



Longdendale
HIGH SCHOOL

The BTEC Learners' Handbook

September 2022 – July 2023



Contents

Pg. 3	<u>The Background to BTEC</u> What is this type of course about.
Pg. 4	<u>The Successful BTEC Learner</u> How do I do well at BTEC and achieve high grades.
Pg. 5	<u>The BTEC Grades</u> How the BTEC grades are calculated.
Pg. 6	<u>BTEC Assignments</u> Completing the tasks before the deadline.
Pg. 7	<u>Raising My Grades</u> Improving my tasks over the course.
Pg. 8	<u>Edexcel Definition of Verbs</u> Used in the grading grids
Pg. 9	<u>Methods to Collect Evidence</u> Working with the individual learners' strengths and preferences
Pg. 10	<u>Honest Study Practices</u> "My Own Work" Edexcel regulations
Pg. 11	<u>Learners Appeals</u> Specific Procedures
Pg. 12	<u>Backpage</u> Information about Edexcel

The Background to BTEC

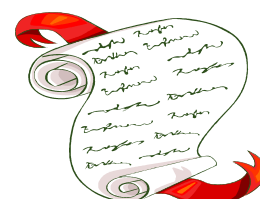
“Preparing you for the World of work”

- The BTEC course is 180 guided learning hour qualification.
- There is a sit down exam for students or you may be required to complete an externally marked practical component.
- BTEC requires the learner to attend the full course and therefore a learner who has attendance issues/long term absence will find difficulties completing the course and may therefore fail the course.
- Learners could not join the course mid-way and expect to be certificated with the BTEC
- There are no grades lower than 4's awarded for Level 2 but a Level 1 Distinction is awarded for Grade 3 work- see chart.
- BTEC is for ALL learners – Practical, Academic, Gifted and Talented and Special Educational Needs students included.
- BTEC is continually assessed – points are accumulated, and Quality is assured.
- Learners can revisit tasks once and provide a resubmission.

Reach for the stars

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The Successful BTEC Learner

The BTEC Learner can achieve the highest result of Level 2 DISTINCTION STAR grade 8.5 should they take the following advice;

1. BE ORGANISED - Have the correct equipment – stationery etc.
2. FOLLOW INSTRUCTIONS Email work and email teachers for advice.– Your teachers will advise and guide you throughout the course. You will need to prepare and get ready for the assignments.
3. WORK HARD – Consistent effort will pay off. Try to smash your targets. You can do it!
4. GOOD ATTENDANCE – Be focused in class.
5. STICK TO DEADLINES – Plan out your work and do not leave tasks to the last minute. Show your teacher your progress and listen to guidance. A deadline means a deadline. Keep it!
6. COMMUNICATE – with your teacher. Do not be satisfied with your TASK/ASSIGNMENTS unless you have aced them! **TRY to completed your best work- if you have been given to, carry out the resubmission.**
7. NEVER COPY WORK – e.g. from the internet or from a book.
Quotes must be referenced and acknowledged.
8. ALWAYS DO YOUR OWN WORK – Check your progress and take PRIDE in doing your best.

The BTEC Grades Awarded

Qualification grading and performance table points

Level	Qualification Grade	2019 performance table points (based on 2018)
Level 2	Distinction*	8.5
	Distinction	7
	Merit	5.5
	Pass	4
Level 1	Distinction	3
	Merit	2
	Pass	1.25

You will be able to follow a colour-coded grid which will track your progress. You are encouraged to do your best and keep to deadlines. This will help your teacher to mark your work.

Your teacher will provide you with the grading grid for each unit. This will allow you to understand why you are working at the Level 1/ Level 2 -PASS – MERIT – DISTINCTION level.

You have to work independently on your assignments. If there is a need to re-submit work then you will be given 10 days to complete this.

Every bit of effort will help you to achieve great results at BTEC. Make sure you fully understand what is required and work hard to gain the best grade possible.

If you have any concerns as you work through your BTEC course do not hesitate to see me.

Ms Healey BTEC QN Head of PE/ Dance

**NEVER
DESTROY ANY
MARKED
WORK!**

BTEC Assignments

(Keep written work in a clearly displayed folder)

All BTEC subjects including DANCE, MUSIC, SPORT and Health and Social have a selection of units or components totalling 180 GLH's.

Some units are compulsory and the other units will be selected by you or your subject teachers.

Your assignments may be split into mini tasks but they will clearly explain what you must do in order to achieve a

PASS

MERIT

or

DISTINCTION

The BTEC Units are tailored to the individual learner. Each subject will allow flexibility in the way you gather evidence to prove your understanding of the tasks (see pg10).

Your work will be marked and maybe cross-marked or moderated. Once an assignment HAS BEEN SUBMITTED you will not be able to improve it unless you have permission to resubmit it from Mrs Healey-Wilde and your Assessor.

Your work may be sent away for scrutiny to a Subject Verifier.

Raising my Grades

The BTEC subjects are ideal to prepare you for your future in either education – further study or the World of Work.

A successful BTEC Learner has proved that they are honest, diligent (hard working) and they have the ability to take advice and be a great team member and / or team leader.

The BTEC Level 1/ 2 courses provides a course which requires excellent attendance and consistency of high standards throughout KS4. **It is worth 1 GCSE.**

The BTEC Learner needs to take a pro-active approach to checking on their own progress in each unit. Your teachers will regularly show you the colour coded BTEC tracking charts. This will be available for all to monitor and show “at a glance” which tasks are either uncompleted or if they have been awarded the lower level grade.

Your components of work will be completed by 31st March (Year 11) Some BTEC subjects such as music have two mini units and have 4 units in total. Some components are released in specific assessment windows and may be completed at the end of the course in year 11. One component (3/ 1) is an Exam or Year 11 final externally marked unit .

Track your own progress !

Definitions of the common operative verbs used in the grading criteria

Pass 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 describe or list, 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 or 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 or articulate briefly the main points or essential features
Merit verbs	
Analyse	Identify separate factors, say how they are related and how each one contributes to the topic
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant
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
Explain in detail	Provide details and give reasons and/or evidence to clearly support the argument you are making
Justify How/ Why	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions
Distinction verbs	
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	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 positive and negative 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

Methods to Collect Evidence

<p><u>Witness Statements</u> See – sheets Collect throughout the course</p>	<p><u>Video</u> Dance, Drama, Music & Sport</p>	<p><u>Audio</u> Recording Learners & their work</p>	<p><u>Power Point</u> Created by Learners Use ICT</p>
<p><u>Observations</u> Teachers (Assessors) Complete checklists Dated/Explained</p>	<p><u>Diary of Progress</u> Notes and advice – target setting</p>	<p><u>Blog on Face book</u> Use any method of ICT</p>	<p><u>Games</u> To secure knowledge and understanding</p>
<p><u>Log Book</u> Unique to learner great evidence for future interviews. Shows dedication.</p>	<p><u>Debates</u> Meetings for planning etc. minutes</p>	<p><u>Programmes</u> Highlighting learners achievements. CAST LIST – Printed evidence</p>	<p><u>Radio Show</u> Produced by learners e.g. PE Sports commentary.</p>
<p><u>Written Work</u> Not the best option for every learner. Type into “Word”</p>	<p><u>Photos</u> Snaps of work in progress</p>	<p><u>Visits</u> With tasks and evaluations</p>	<p><u>Learners to create:-</u> POSTER, BOOKLET, ADVERT etc.</p>
<p><u>Practical Experiences</u> BTEC is a doing course</p>	<p><u>“Chat”</u> Teacher to record and date e.g. News, sport, X factor etc.</p>	<p><u>Interviews</u> With subject teacher (BTEC Assessor)</p>	<p><u>Display Book Folio</u> Collation of evidence and tasks.</p>
<p><u>Performances</u> Shows/gigs In and out of school</p>	<p><u>Interviews</u> With subject teacher (assessor)</p>	<p><u>Student Lectures</u> Or presentations A.F.L. Peer/staff assessment</p>	<p><u>Reports</u> Self, peer, coach, teacher</p>

Honest Study Practices

It is crucial that all Longdendale BTEC learners complete their own work and that all work is valid.

This centre has clear policies and procedures in line with Edexcel to limit the opportunity for malpractice and for checking the validity of the learner's work.

The Quality Nominee at Longdendale will inform Edexcel Person of any acts of malpractice.

	DEFINITIONS OF MALPRACTICE
LEARNER MALPRACTICE	Any action such as PLAGIARISM, COLLUSION or CHEATING – has the potential to prevent honest completion of tasks/assignments.
ASSESSOR MALPRACTICE	Any deliberate action which has the potential to undermine the fair procedures of BTEC Qualification provided by Edexcel.
PLAGIARISM (Copy)	Taking and using another persons thoughts, writings (words) inventions and submitting it as your own work.
MINOR ACTS OF LEARNER MALPRACTICE	This is handled by the assessor and BTEC Teacher refuses to accept work for marking should work be invalid- Resubmission required.
MAJOR ACTS OF LEARNER MALPRACTICE	Extensive copying (or cause for concern)/plagiarism – the second or subsequent offense will be considered a major act of malpractice.

Longdendale will deal with any issues in an open, fair and effective manner.

All quotes and references should be acknowledged and your work must be YOUR OWN

Quality Nominee
Dawn Healey-Wilde

The Learner appeal procedure is a stage procedure to determine whether the assessor or BTEC teacher has:

- a) Used procedures that are consistent with Edexcel's requirements.
- b) Applied the procedure properly and fairly when arriving at judgements.
- c) made a correct judgement about a learner's work.

APPEALS STAGES

STAGE 1 – INFORMAL – The learner must consult with the assessor within 10 days following the assessment decision. This meeting will be to discuss the assessment decision. The issues raised will be documented before moving to stage 2.

STAGE 2 - REVIEW – The assessment decisions will be reviewed by the Quality Nominee – Mrs Waters and/or the IV. The learner will be notified in writing of findings whether the appeal is agreed or disagreed. If the matter is unresolved then move to stage 3.

STAGE 3 – APPEAL HEARING – A Senior Leadership Panel hear the appeal. The procedure will be in line with Edexcel's learner appeal procedure. This is the last stage completed by the centre if it is still unresolved, move to stage 4.

STAGE 4 – EXTERNAL APPEAL - The grounds for appeal and supporting documentation must be submitted by the centre (LHS) to Edexcel within 14 days of stage 3 – a fee is required.

This process ensures that procedures are fair and just. The learner should always be in the grading process throughout the BTEC courses.

Good communication between the teacher and learner will enable fair and just procedures to take place. Teachers will endeavour to explain their judgements and provide guidance to improve throughout the course.

“PROGRESS IS TRACKED – FAIR PRACTICE IS PARAMOUNT”

BTEC

**The Business and Technology
Education Council (Since 1986)**

“Edexcel, a Pearson company, is the UK’s largest awarding body offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning here and in over 100 countries worldwide..... Our qualifications include GCSE, AS and A Level, GNVQ, NVQ and the BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas and Foundation Degrees.”

www.edexcel.org.uk

“BTEC is an enjoyable practical course which is designed to focus on the learners strengths.”

Julie Gibson
Education Consultant for “Consultancy Works”