BTEC

Business and Technology Education Council

Student Handbook

Contents

Introduction

Welcome to the BTEC Handbook!

This handbook has been produced to support all students who are studying towards a BTEC qualification. It is designed to help you understand what is involved in your BTEC course and provide you with information to help you be successful in completing it effectively. It will also include a number of important links to other documents and websites where you will find further useful information. Therefore it is a very useful tool for you to refer and use throughout your course.

It is important to remember that your teachers and course leaders are the best people to answer any of your queries, if you are not able to find the answer within this handbook.

Good luck with your chosen BTEC and we hope you enjoy the course(s) you are studying!

Student and Parental Declaration

You will be sent an acknowledgement letter before the commencement of the course. Please sign the letter reinforcing and acknowledging that you
- Have read the contents of the handbook.
- Agree to follow the rules and guidelines laid down by the school
- Will work to the best of your ability.

Student Name:
Form:

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

Signature:
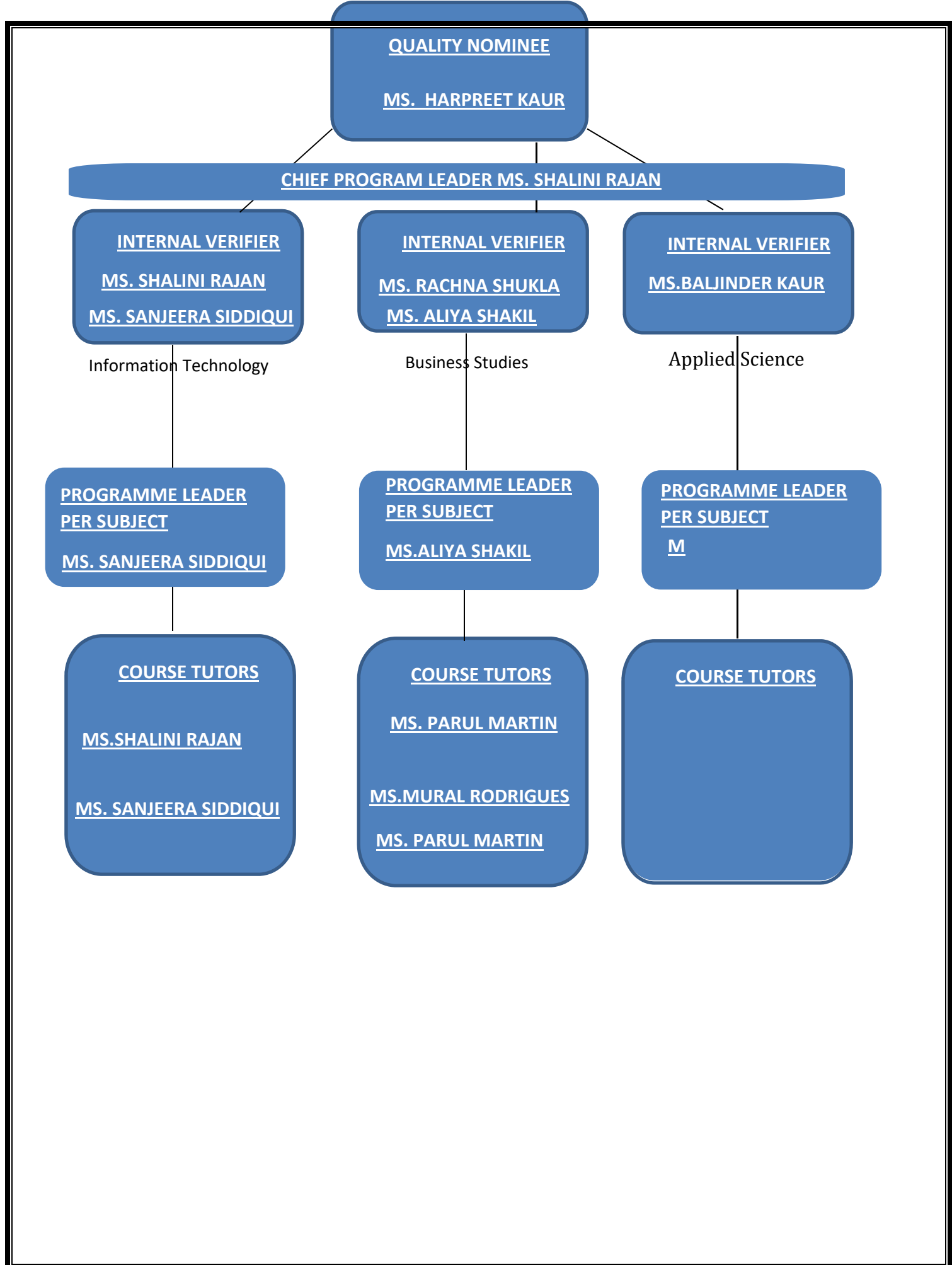
Date:

Parent/Guardian Name:

I have read the content of the Student Handbook and understand the commitment and requirements my son/daughter has to meet e to complete their BTEC course.

I will encourage him/her to fulfil the demands and meet all deadlines.

Signature:

Date:

ROLES AND RESPONSIBILITIES – WHO'S WHO?

QUALITY NOMINEE

MS. HARPREET KAUR

CHIEF PROGRAM LEADER MS. SHALINI RAJAN

INTERNAL VERIFIER	INTERNAL VERIFIER	INTERNAL VERIFIER
MS. SHALINI RAJAN	MS. RACHNA SHUKLA	MS.BALJINDER KAUR
MS. SANJEERA SIDDIQUI	MS. ALIYA SHAKIL	

Information Technology

Business Studies

Applied Science

PROGRAMME LEADER PER SUBJECT

MS. SANJEERA SIDDIQUI

PROGRAMME LEADER PER SUBJECT

MS.ALIYA SHAKIL

PROGRAMME LEADER PER SUBJECT

M

COURSE TUTORS

MS.SHALINI RAJAN

MS. SANJEERA SIDDIQUI

COURSE TUTORS

MS. PARUL MARTIN

MS.MURAL RODRIGUES

MS. PARUL MARTIN

COURSE TUTORS

Induction checklist

Below is an induction checklist. Complete this to check you are ready to start your course/courses.

Below is an induction checklist. Complete this to check you are ready to start your course/courses.	Yes	No
I have been told about my course detailing its title, units to be completed deadlines, value of my course etc.		
The assessment process has been explained to me. E.g. assessment, internal verification, external verification.		
I have been given/shown the assignment briefs I will be working from for my first unit.		
I understand what can be used as evidence for my portfolio.		
I have been told about assignment submission dates by my teacher		
Health and safety has been explained to me.		
I understand what is meant by Pass, Merit and Distinction and what I have to do to achieve these.		
The student appeals procedure has been explained to me.		

2016-2017 BTEC

What is a BTEC Qualification?

The BTEC qualification is a vocational qualification that involves a learning and assessment style that is different\ to traditional GCSE and A Level courses. Courses are assessed through teacher-marked assignments rather than end-of-module exams. Students should be aware of the volume of work that needs to be generated on an on-going basis to complete these assignments and the importance of getting that work handed in for assessment by the given deadline.

The Winchester School takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognises that high quality assessment practices are an important element of the student experience and that the outcomes of assessment influence students' future lives.

This policy and procedure relates to the following BTEC programmes:

- BTEC level 3 Business Studies
- BTEC level 3 Information technology
- BTEC level 3 Applied Science

What we expect of you

Your BTEC course will be different in some ways to the rest of your subjects, although it will be the same in other ways.

- We expect at least 98% attendance and punctuality to lessons.

- We expect you to be able to follow the school behaviour expectations and contribute positively in lessons.

- We expect you, at times, to work outside of lessons – an independent approach to your studies. Being organised and taking initiatives are vital when your assessment are based on submitted portfolios.

- We expect you to hand in work that is organised, neatly presented and can be easily identified as your own. Plagiarism will not be accepted at all.

What you can expect from us

- Teachers teaching BTEC courses are highly qualified and have learning experience.

- They will also make the experience as relevant to the particular sector you are studying as possible. This will include using links where possible with people and organisations within the relevant industry. Teachers will use web links and relate the course content with real life situations.

- All staff will support your progress in class and where possible will provide additional support outside of lesson time to ensure you realise your potential within the subject. We ensure learner's progress in class and provide additional support for assignments.

- All assignments must be marked and assessed within the given deadline.

All BTEC Students will be registered at Edexcel by the school examination officer Ms. Sujaya Sen

ASSESSMENT AND GRADING

How will you be assessed

Assessment has two purposes
- To provide you with regular feedback about how you are progressing
- To measure and record our achievement of units towards the overall qualification.

You should regard all assessment marks as provisional until units have been through the IV process. This is where the standard of what you have produced will be looked at and standardised across all of the different classes to ensure your grade is fair and accurate.

Assignment Briefs

You will follow assignment briefs for each of your units. These will be issued by your teacher at the start of each unit. They are your point of reference and should always be at hand, especially when writing your assignments.

Each assignment brief is internally verified before distribution and will reveal the:

- assignment number and title
- which unit(s) the assignment relates to
- what the assignment is about
- the grading criteria and learning outcomes the assignment will help you to achieve
- suggestions and ideas on how to achieve the grading criteria
- assignment start date
- assignment completion date
- assessor name

Once learners are working on assignments which will be submitted for assessment, it is essential they work independently to produce and prepare evidence for assessment.

Before commencing an assessment, the Assessor will take care to ensure each learner understands:

- the assessment requirements
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines.

Submission of evidence

Only one submission is allowed for each assignment. The Assessor will formally record the assessment result and confirm the achievements based on specific assessment criteria.

We would guide them to aim at "getting it right" on first submission so that they may not have to rely on a repeat submission or retake.

This should help learners develop responsibility for their own achievement and prepare them for the professional world.

Each learner should submit:
- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor will then:
- formally record and confirm the achievement of specific assessment
- complete a confirmation that the evidence they have assessed is   authentic and is the learner's own work (No Plagiarism).

Resubmission of evidence

Opportunities for resubmission of evidence

Because every assignment contributes towards the final qualification grade, learners are allowed one resubmission of evidence for each assignment.

Our Lead Internal Verifier can authorise a resubmission which ensures any

resubmissions are fairly and consistently implemented for all learners.

The Lead Internal Verifier can only authorise a resubmission if all of following conditions are met:

• the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
• the Assessor judges that the learner will be able to provide improved evidence without further guidance
• the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed- and-dated declaration of authencity by the learner.

What if a learner does not meet all of these conditions? If a learner has not met these conditions, the Lead Internal verifier will not authorise a resubmission

.

Course Structure and Assessment Plans

Each BTEC will be taught by a specialist subject teacher.

Each unit will be based on a different topic related to the course. The detail of each unit can be found in the course specification. There is a link to the different specifications later in this handbook.

Unit Structure and Assessment

All units have the same structure exemplar below. A unit is always based on a particular topic or area of the subject. Students are expected to refer to the unit guide to produce a project based around the topic.

This refers to **Unit number and title**

This is a guide as to how long the unit will take to complete

This is a brief summary of what the unit is about

Students are expected to work through an assessment plan for each unit devised per each subject.

Unit 2: Computer Systems

Unit code: M/601/7261

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to understand the components of computer systems and develop the skills needed to recommend appropriate systems for business purposes and set up and maintain computer systems.

● Unit introduction

At some stage most IT professionals will have to set up and customise a computer system or systems. To do so effectively they will need to understand the components that make up computer systems. The operating system interacts with the hardware and software components in order to make a functioning machine.

In this unit learners will consider a range of hardware and come to understand the technical specifications of components. There are a number of different operating systems, despite the dominance of the Microsoft operating system, and learners will explore at least one other. In terms of software, the operating system itself often provides utility programmes that assist the user in managing the machine. Other third party software utility programmes such as virus checkers are also used extensively. This unit considers both types of utility software.

IT professionals will often be asked to recommend systems for varied user needs. There are many different manufacturers of computer systems and each manufacturer produces a wide range of models with different specifications. Deciding which particular model is appropriate for a given situation depends on a variety of factors. These factors are explored in this unit so that learners can make informed choices when recommending computer systems.

IT professionals also need to develop the skills required to install and configure computer systems. A large part of this unit will involve practical work in installing hardware components and software, configuring systems to meet specific requirements and testing to ensure a fully functioning system is produced.

● Learning outcomes

On completion of this unit a learner should:

1   Understand the components of computer systems

2   Be able to recommend computer systems for a business purpose

3   Be able to set up and maintain computer systems

The below screenshot outlines the detail of learning for each area of the unit. All of the key terms and ideas are listed here. You may have to include some of this learning in your assignment/project. The assignment must meet and produce evidence for each of the statements listed in the Pass/ Merit/ Distinction criteria column – as per the screenshot. These statements are linked back to the Unit content explained on the previous page. You must complete all of these to pass the unit.

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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 explain the function of computer hardware components		
P2 explain the purpose of operating systems	M1 compare the features and functions of different operating systems	
P3 explain the purpose of different software utilities		D1 explain how software utilities can improve the performance of computer systems
P4 recommend a computer system for a given business purpose [IE1, IE2]	M2 justify choice of computer system to meet a given business purpose [IE6]	
P5 set up a standalone computer system, installing hardware and software components [SM3]		
P6 configure a computer system to meet user needs		
P7 test a configured computer system for functionality	M3 evaluate the performance of a computer system. [IE4]	D2 explain and justify improvements that could be made to a computer system.
P8 undertake routine maintenance tasks on a standalone computer system.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Assignment front sheet

Learner name		Assessor name	
		Mrs. Shalini Rajan	
Date issued	Completion date		Submitted on
6TH OCTOBER	13TH October		
Qualification		Unit number and title	
BTEC NATIONAL LEVEL 3 DIPLOMA		Unit 2- Computer Systems	

Assignment title	Computer Systems – Assignment 1 of 2

In this assessment you will have opportunities to provide evidence against the following criteria.
Indicate the page numbers where the evidence can be found.

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Evidence
P1	Explain the function of computer hardware components	T1	
P2	Explain the purpose of operating systems	T2	
P3	Explain the purpose of different software utilities	T3	
M1	Compare the features and functions of different operating systems	T2	
D1	Explain how software utilities can improve the performance of computer systems	T3	

Learner declaration

I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.

Learner signature: Date:

Assignment brief

Qualification	BTEC NATIONAL LEVEL 3 DIPLOMA
Unit number and title	Unit 2 : Computer Systems
Start date	6TH OCTOBER
Deadline	13TH OCTOBER
Assessor name	Mrs. Shalini Rajan
Assignment title	Computer Systems Assignment 1

The purpose of this assignment is to:
The purpose of this assignment is to: learn about the main system components and how they communicate, understand what different types of system software is available; be able to specify a computer specification to meet a user need. Carryout routine system maintenance and upgrades. Finally, test and evaluate a computer system.

Assignment Scenario

The charity 'Techno for Tanzania' is run by a group of Tanzanian businessmen to recycle aging and discarded computer systems for use by children in village schools in their home country. They have collected a number of old PCs, some fully working, some partially working and some not working at all. They have also collected spare components and devices, such as power supplies, disk drives, graphics cards and internal memory. Local computer companies have also donated some new systems components.

The charity is asking for volunteers to work with their own experts to use these materials to create working systems, of various specifications, for shipping to the children in Africa. You may also be asked to apply your knowledge and expertise in evaluating and justifying the selection of additional computer systems for specific types of work.

Task 1:

To help the businessmen develop a better understanding of the technical language used when discussing computer systems you are to create an interactive PowerPoint presentation that clearly explains the purpose of the main components in a computer system and how they communicate.(P1)
Within the "Speakers Notes" section of each of the slides you must reference the sources for any text or images that have been used in the slide.
The PowerPoint presentation is to be printed with 1 slide to a page and submitted for assessment and a copy of the presentation is to be e-mailed, as an attachment, to shalini.r_win@.gemsedu.com

Task 2

The organisation has received a donation of £2500 to purchase one or more new computer systems to be used as the directors see fit. They have decided to use some of the money to buy a new computer and software to use at their British office.

Assessment Feedback

All your work is assessed internally by your teachers. They will provide Interim feedback regarding your performance and assess whether the pass criteria has been met (see previous page).Using an Assessment Feedback Sheet (see below). You can upgrade yourself to merit or distinction.

During your BTEC courses you will be given feedback in two different ways:

FORMATIVE FEEDBACK – is given to you during your unit and will guide you on how to improve or move on to the next assessment criteria.

SUMMATIVE FEEDBACK – will be given to you at the end of each unit and will summarize your work and grade for that unit.

These feedbacks will help you to improve your assignment and identify the area of focus to work on. Continued assessing and evaluation of the assignment will be done before the final submission.

On the front of each assignment – you will be able to see the final date for submission. Learner will not be provided with any further extension for submission.

The final date for submission will be mentioned

Below is the interim and final feedback/ assessment record sheets you will be assessed with:

BTEC NATIONAL LEVEL 3 IT DIPLOMA

Unit 18: Database Design   Assignment 1 (P1, M1, D1)

Assessor.: Mrs. Shalini Rajan   Student: Nishad Edroos

ASSESSMENT 1- FEEDBACK

Assessment Criteria	Comments	Achievement Achieved/ Not yet achieved
Explain the features of a relational database (P1)	You have explained the features of a database. This is evidenced by a written report.	Achieved
Explain referential integrity and the purpose of primary keys in building the relationships between tables (M1)	You have good understanding of the concept referential integrity. You have explained the purpose of primary keys and how they are used to build relationship between tables.	Achieved
Discuss how potential errors in the design and construction of a data base can be avoided (D1)	You have identified and explained a range of common errors and how these types of errors can be avoided.	Achieved

General comments:

The work is very neatly presented Nishad and your work is appreciated throughout the assignment. You have good understanding of databases and database terminology.

Student Signature:		Date:
Assessor Signature:		Date:

ANNOTATING LEARNER WORK

We recognise that it is good practice to make annotations on learner work during feedback. This helps the learner, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found. However, the annotations themselves do not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found.

ASSESMENT TRACKING AND RECORDING

It is necessary to track and record learner achievement throughout your BTEC programme.

All assessment should be recorded in a way that assures the following:

• assessment evidence is clearly measured against national standards

• learner progress can be accurately tracked

• the assessment process can be reliably verified

• there is clear evidence of the safety of certification

Tracking learner progress, recording what each learner has achieved and what still has to be done on a unit by unit basis, helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required. Up to date, securely stored assessment records help to minimise the risk of assessment malpractice, or potential issues if an assessor leaves during a BTEC programme.

MARKING SPELLING, PUNCTUATION AND GRAMMAR

If learner work has consistently poor spelling, grammar or language below the standard expected at the level of the qualification, marking WILL be delayed until the learner has resubmitted work considered to be up to standard. This should be within a timeframe not considered to provide an unfair advantage to the learner.

ASSESSOR

An Assessor for a BTEC qualification, will work closely with the Lead Internal verifier who:
- is responsible for overseeing all assessment and internal verification activity
- Ensures that individual Assessors fully understand and correctly interpret the qualification specification
- Makes sure Assessors carry out assessment which is consistent with the national standards, focusing on the:
  - o Level
  - o Content, and
  - o Duration   of the assessment

The process for ensuring that Assessors carry out assessment correctly and to National standards is called Internal Verification.

INTERNAL VERIFICATION

Internal Verifier oversees all assessment activity to ensure assessments are carried out in line with National Standards. Internal verifiers will ensure that assessment is fully validated within the centre, by:
- **Checking every assessment tool** (e.g Assignment Briefs) carefully and endorsing it before it is used, including Authorised Assignment Briefs.
- Ensuring each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification.
- Ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

These processes should make no differences to you and your work and you should continue to work hard to meet deadlines and produce the work you have been asked to.

If you have any concerns about the decision that you teacher has made when marking and assessing your work then you should refer to the Appeals Policy, details of which are included in the Policies section of this Handbook.

Assessment Policy for BTEC Programme
It is inclusive of Assessment Policy, Internal Verification Policy, Malpractice and Strategies

Purpose of Assessments: Learners need to know how their learning has progressed, what they have achieved and what their targets are. Following are the objectives

➢ To standardise the programme
➢ To be accurate in assessing all learners assessments against set criteria
➢ To give equal opportunities for all learners
➢ To mark with realistic achievable targets
➢ To make recommendations to inform learners about their progress
➢ To record and inform progress
➢ To ensure accuracy and validity leading to certification by the board

Types of assessment:

• Formative – Assessment for learning - To value students work. Formative assessment helps both the student and the teacher to work on the small area that is under focus so that a timely adjustment can be made. These pointers can help the students to reach the targets within a set frame work which is a short term goal for the student and the teacher. Formative assessment clearly shows the NEXT STEP during the learning process to the students as learner.

• Diagnostic – To help diagnose problems, to offer advice, to set targets. A DIAGNOSTIC feedback given to the students will give them a good understanding of what his/her NEXT STEP is.

• Summative – Assessment of learning - To assess the extent of a student's knowledge. Summative assessments are given periodically to help the students to achieve their short term goals and move on to long term goals. End of a Unit, End of Term, End of Year Exam, Board Exams are the examples of Summative assessment.

• Evaluation – To measure progress, to provide information for records or reports, to help teachers evaluate the success of teaching methods.

How assessments help in the progression of the Learners and are the responsibilities of the centre:

- Quality assurance regarding the assessment briefs
- Diagnostic marking with clear pointers – NEXT STEP
- Keeping a record of the students results to plot and monitor their progress
- Progressive opportunities for the learners and teachers to learn from one another. Focus on the learner's learning not just on the learners work.

Procedure followed in order to do this.

The Winchester School will provide and expect Learners to:

- Be punctual and regular to school.
- Ensure that they have received Assignment briefs on time and have clarity on the tasks and criteria.
- Provide Citations and referencing for research resources.
- Produce appropriate evidence for assessment to meet the criteria.
- Provide a variety of evidences that meet the criteria.
- Should declare the work is their own by authorising the documents provided to the assessor.
- Should avoid unacceptable plagiarism, collusion and cheating or any other type of malpractice.
- Should understand that malpractice also includes destruction of other's work.
- Understand the consequences or the outcomes of any type of malpractice.
- Know the procedure of appealing for rights.
- Work on the constructive feedback given by assessors.
- Meet all the timelines and deadlines given by the Assessor.

Students will expect Assessors to provide:

- Clear induction programme to the team to incorporate all elements of the programme.
- Assignment briefs which are written in simple language
- Real life scenarios to work with.
- Constructive feedback given to learners by assessors.
- Appropriate evidence for assessment to meet the criteria.
- A variety of evidences that learners can provide to meet the criteria.
- Minimise opportunities for malpractice.
- Realistic timelines and deadlines.
- Opportunities for a variety of Formative assessment of learners' work.
- Authorization of all documents provided by the learner.

- Resources to ensure that assessment can be performed accurately and appropriately.
- A robust and rigorous verification procedure.
- Assist on understanding why they should avoid plagiarism, collusion and cheating or any other type of malpractice.
- A clear understanding of the consequences or the outcomes of any type of malpractice.
- Check for the citations and referencing for research resources in the assignments submitted by the learners.
- Marking and setting targets as per the standardized criteria given for learners.

- Targets to ensure that assessments can be performed accurately and appropriately.
- Decisions are impartial, valid and reliable.
- Accurate records of assessment decisions.
- The procedure of appealing for rights of learners.
- Safe storage of learners profiles.
- Samples for Standard Verifier as required by the awarding body.
- Monitoring of standards verification reports and undertaking any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Assurance that BTEC assessment methodology and the role of the individuals are understood by all BTEC staff.

Provide and expect Internal Verifiers to:
- Assess learners' work for accuracy, consistency, datelines, validity and authentic as per the standards of the board.
- Ensure that all instructions given to learners and assessors are accurate.
- Be a part of the audit trail of learners' achievement and short comes records.
- Give constructive feedback to the Assessor by the Internal Verifier about the assignment brief
- Provide samples for Standard Verifier as required by the awarding body
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.

• Ensure that learners declare the work submitted their own by authorising the documents provided to the assessor.

Expectations Head of Centre/ Programme Manager:
• To make sure that the understanding and execution of the programme is done as per the standards of the board.
• Ensure that the systems and resources are in place for learners to work and Assessors to plan.
• Monitor the induction sessions shared with relevant personnel of the staff.
• Conduct an investigation with regard to malpractice allegations along with the support of all personnel linked.
• If any case of malpractice is proven, the centre will apply penalties or sanctions as referred.
• If there are any learners with special learning requirement, they must not misuse the conditions where the support has the potential to influence the outcome of the assessment.

This policy will be reviewed every 6 months by Head of Centre

Signed:

Date:

How do BTEC's relate to other qualifications?

BTEC is more than just the qualification: It is a learning experience unlike any other.

UAE Qualifications Framework	European Qualifications Framework (EQF) Level	Qualifications & Credit Framework (QCF) Level (England & N Ireland) Vocational	Qualifications & Credit Framework (QCF) Level (England & N Ireland) Credit Value	English Academic Comparison	UAE Education System
Level 10	EQF Level 8	QCF Level 8			Doctoral
Level 9	EQF Level 7	**QCF Level 7** BTEC Level 7 Extended Diploma BTEC Level 7 Diploma BTEC Level 7 Certificate BTEC Level 7 Award	120 60 20 10	Can give part exemption for an MBA	Master and Post-Graduate Diploma/Applied Master
Level 8 and 7	EQF Level 6	**QCF Level 6** Bachelor Degree			Bachelor/Applied Bachelor
Level 6	EQF Level 5	**QCF Level 5** BTEC Level 5 HND Diploma	240	Foundation Degrees, Dip HE	Higher Diploma/Advanced Diploma

Level	EQF	Qualification	Credits	Equivalent	
					Higher Diploma/Advanced Diploma
Level 6	EQF Level 5	**QCF Level 4** BTEC Level 4 HNC Diploma	120	Intermediate Level Qualification	Higher Diploma/Advanced Diploma
Level 5	EQF Level 4	**QCF Level 3** National Vocational Qualifications (NVQ) level 3 BTEC Level 3 Extended Diploma BTEC Level 3 Diploma BTEC Level 3 Subsidiary Diploma BTEC Level 3 Certificate	180 120 60 30	3 GCE A Levels 2 GCE A Levels 1 GCE A Level 1 GCE AS Level	Associate Degree/Diploma
Level 4	EQF Level 3	**QCF Level 2** National Vocational Qualifications (NVQ) level 2 BTEC Level 2 Diploma BTEC Level 2 Extended Certificate BTEC Level 2 Certificate	60 30 15	4 IGCSEs (A*-C) 2 IGCSEs (A*-C) 1 IGCSE (A*-C)	Certificate 4
Level 3	EQF Level 2	**QCF Level 1** National Vocational Qualifications (NVQ) level 1 BTEC Level 1 Introductory Diploma BTEC Level 1 Diplomas, Certificates & Awards (Vocational component of foundation learning)	Variable	IGCSE (D-G)	Certificate 3
Level 2 and 1	EQF Level 1	QCF Entry Level			Certificate 2 and 1

Bibliographies

At the end of your work you should also include for best practice (portfolio work) - a bibliography.

Key resources/ Links

https://qualifications. pearson.com/en/quali fications/btec-nationals.html	This is where you can find all the important information about all current BTEC nationals level 3 courses. Most useful for students are the specifications for each BTEC giving detail on all the units.

Policy on Plagiarism and Cheating

Plagiarism

Excellent well – formulated ideas of written expression are a basic skill for academic and career success. If a student adopts plagiarism this gives a false view of his/her academic strength and affects next steps in learning.

Plagiarism includes:

- Copying someone else's assignment or a part of the course work and submitting it as one's own.
- Submitting work written by someone else or rephrasing it. ·
- Asking a friend, parent, sibling or a tutor to write the assignment.
- Submitting an assignment from the samples of work available from the internet or books available in the market as one's own.

Cheating

Winchester is a student centered school and focuses on education which is based on learning specific skills, encouraging students to develop the habit of lifelong learning, and guiding our students to be mature with individual abilities which are unique. Cheating brings a lot of symptoms to our notice, like over-commitment of a student, too many extracurricular activities or no clear sense of direction. Stress and depression steers students to make unethical choices. This may lead to loss of self – esteem and also lose their competency.

Cheating includes:

- Copying, emailing, printing or in any other way of duplicating the assignment wholly or in part or as original work.
- Exchange of a handwritten or computer generated assignment.
- Any form of computerised memory or other memory format used to help in revising or expressing.
- Using a computer or other means to translate an assignment from one language into another language and submitting it as an original translation
- Taking credit for group work when the student has not contributed an equal or appropriate share towards the final result.
- It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.

Consequences: Any form of Plagiarism or Cheating will result in termination of candidate's entry to appear in any examinations.

You can do a self- check for plagiarism with the link below:

https://www.grammarly.com/plagiarism?q=plagiarism&utm_source=google&utm_medium=cpc&utm_campaign=Search&utm_content=56705347326&utm_term=plagiarism%20checker&matchtype=e&placement=&network=g&gclid=CLfTwpado8kCFSEGwwod3j0LjA
http://plagiarisma.net/
http://smallseotools.com/plagiarism-checker/

I hereby accept the terms and conditions mentioned above

Name of the student: _____ of Year _____

Name of Parent: _____ Contact No: _____

Signature of Parent: _____ Date: _____