

Furze Platt Senior School



BTEC

Learner Handbook

2011/2012

BTEC Applied Science	Level 2
BTEC Work Skills	Level 2
BTEC Art and Design	Levels 2 and 3



Name of student:	
Title of BTEC Course:	

Furze Platt Senior School: a company limited by guarantee
Registered in England: Company Number: 7834715
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Learning together

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OVERVIEW

The purpose of this handbook is to inform you, the learner, of what your programme has to offer, as well as giving guidance as to the way in which the course will be run. We have responsibilities to you, and you also have responsibilities to us. This pack will outline what both sides can expect from each other.

What are BTECs?

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.

Moving on from BTEC Courses

BTEC First Courses enable you to progress to A-Levels or BTEC National courses. BTEC National courses enable you to progress to university and other Higher Education institutions. BTEC courses are equally valued by employers.

Learning and Assessment of BTECs

Teaching and Learning

BTEC courses are student centred. Where appropriate, traditional teaching methods are used, but in general you will be learning through investigation and active involvement. You will have a great deal of responsibility for your own learning. Units are taught through 'learning outcomes' and each assignment will concentrate on testing and extending your knowledge and understanding in one or more of these outcomes. Your teachers will act as learning resources, offering advice and guidance as to how to approach the work.

How will my learning be assessed?

BTECs are not exam-based qualifications. You will be studying real life, work-based case studies and will complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied.

Assessment can be through anything that reflects what you have achieved during the course (diary notes, photographs, presentations, reports, video footage, etc). This will be set by your teacher through set assignments.

Because there is no final examination, you will build a portfolio of work that will be assessed by your teacher and checked by other staff and Edexcel. This includes coursework you produce, such as items, photographs, video footage, assignments, computer print-outs, questionnaires, check lists, or projects, etc. Your portfolio shows you and your teacher what you have learnt and will be looked at during moderation.

The projects that you undertake will form the basis of your unit results which may be graded as a Pass, a Merit or a Distinction.

Furze Platt Expectations of BTEC Students

BTEC courses are demanding. To succeed, you need to:

1. Have high standards and expectations of yourself. Targets are there to be reached and then broken.
2. Have excellent attendance.
3. Listen to your teacher.
4. Be prepared to work on your own to complete your assignments.
5. Manage your time in and out of class effectively.
6. Hand your assignments in on time.
7. Be prepared to re-draft work where appropriate.
8. Ask for advice and help.

How to Acknowledge Sources and Referencing

There are several reasons why you must get in the habit of acknowledging sources of information. You need to give credit where it is due and you keep an accurate record of what you have used in case you or anyone else needs it again. Teachers can check your interpretation for accuracy and you can defend against claims of plagiarism. You should follow the established academic conventions as follows:-

Referencing

Every time you refer to someone else's work you must acknowledge it whether by paraphrasing and giving the author's name in the sentence or by using brackets, footnotes or number references, e.g.

Paraphrasing

This is where you put the author's idea into your own words but say where you got it from, e.g.

“.....and this is further supported by Bruce Dierenfield in his book **The Civil Rights Movement** (2008) where he suggests that after the Civil War ended in 1865 it looked as though four million black citizens would enter mainstream society”.

Brackets

This is where you include a quotation and say where you got it from in brackets, e.g.

“..... and therefore Kant maintained that an action was only good “when a person acts from a sense of good will” (Ina Taylor: OCR Philosophy & Ethics (2008)).

Footnotes

This is where you mark each reference or quotation with a number and include the source at the bottom of the page. This can be less obtrusive but looks messy if there are too many references on one page e.g.

“..... and therefore Kant maintained that an action was only good “when a person acts from a send of good will” (1).

(1: Ina Taylor: OCR Philosophy & Ethics (2008))

Numbered References

This is where you mark each reference or quotation with a number and include the source in a list at the end of your assignment. This keeps the page clear but can be annoying if you have to keep flicking to the back page to find a source. List in numerical order e.g.

- | | | | |
|-----------------------|------------------------------------|--------|-----|
| 1: Bruce Dierenfield: | The Civil Rights Movement | (2008) | p29 |
| 2: Ina Taylor: | OCR Philosophy & Ethics | (2008) | p36 |

Bibliography

A bibliography is a list of all the sources you have used in an assignment, e.g. author's name, title, publisher and date of publication. They can be developed to include a summary of the content or even an evaluation of the usefulness of the content. Sources should be presented in alphabetical order by surname e.g.

- | | | | |
|-----------------|---|--------------|------|
| 1. Armstrong N. | An Extraordinary View From Above | MacMillan | 1989 |
| 2. Brown G. | My Life in the Jungle | Bantam Press | 2010 |
| 3. Cole O. | The Power and the Glory | Heinemann | 1991 |

BTEC Candidate Malpractice Procedures

Teachers are responsible for checking the validity of the learner's internally assessed units. This will avoid candidate malpractice.

Examples of Candidate Malpractice:

- Making a false declaration of authenticity. (Example, when sections of the work have been done by others).
- Misusing assessment material and resources.
- The inclusion of inappropriate, offensive or obscene material in coursework assignments.
- Theft (where a candidate's work is removed or stolen), with the intention to pass the coursework off as one's own.
- The alteration of any results document, including certificates.
- A breach of the instructions or advice of a teacher in relation to the assessment rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the BTEC assessments.
- Collusion: working collaboratively with other candidates, beyond what is permitted.
- Copying from another candidate, allowing work to be copied.
- The deliberate destruction of another's work.
- Disruptive behaviour during an assessment session (including the use of offensive language).
- Assisting others in the production of coursework.
- Plagiarism: unacknowledged copying from published sources; incomplete referencing.

How to deter candidate malpractice

Teachers should ensure that a large proportion of assigned work is completed with supervision.

The Programme Manager or teacher should cover the following topics with all learners during the induction period:

- Inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources including websites.
- Refer to the BTEC Centre Handbook and Student Handbook for policies.

Programme Managers should also introduce procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc.

These procedures may include:

- Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
- Altering assessment assignments/tasks/tools on a regular basis.
- The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
- Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.
- Assessors getting to know their learners' styles and abilities, etc.

Learners have a responsibility to ensure all work they hand in to be marked is their own. Any additional help or support that they have received must be reported to the assessor before the candidate signs the authentication of work statement.

Responding to suspected candidate malpractice

This will be reported to the Programme Manager who will inform the Quality Nominee and the Exams Officer. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation but may include the candidate's malpractice being reported to Edexcel. This may result in the candidate being withdrawn from the course and/or being prevented from taking a qualification with this board for one year.

BTEC Appeals Procedure

All students will be informed about the Appeals Procedure and have access to a copy of the written procedure.

The Appeals Procedure is set in three stages and will be overseen by the Quality Nominee.

The Head of the Centre will be provided with any appeals and their outcome.

There are only 3 grounds on which a learner can appeal:-

- 1. If he/she feels the grading criteria were being met and the teacher failed to recognise this***
- 2. If he/she feels that they have not been supported appropriately during the assessment of the unit by the assessor***
- 3. If the teacher is not willing to accept alternative evidence as meeting the evidence requirement***

Stage 1

1. The learner communicates the grounds for appeal to the assessor by completing the stage 1 of the Appeals form and providing the evidence for assessment. The learner can obtain the form from the Programme Manager.
2. The assessor makes the Programme Manager and Quality Nominee aware of the grounds for appeal and then re-assesses the work in the normal way against the unit requirements.
3. The assessor will complete the outcome part of the stage 1 form.
4. The assessor communicates the re-assessment to the learner and makes the Programme Manager aware of the outcome.
5. If the learner is still dissatisfied with the outcome of the first stage of appeal then they can progress to stage 2.

This stage should be undertaken within 3 working days

Stage 2

1. The learner communicates the grounds for appeal by completing the second stage of the appeals form and supplying the relevant evidence to the Lead Internal Verifier – unless the initial decision was made by the Lead Internal Verifier, in which case another assessor from the same programme, or a Lead Internal Verifier from another programme undertakes this role.

2. The Lead Internal Verifier, or other verifier, makes the Quality Nominee aware that the appeal has reached the second stage. The Programme Manager internally verifies the work in the normal way against the unit requirements.
3. The Lead Internal Verifier will complete the outcome part of the stage 2 form.
4. The Lead Internal Verifier communicates the outcome of the internal verification to the learner. He/she will also make the assessor and Quality Nominee aware of the outcome.
5. If the learner is still dissatisfied with the outcome of the second stage of appeal then we move to the final stage of appeal.

This stage should be undertaken within 3 working days

Stage 3

1. The learner communicates the grounds for appeal by completing the final part of the Appeals form and supplying the relevant evidence to the Quality Nominee.
2. At this stage the Quality Nominee will call a meeting of at least 3 people to re-examine the evidence (at least one of whom should not have been involved with the assessment decision) from the team of BTEC assessors and lead internal verifiers.
3. The work will be re-examined by this team and they will complete the part of the Stage 3 form.
4. The Quality Nominee will then hold a meeting with the Head of Centre and learners concerned to communicate the outcome of the appeal.
5. Learners are allowed to be accompanied by a parent/guardian if requested.
6. Written records of all appeals should be kept by the school including the outcome of the appeal and reasons for the outcome.
7. A copy of the appeals record should be given to the learner.
8. Full details of any appeal must be made available to Edexcel on request.
9. Edexcel should be informed by the school if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the school.

This stage should be undertaken within 5 working days

Edexcel will consider an appeal from the Centre only after the Centre's own internal appeals procedure has been exhausted. Edexcel generally expects most appeals from individual learners to be resolved within the centre.

Edexcel will only consider appeals submitted by the Head of Centre/Principal. The following are situations where an appeal can be made:

- ***the Centre disagrees with the outcome(s) from Edexcel's external quality assurance activities***
- ***the Centre questions an approval (centre or qualification approval) or a qualification decision (e.g. malpractice) made by Edexcel***
- ***a learner considers that a decision continues to disadvantage her/him even after the outcome of the Centre's internal appeals procedure***