

The background features a vibrant, abstract composition of overlapping, multi-colored triangles in shades of yellow, red, green, blue, and purple. These triangles are set against a light beige background with faint, swirling patterns. The overall aesthetic is modern and dynamic.

NEWMAN CATHOLIC COLLEGE

2015-2016

BTEC Business Level 3 Extended Diploma

COURSE HANDBOOK

Table Of Contents

Chapter One - Course overview & the benefits of BTECs

- What is a BTEC Diploma and where can they lead?2
- What vocational opportunities does this course offer?2
- What have past students of this course gone on to do?2

Chapter Two - Units and assignments & How you will be assessed

- What exactly will I be studying on this course?3
- How and when will my achievement be assessed?3
- What will the assignments look like?4
- What is plagiarism and how do I avoid it?5
- What do Learner Assessment Submission and Declaration Forms look like?5
- What evidence of achievement will I need to provide?6
- What do observer and witness statements look like?6

Chapter Three – What to Expect and Who will be teaching you

- What can I expect of the BTEC team and what will they expect of me?7
- Who are the BTEC team?7

What policies are in place?

- Internal Verification Policy7
- Appeals Policy8

Chapter One - Course overview & the benefits of BTECs

What are BTEC Awards and where can they lead?

Information taken from Edexcel BTEC Level 3 in Business Extended Diploma in Business – Specification- September 2010

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. The BTEC qualifications in this specification level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

What vocational opportunities does this course offer?

Each year a large number of organisations approach Newman to offer students their latest training, placement or workshop opportunities. These vary from year to year as organisations tailor opportunities to fit their latest developments and areas they are interested in exploring.

One of the important aspects of our approach is to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. The delivery of the BTEC Firsts is enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in, and experience of, the sector being studied. This draws on the use of:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces

What have past students of this course gone on to do?

There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the Level 3 BTEC Diploma or another programme of study.

Chapter Two - Units and assignments & How you will be assessed

What exactly will I be studying on this course?

The requirement is that you complete 4 units, Unit 1 and 2 are Mandatory and Units 3 and 8 are optional units, which must be completed. All Unit are Coursework based, Internally marked and Verified.

Year 1

Unit 1 – The Business Environment

Unit 2 – Business Resources

Unit 3 – Introduction to Marketing

Unit 4 – Business Communication

Unit 5 – Business Accounting

Unit 19 – Developing Teams in Business

Unit 18 – Managing a Business Event

Unit 34 – Website Design Strategy

Unit 37 – Understanding Business Ethics

Year 2

Unit 9 – Creative Product Promotion

Unit 10 – Market Research in Business

Unit 12 – Internet Marketing in Business

Unit 13 – Recruitment and Selection in Business

Unit 16 – Human Resource Management in Business

Unit 21 – Aspects of Contract and Business Law

Unit 27 – Understanding Health and Safety in the Business Workplace

Unit 38 – Business and the Economic Environment

Unit 36 – Starting a Small Business

How and when will my achievement be assessed?

In order to pass an assignment you will need to produce evidence, this is proof that you have met the requirements of the unit. All units are broken down in exactly the same way. Every unit is introduced with a learning outcome, which describes what you will achieve while completing the unit. Assessment objectives describe what you are required to do in order to achieve the learning outcome. You must achieve every assessment objective in the unit. You are able to achieve a Pass (7 points), Merit (8 points) or Distinction (9 points) for each unit. In order to calculate your overall grade you will need the following points:

Points range above pass grade Grade

1300-1339 MPP

1340-1379 MMP

1380-1419 MMM

1420-1459 DMM

1460-1499 DDM

1500-1529 DDD

1530-1559 D*DD

1560-1589 D*D*D

1590 and above D*D*D*

You will be given time to familiarise yourself with each unit and lessons will be delivered by your teacher before you start the assessments.

Each unit is internally assessed and has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. The assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level. The criteria are arrived at with reference to the following grading domains:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

What will the assignments look like?

Sample of unit 18 Managing a Business Event Learning Criteria: You must complete all the Pass's in order to progress onto Merit and Likewise you must complete all Pass's and Merits before you progress onto the Distinction criteria.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the skills required of an event organiser [IE]	M1 assess the importance of meeting organisational and legal requirements when planning a business event	D1 evaluate the management of a business event making recommendations for future improvements
P2 explain the role of an event organiser [IE]		
P3 prepare a plan for a business event [TW]		
P4 arrange and organise a venue for a business event, ensuring health and safety requirements are met [SM, EP]	M2 analyse the arrangements made by an event organiser to plan a business event	
P5 provide support for the running of an event		
P6 produce guidelines for dealing with problems [IE]		
P7 carry out follow-up activities after a business event	M3 evaluate how a business event can inform future planning.	
P8 review the success of the business event. [RL]		D2 evaluate feedback from delegates participating in the event.

What is plagiarism and how do I avoid it?

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place.

What do Learner Assessment Submission and Declaration Forms look like?



LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

<p>Learner declaration</p> <p>I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>Learner signature: _____ Date: _____</p>

What evidence of achievement will I need to provide?

Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Delivery strategies should reflect the nature of work within the business sector by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions wherever possible.

What do observer and witness statements look like?



OBSERVATION RECORD

Learner name:			
Qualification:			
Unit number & title:			
Description of activity undertaken			
Assessment & grading criteria			
How the activity meets the requirements of the assessment and grading criteria			
Learner name:			
Learner signature:		Date:	
Assessor name:			
Assessor signature:		Date:	

Chapter Three – What to Expect and Who will be teaching you

What can I expect of the BTEC team and what will they expect of me?

We have excellent teaching staff who have a great track record of helping students reach their potential. The units are internally assessed with the exception of unit 2 through assignments, observation/witness statements and project work that are set and marked by your teacher.

Before you start an assessment, you should:

- Be confident you are sufficiently prepared to undertake assessment
- Encouraged to aim at “getting it right” on first submission so they are not relying on a repeat submission or retake.

Who are the BTEC team?

Mr Farah Mohamed

Miss Thu Nguyen

What policies are in place?

Internal Verification Policy

Aims of this policy

To ensure there is an accredited Lead Internal Verifier in each BTEC programme.

To ensure that internal verification is valid, reliable and covers all assessors and programme activity.

To ensure that the Internal Verification procedure is open, fair and free from bias.

To ensure that there is accurate and detailed recording of internal verification decisions.

Our school Internal Verification Policy

- Internal verification at BTEC should cover all Assessors and all units.
- A Lead Internal Verifier for each BTEC programme will be registered with edexcel.
- Lead Internal Verifiers for Level 3 programmes will take the OSCA online standardisation exercise. Lead Internal Verifiers who already hold accredited status following successful completion of the OSCA will re-register every year to maintain their accreditation.
- Lead Internal Verifiers for Level 2 programmes and Lead Internal Verifiers from Level 3 programmes subject to standard sampling will be responsible for liaison with their subject standard sampler and for preparing the sample.

- Each Lead Internal Verifier will oversee teaching staff as they complete the published online standardisation exercises at the beginning of each academic year.
- Each Lead Internal Verifier will ensure that teaching staff receive off-site or online training as appropriate. Updated programme information and assessment procedures that are presented at such events will be shared within programmes.
- The internal verification schedule and specific staff roles towards that end will be identified on each programme's *BTEC Assessment Plan*.
- Edexcel's *Internal Verification- Assignment Brief* template will be used for each assignment thus each working assignment brief will have been verified as fit for purpose.
- Edexcel's *Internal Verification- Assessment Decisions* template will be used for each sampled student. Thus a sample of students' work and the accompanying Assessment Decision form will be verified to ensure standardisation in marking.
- Internal verification comments will be specific and constructive to the Assessor to ensure consistently robust assessment practice is in place.
- Each programme will complete certification in pairs to reflect the consistent internal verification across the programme.
- Secure records of all internal verification activity will be maintained.

Appeals Policy

Aims of this policy

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

Our School Appeals Policy

We ensure that:

- Internal assessments are conducted by members of the teaching staff who have appropriate knowledge, understanding and skills in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal verification and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

BTEC Appeals Procedure

1. Initially the student raising the appeal should talk to their Assessor (teacher) in order to arrive at a clearer understanding of how the mark in question was awarded.
2. BTEC Lead Internal Verifier will manage all appeals. Should the appeal be against the Lead Internal Verifier then another Lead Internal Verifier will be brought into review the original decision.

3. Appeal should be made in writing stating the details of the complaint and the reasons for the appeal within 7 working days of receiving the feedback and grade of work in question.
4. The Assessor who made the assessment decision will be given a copy of the appeal and will respond in writing to this to the Lead Internal Verifier within 5 working days.
5. The Lead Internal Verifier will then make a decision on the grading and give written feedback to both the student and the teacher involved within a further 3 working days.
6. Student raising the appeal will have an opportunity to a personal hearing if they are not happy with written response received. The student will be given reasonable notice of the hearing date and should have sight of all relevant documents to the case in advance of the hearing. Where the student is presenting their own case they are allowed to bring along a carer/friend. The Assessor(s) and student will have the opportunity to hear each other's submission to the panel at the hearing.
7. The panel will comprise of a Lead Internal Verifier from another subject area, the Quality Nominee and the Exams Officer.
8. A written record of the appeal and hearing will be taken including the outcome of an appeal and reason for that outcome. This will be kept at on file for 18 months and the student will also receive a hard copy.
9. The school will inform the awarding body if there is any change to an internally assessed grade as a result of an appeal.
10. Should students wish to appeal against the assessment decisions for externally assessed units they should make an appeal in writing directly to Pearson for consideration.