curriculum Leader & Sixth Form Head of Achievement to meet with student and parent to advise that attendance has to remain at 90% or above for student to be able to complete the course. |
| Attendance below 90% | Sixth Form Head of Achievement to arrange meeting with student/parent & appropriate member of SMT to issue final warning to student.  |
| Attendance falls to 85% | Student unable to continue with the course as their attendance would have impacted greatly on their learning/achievement and that of others. |

**Key Dates**

**KEY DATES** - will obviously change each year and teachers’ should look at the current Edexcel Information Manual for accurate information. This is kept in the School Examination Office.

Any emails re key dates received by the school’s quality nominee will be distributed to all relevant personnel.

**Appendix 1 – example unit spec.**

**All unit specifications are available through Edexcel Online**



**Appendix 2**





**Appendix 3**

|  |  |
| --- | --- |
| **Highcliffe School - Centre 55215** | **BTEC National Subsidiary Diploma in Business** |
| **UNIT 1 – THE BUSINESS ENVIRONMENT** | ASSIGNMENT NUMBER 1 of 3  |
| **ASSIGNMENT 1 – TITLE ‘BUSINESS RESEARCH’** | CRITERIA ASSESSED P1,P2,P3,P4,M1,D1 |
| **CANDIDATE NAME -**  | **CANDIDATE SIGNATURE –****(As confirmation that work is your own)** |
| **DATE ISSUED -**  |  |
| **SUBMISSION DATE -** | **RETURN DATE -** |
| **ASSESSOR -**  | Mr S CALLEAR |

**SCENARIO**

You work as a junior researcher for a business magazine called ‘Enterprise Today’. You have been asked to prepare the background material for one of the magazine’s reporters, Tandy Jackson, whom is planning a series of articles on U.K. Businesses. The articles will feature a variety of businesses of different sizes that belong to different sectors of the economy.

Tandy is currently unsure from what aspect she will focus her articles but each business’s ability to cope with what are generally very demanding economic conditions will definitely be one feature she will cover.

**ASSESSED CRITERIA**

Describe the type of business, purpose and ownership of two contrasting businesses **P1**

Describe the different stakeholders who influence the purpose of two contrasting businesses **P2**

Describe how the two businesses are organised **P3**

Explain how their style of organisation helps them to fulfil their purpose **P4**

Explain the points of view of different stakeholders seeking to influence the aims and objectives of two contrasting organisations **M1**

Evaluate the influence different stakeholders exert in one organisation **D1**

**Appendix 3 cont’d**

**TASK 1**

Tandy has asked you to start by selecting two local businesses, of contrasting sizes. Preferably one of these should be in the public sector of the economy with the other from the private sector. The research she requires on each business should be done in sufficient detail to be able to clearly describe the following;

Describe each business according to its type, purpose and ownership.

*Primary/Secondary/Tertiary activities?*

*What are its business purposes, in terms of products and services and interaction with customers?*

Describe each business’s size and position in the economy.

*Public/private/not-for-profit – voluntary sector?*

*Local/National/Global?*

Describe the type and structure of the business’s ownership.

*Ltd or Unlimited Liability, business hierarchy and span of control*

*A description of the different functional departments that exist and a brief description of their roles*

 For each business, Tandy has indicated that with an organisational structure, a page on each should be sufficient to record all necessary information. **P1, P3**

**TASK 2**

Explain briefly how the business’ style of organisation helps them to fulfil their purpose **P4**

**TASK 3**

Every business has several stakeholders who influence the business operations in many different ways and to varying degrees. For both businesses identify and describe all of the different stakeholder groups. This information can be presented in several different ways although a spider diagram with an arm for each stakeholder is recommended. **P2**

**TASK 4**

Individual stakeholders (or stakeholder groups) have different points of view about the businesses in which they have an interest and the way the business conducts its activities. They will normally want to influence the aims and objectives of the business to benefit them. Explain the different points of view of the stakeholders in your two organisations. **M1**

**TASK 5**

Now concentrate on just one of your chosen businesses. Carry out an evaluation of the nature and degree of the influence exerted by different stakeholders in that organisation. You will need to use evidence from different sources in support of your evaluation. You will have to make judgements about the relative importance of the different stakeholders in terms of the nature and degree of the influence that they exert. **D1**

**Appendix 4**

**This document is available to download electronically through (information – policies – exams/data)**

A



**Appendix 5 – appeals procedure**

## PROCEDURE FOR APPEALS ABOUT

##  INTERNAL ASSESSMENT

# Rationale

The appeals procedure is open to any student who feels that the moderation and standardisation of their work has fallen short of the quality demanded by the Examination Boards.

An appeal cannot be made on the grounds of lost coursework as it is the responsibility of the student to keep a copy of any work required for assessment.

# The Procedure

1) A form, available from the Data & Examinations office, should be completed and returned as soon as possible (and at least two weeks before the end of the examination series), stating the details of the complaint and the reasons for the appeal.

2) The Senior Curriculum Leader, in consultation with the appropriate curriculum area, will investigate the appeal to decide whether the process used for the internal assessment conformed to the requirements of the awarding body and QCA’s code of examination practice. The investigation will be completed before the end of the examination series.

3) The appellant will be informed in writing of the outcome of the appeal and any changes made to the assessed work will be communicated to the relevant exam board.

4) If the appellant is dissatisfied with the outcome of the appeal he/she may request a personal hearing. The hearing will take place no later than two weeks after the request has been made and a written record will be kept of the hearing and its outcome.

After work has been assessed by the school it is moderated by the exam board to ensure consistency between centres. Such moderation may change marks awarded. The school has no control over this part of the process and so is not covered by this procedure.

The appeals procedure is published on the school intranet and on the Data & Examinations office notice board.