BTEC Curriculum

Staff Guidance

(S Callear – Nov. 2015)

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**Internal/External Verification Process**

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* 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

Acting Briony Smith

Music Elena Riley

Music(first) Richard Bannister

CPD – evidence of all induction training and continued professional development training for staff delivering BTEC’s is recorded (***see appendix 7***). This training record is updated annually

* 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 Process cont’d**

* LEVEL 2 – NQF Verification Requirements

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

For verification of BTEC firsts there is no standardisation 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.

**Assessment Plan**. An assessment plan needs to be in place to detail all assessment start, submission and verification dates.

* 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

**Assessment Plan**. An assessment plan needs to be in place to detail all assessment start, submission, resubmission and verification dates.

* New LEVEL 3 – NQF Verification Requirements

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

Recommended 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***) - Recommended 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***) - Recommended 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)*** - Recommended 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 assessment 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 Process**

* All Students enrolled on course will need to be registered with Edexcel by date specified by Exam Board, usually start of November (***See Edexcel Information Manual or contact school examinations officer 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***)
    - Assessment Plan for year 12 and 13, to include - (***issue date/submission date/return date – see appendix 2***)
    - Details of requirement for 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 atendance 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.
    - **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. Guidelines are 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 guidelines page 12***)
    - BTEC Assessment guidelines, to include - (***presentation, sourcing & referencing, meeting deadlines, re-submission, malpractice and progression to year 13***)

**Induction Process cont’d**

Calculating units credits and calculating final award **- LEVEL 3**

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

* Prior Learning. Any student that joins the school that may have completed eligible units at another establishment needs to make the school aware of this when joining. The subject Lead IV or examinations officer should request details of an appropriate contact at the student’s previous establishment and make a request for them to send formal notification and evidence of any competed units. If this is not successful, it will be the responsibility of the student and their parents to attain this evidence otherwise the student will have to complete all units necessary for the award.

**Assessment Guidelines**

***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.***

* New Assessment Requirements Starting Sept. 2014
* Presentation of Work
* Sourcing and Referencing
* Malpractice
* Special Consideration/Access Arrangements
* Appeal
* Progression to Yr. 13(second year of study)
* Storage of certificated work and assessment records
* Learner Certification
* New Assessment Requirements Starting Sept. 2014

Under the new requirements for assessment, all assignment start, submission, resubmission and verification dates should be identified in the course assessment plan. Once an assignment has been issued, the assessor is no longer allowed to give any guidance or feedback to the learner to assist with meeting the criteria.

The agreed submission date must be met by the learner otherwise the learner will forfeit the chance for a resubmission so the first grade will be their final mark.

Provided the learner meets the agreed deadline, they are eligible for a resubmission where they will have the opportunity to improve their first grade. If a resubmission is granted, the learner will have 10 working days to resubmit the work. It is not acceptable for the learner to be able to complete this work if the 10 working days are split by period of school holidays

If a learner submits an assignment late, they can still achieve PASS, MERIT or DISTINCTION awards.

In the event that a learner submits an assignment late and fails, the subject IV should contact Pearson for guidance. If it can be scheduled, Pearson may grant the centre permission to issue the learner with a completely new assignment in an attempt to meet the failed criteria but in this circumstance, the learner will only be capable of achieving a PASS award.

**Assessment Policy cont’d**

* 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)

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.

* 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**

* Special Consideration/Access Arrangements

As with all other examination boards, formal examination under BTEC will take account of any access arrangement necessary. Information for students eligible is recorded on SIS and arrangements are administered by the school’s SENDCO representative. As part of preparation for a Unit exam it will be the responsibility of either the subject Lead IV or school examinations officer to inform the SENDCO representative of the examination date so that any appropriate measures can be arranged.

Any application for special consideration in terms of assessment should first be made through the assessor and Lead IV who will liaise with the school’s examinations officer and Pearson to decide on the best way forward. In the case of a short period such a week, if the student makes the assessor aware of the circumstance for absence and this is justified then it is acceptable for the assessor to grant an extension and to amend official dates for submission stating the reason why the extension has been granted.

In such cases the learner will still qualify for a re-submission of work as this does not constitute a missed deadline.

* 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***)

In the first instance, the student should have followed an informal approach of appeal by requesting for their assessor to clarify the assessment decision and for this to be reconsidered. The assessor should inform the Lead IV that a decision has been queried and if necessary ask the Lead IV or the Internal Verifier for a second opinion. If, after this informal approach the student still feels that the assessment result is incorrect then the following procedure should be followed.

**Assessment Policy cont’d**

For formal appeal, 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

* Storage of certificated work and assessment records

The centre’s examinations officer and all subject Lead IV’s are all aware of the requirement to store certified work and assessment records for 3 years. Due to limitations on space for a central storage facility, these documents are all stored departmentally with the school’s quality nominee and examinations officer both aware of these storage locations.

* Learner Certification

When certificating, subject lead IV’s will need to complete a BTEC Certification Form, (***see appendix 6***). This will accompany a hard copy of assessment outcomes. Once entered, the subject lead IV must sign the form as evidence that they agree with the final grades entered.

**Attendance Guidelines**

Due to the practical coursework of the BTEC courses that in some subject areas involves 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 to subject Lead IV’s.
* 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 distributed to all students during Induction.
* 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 & attached SLT personnel to agree support plan. |
| Attendance falls to 85% | Agreed outcome as a result of failed support plan by Sixth Form Head of Achievement and attached SLT. |

The coursework based model of BTEC means that during the examination study period that breaks AS and A2, all students studying BTEC level 3 courses are required to still attend all lessons.

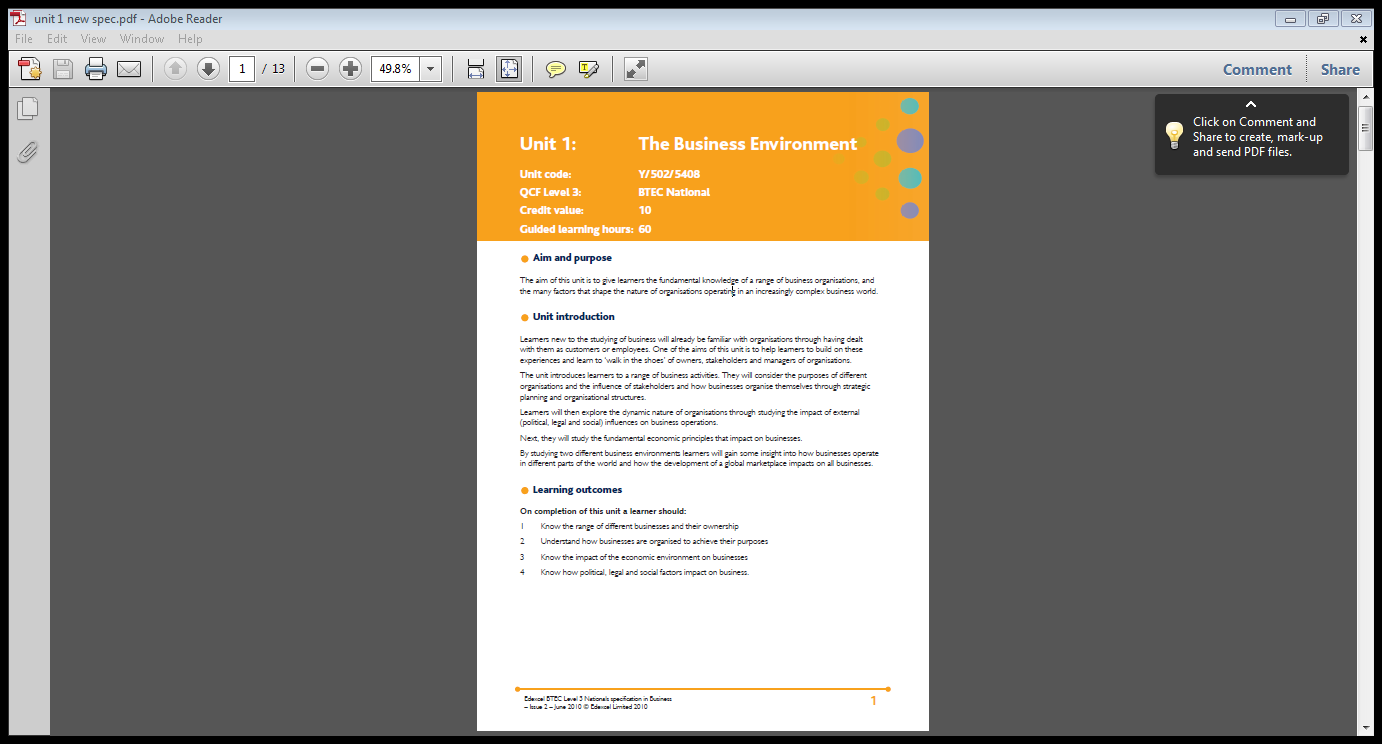
**Key Dates**

**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.

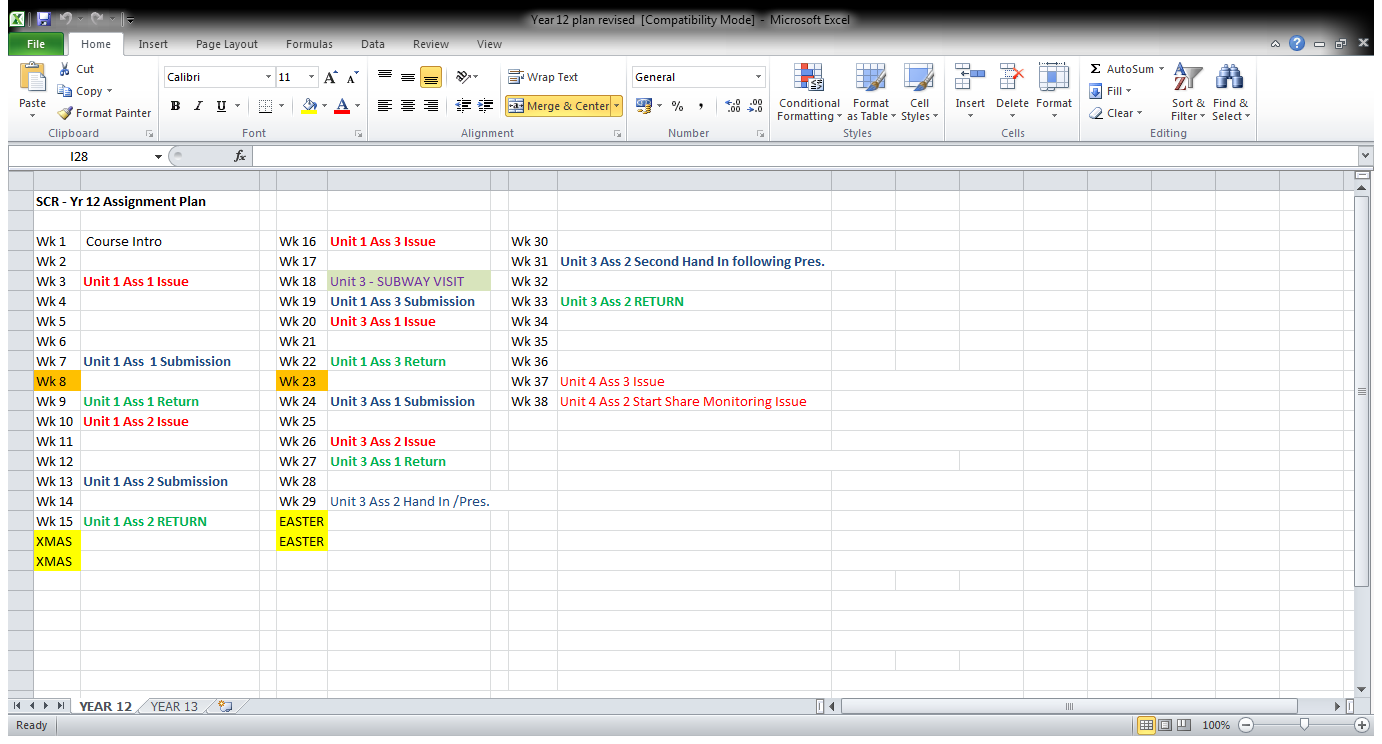
Any emails re key dates received by the school’s quality nominee will be distributed to all relevant personnel.

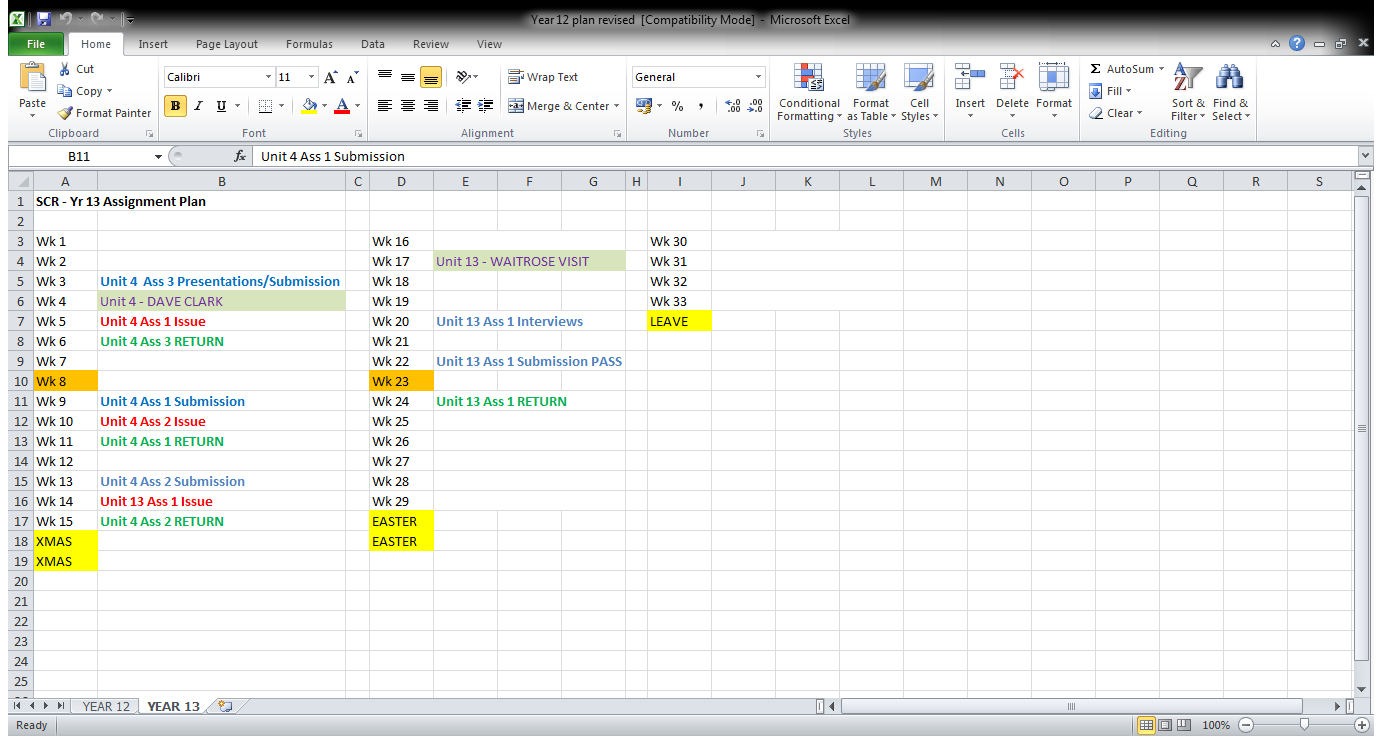
**Appendix 1 – example unit spec.**

**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**

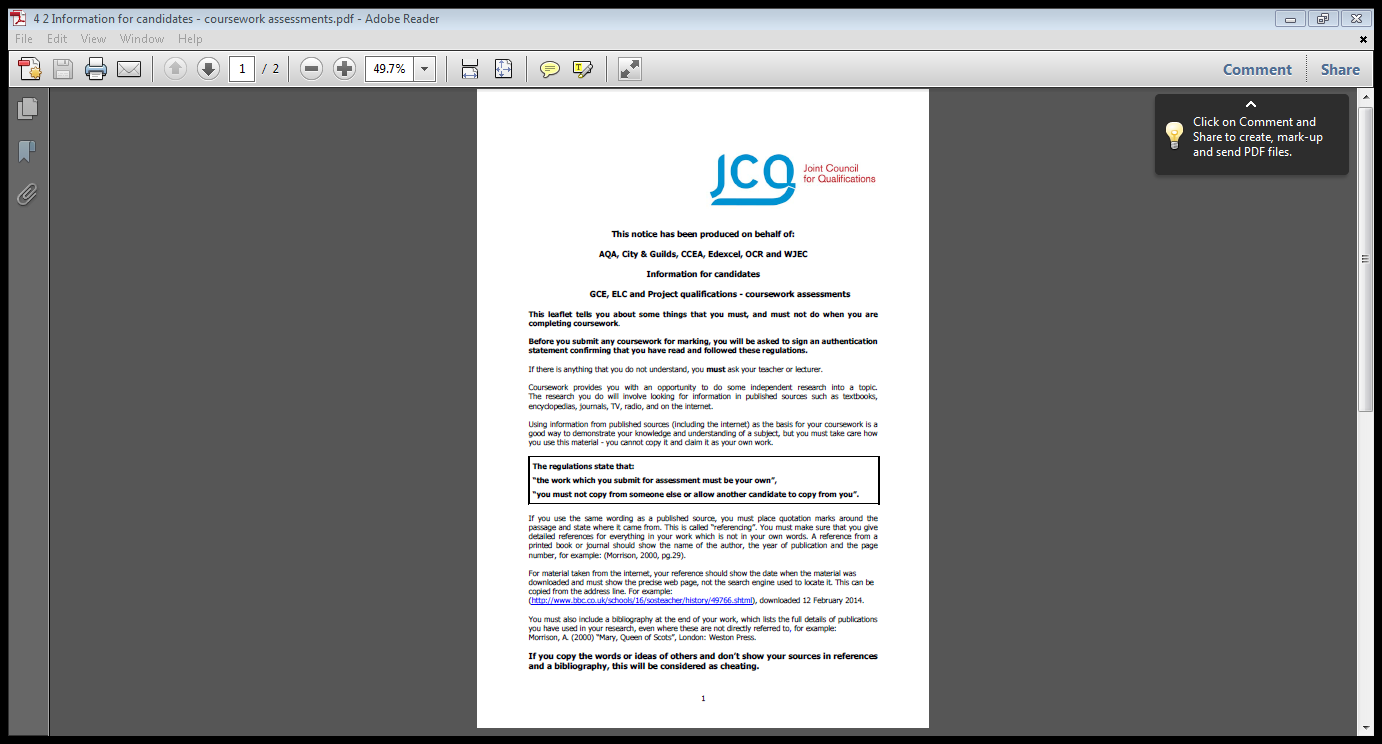
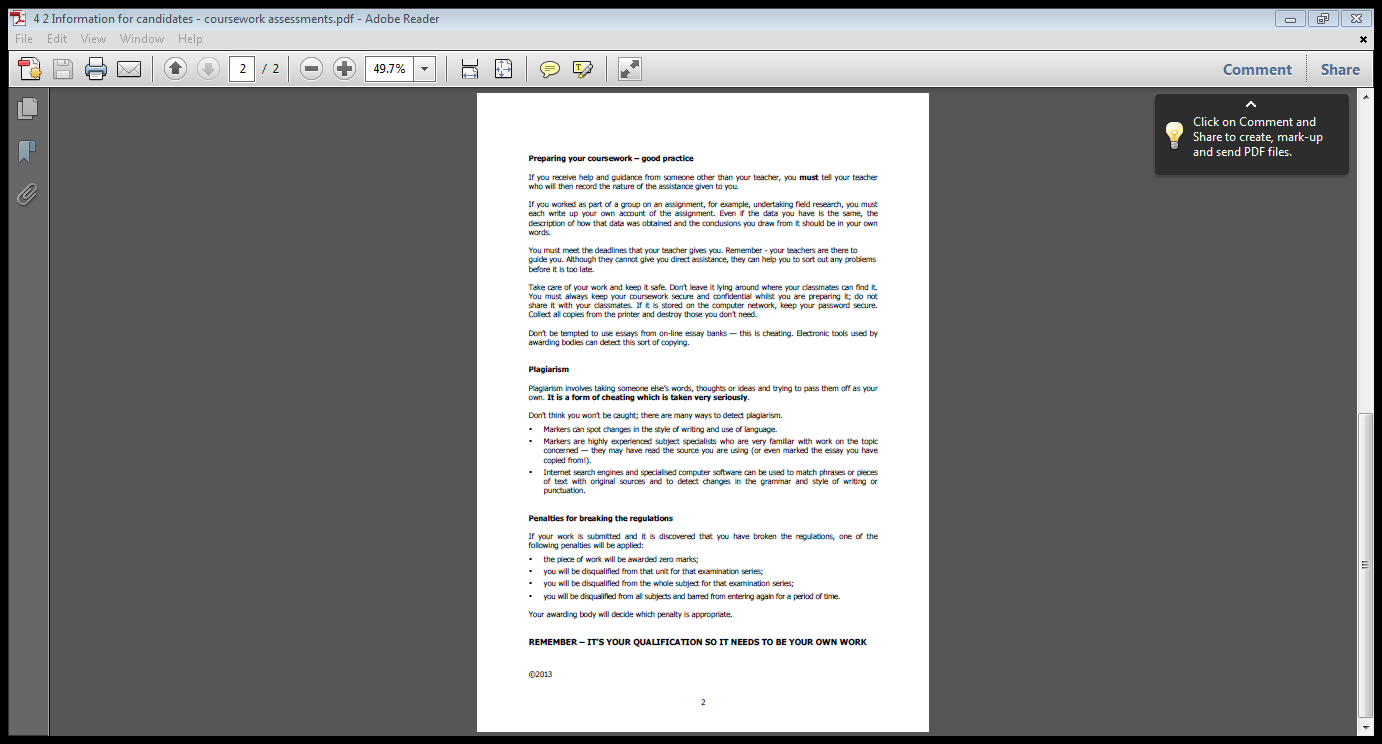
**TASK 5**

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.

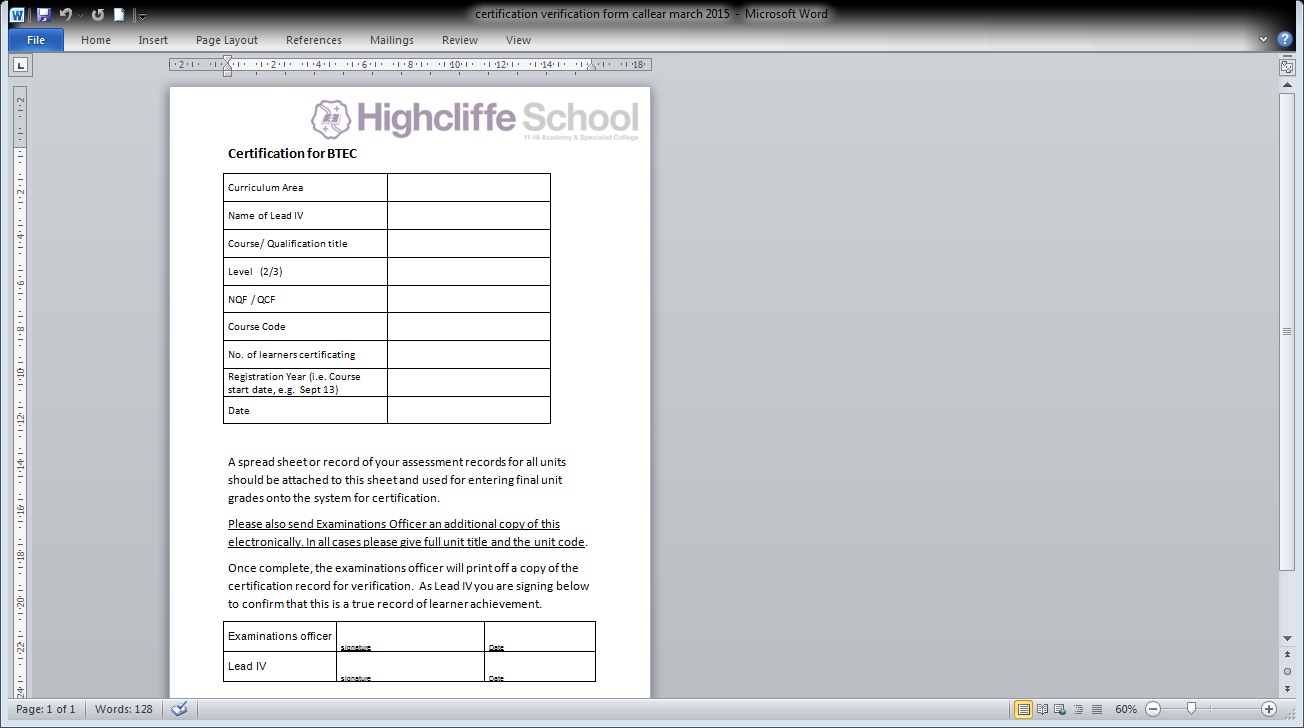
3) The appellant will be informed in writing of the outcome of the appeal and any changes made to the assessed work will be communicated to the relevant exam board.

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.

**Appendix 6 – certification form**



**Appendix 7 – evidence of Induction and CPD**

