



Milton School

BTEC Handbook

Information for Students

Name: _____

Year: 2020 / 2021

Student and Parental Declaration

This Student Handbook should be stored in a safe place so that it can be referred to when necessary. You and your parents/carer will be sent the information below within a letter as you start your courses, as acknowledgement that you have read the contents of the Handbook and agree to follow the explained guidelines. Furthermore, to declare that you will work to the best of your ability to complete the courses you undertake.

I agree to follow the course and meet set deadlines in each of the units of my programme.

Student Name: _____

Signature: _____

Year: _____

What are Vocational Qualifications?

Vocational qualifications are nationally recognised qualifications. They are different from traditional GCSE and A Levels because they are linked to a particular area of work. You will develop new skills and knowledge in both the areas that you are studying. Each vocational course is made up of a number of units, allowing you to build up your qualification in stages. All units will be assessed through coursework.

As a student you are expected to take responsibility for your own learning by planning their work, doing research and regularly reviewing their progress.

Why do we offer BTEC courses?

These courses prepare you for the world of work. Employers value the qualities that vocational students bring to the workplace. The courses are flexible so that they meet the needs of a wide range of students. They are available at different levels in a variety of formats. Also, they can be taken alongside other qualifications and they give you the opportunity to try a range of activities.

What will happen in lessons?

The lessons will depend upon which unit you are working towards but generally, you should expect:

- Discussion – communication is a vital skill throughout life. Therefore, you will be talking to your peers as well as members of staff throughout the course
- Written work – using both paper and ICT
- Practical work
- Portfolio building – once you have completed a piece of work it will be put into your folder.
- Research – It might be necessary to find further information on some unfamiliar topics.

What will be expected of you?

You will be expected to do all of the following:

- Read and write
- Talk to members of staff if you are unsure of anything or need further assistance
- Work to the best of your ability to produce good quality work
- Ensure your work is completed within the time given to you by your teacher
- Use any equipment safely and appropriately
- Be respectful of other students space if you are working alongside them.

How will I be assessed?

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 tutor through set assignments. For the QCF qualification there is no final examination; only certain courses fall into this category. You will build a portfolio of work that will be assessed by your tutor and checked by other staff and Edexcel. This includes course work you produce, such as reports, photographs, video footage, assignments, computer print-outs, questionnaires, check lists, or projects, etc. Your portfolio shows you and your tutor what you have learnt and will be looked at during moderation.

Who will be involved with the course?

Subject teachers ICT (assessors) Mrs Fallon

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

Internal Verifier ICT – Mrs Preece

This is the teacher in charge of the course. They must make sure that the units are being taught correctly and that sufficient resources are available. They will check (IV) the assessment of all teachers on the course; they sample the work of all students on the course and provide written feedback.

Quality Nominee (Mrs Leighton)

This person oversees all of the vocational courses to make sure that standards are being met. This will be done by:

- Visiting lessons
- Looking at students' work
- Collecting information on student achievement
- Surveying teacher/student views.

Exams Officer (Mrs Fallon)

The examinations officer is responsible for registering students for the course and for claiming qualifications with the Quality Nominee.

Storage of work

All completed, graded work will be put into presentation folders and stored in a locked filing cabinet until external verification takes place and the final marks have been submitted.

BTEC ITQ

You will be studying towards achieving a BTEC qualification in ICT. You will be required to complete several units of work in order to complete your course. You will need to achieve a PASS grade in all units to achieve the Level 1 Award.

The units of study include:

Unit 125 – Presentation Software.

This unit is about the skills and knowledge required by an IT user to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

Unit E27 – Spreadsheet Software

This unit aims to enable learners to use a software application designed to record data in rows and columns, and perform calculations with numerical data.

Unit E29 – Presentation Software

This unit aims to give learners the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Unit 123 – Desk Top Publishing Software

This unit is about the skills and knowledge required by an IT user to use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications.

What can I do after my BTEC course?

It will enable you to progress to a higher level qualification at other schools and colleges or enable you to progress in to employment in the related area.

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 textbooks
- Copy and paste from the Internet
- Copy from other students (past or present)

The exams policy is very clear on how to deal with plagiarism/malpractice. If you copy the work of another student or lend your work to someone else, you will risk having your work cancelled and may achieve nothing. If you steal another student's work and copy it, the exam board may cancel all of your courses.

BTEC Plagiarism and Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and the learner handbook to 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
- ask learners to declare that their work is their own
- conduct an investigation in a form commensurate with the nature of the malpractice allegation

Such an investigation will be supported by the Head of Centre /Exams Officer /Subject Lead and all linked to the allegation. It will proceed through the following stages:

1. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
2. Give the individual the opportunity to respond to the allegations made
3. Inform the individual of the avenues for appealing against any judgment made
4. Document all stages of any investigation.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Please see below and the school website for further details on our policies.

<https://www.miltonschool.org.uk>

Internal Appeals procedure for candidates (Vocational Courses) 2020/2021

What is this procedure about?

All learners are able to formally challenge an assessment mark or grade awarded for all vocational courses. In the first instance they should discuss this with the subject teacher/assessor. If they are still dissatisfied they should discuss with the Lead Internal Verifier (LIV) and/or Quality Nominee (QN). If still unresolved then they should refer to the centre appeals procedure for internally assessed work. A copy can be requested from the exams officer.

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate

• To protect the interests of all learners and the integrity of the qualification In order to do this the centre will:

- Inform the learner at induction, of any Appeals Procedure
- Record, track and validate any appeal
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the awarding body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement

Procedure:

The member of the Senior Leadership Team (SLT) nominated by the Head of Centre to manage assessment appeals, will be responsible for ensuring that information about the appeals procedure is made available to all candidates and their carers, and for informing the Head of Centre about the existence and outcome of all such appeals.

Stage 1:

- Candidates who wish to query internal assessment decisions/procedures should, in the first instance, discuss the matter with the teacher making the assessment within 5 working days of the results being communicated to the candidate.
- In BTEC if the student has not achieved the grade but clearly attempted the next grade e.g. attempted the merit, and they met the original submission deadline for the assignment, they can have a formal resubmission agreed with the assessor/teacher and the student can resubmit the work within 15 working days of term-time. If the student still does not agree with grades they could appeal and follow the process.

Staff will keep all submissions and feedback given to each student. IF THERE IS NO AGREEMENT the only BTEC possibility is a new assignment to be completed, within a limited time independently, OR if they will not agree to this continue with stage 2.

Stage 2:

- If the candidate still believes that the assessment is not justified, they should discuss the matter with the Lead Internal Verifier (LIV). The LIV should then discuss with the Quality Nominee (QN) and Head of Department (HoD). The Head of Department will report the outcome of this decision in writing to the Examinations' Officer within 5 working days.
- The Examinations' Officer will provide a copy of the HoDs report to the member of SLT nominated by the Head of Centre to manage assessment appeals.
- The member of SLT will meet with the candidate to discuss the HoDs report within 5 working days of receipt of the report.
- If a satisfactory outcome cannot be reached, the candidate will be provided with a copy of the Internal Assessment – Appeals Procedure document by the Examinations' Officer

Stage 3:

- If the candidate wishes to take the matter further, they should put details of their complaint in writing to the Head of Centre within 10 working days of receipt of the Internal Assessment

Appeals Procedure document.

- The teacher making the assessment will receive a copy of the complaint and will be asked to respond in writing to the Head of Centre. A copy of this response will be sent to the candidate.
- If the member of the SLT nominated by the Head of Centre to manage assessment appeals will make arrangements for the personal appeal hearing to be held within 10 working days of the application for appeal being lodged by the candidate.
- The candidate and the teacher making the assessment will be provided with reasonable notice of the date of the appeal hearing, and will have sight of documents relevant to the case in advance of the appeal hearing.
- The candidate will be allowed to be accompanied by a carer/friend at the hearing.
- The appeal will be heard by three senior members of staff who have not previously been involved in the case.
- The appeal panel will provide a written record of the appeal, including the outcome of the hearing and the reasons for that outcome. The centre will send a copy of this record to the candidate (and their carer where appropriate) and the teacher making the assessment within 10 working days of the hearing.
- The centre will immediately inform the awarding body of any change to an internally assessed mark resulting from an appeal hearing.
- The centre will keep a written record of each appeal for a minimum of 18 months

Disability Discrimination Policy

Milton School is committed to equality and is keen to promote a learning and working environment that is inclusive, celebrates diversity and does not discriminate against any group.

In line with the guidance from the QCDA, the following guidance document has been produced.

All staff involved in examinations are expected to meet the requirements of the Disability Discrimination Act and the Disability Equality Duty.

Specific needs

All of our Pupils have a statement of Special Educational Needs. The School will assess individual needs and make sure appropriate arrangements are put in place in line with normal ways of working

Access Statement:

As far as is reasonably practical, Milton School's examinations officer will ensure:

- Lighting is appropriate for Candidates
- Premises will meet legal and DDA requirements
- Adapted facilities are provided as necessary
- The needs of all students will be considered in the event of an emergency evacuation
- Evacuation procedures will be provided at the beginning of each exam
- Appropriate seating/seating arrangements will be arranged in line with the candidates needs
- Access arrangements will be applied for and put in place according to individual needs and with the agreement of the Awarding Bodies.
- Invigilators are made aware of any specific evacuation procedure in place for a student with a disability.
- Exams Officer/Invigilators ensure that all candidates are aware of the evacuation procedures at the beginning of an exam.
- Where we have prior knowledge of a mobility issue, we would make evacuation arrangement
- Seating is appropriate and comfortable and consideration given to siting students where they are least likely to disturb peers
- Signs are as far as possible, simple, clear and consistent. They are generally displayed on A3 or A4.

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms are on the ground floor and are accessible.
Use of crutches for broken leg or other lower limb complaint	The main exam rooms are on the ground floor and are accessible.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks of up to 10 minutes at a time without penalty to the overall exam duration.
Visual disability	All exam rooms in the Centre are well lighted. Candidates are permitted the use of their coloured film overlays as required.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Long term illness or disability	Candidates with long term illness or a disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the SEN