

Student Handbook

NQF BTEC National Level 3 - Business



Ours is a school where everyone gives and expects the best and everyone can say “I belong”.



**BTEC Co-ordinator: Miss Sharma
Head of Department: Miss Bhogal**

Congratulations! Welcome to Barking Abbey Sixth Form and the BTEC National Level 3 course in Business.

This handbook will take you through the details and structure of the course, as well as tips on how to complete your coursework, contact details for your teachers and any other help that you may need.

The BTEC course is designed for learners to combine their knowledge and understanding, with practical and technical skills. You will perform vocational tasks in order to develop transferable skills such as communication, teamwork, research and analysis, which are highly valued in both Higher Education and the workplace.

Good luck and we hope you enjoy the course!

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How it works

BTEC Nationals use a combination of assessment styles to give you confidence to apply your knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout your career.

We offer the option for you to study BTEC Business, which is equivalent to either 1, 2 or 3 A Levels.

1. Extended Certificate

- Equivalent to 1 A level
- Completed in 1 year
- 4 units to complete:
 1. Unit 1 - Exploring Business
 2. Unit 2 - Developing a Marketing Campaign
 3. Unit 3 - Personal and Business Finance
 4. Unit 8 – Recruitment and Selection

2. Diploma

- Equivalent to 2 A levels
- Completed over 2 years
- 8 units to complete:
 1. Unit 1 - Exploring Business
 2. Unit 2 - Developing a Marketing Campaign
 3. Unit 3 - Personal and Business Finance
 4. Unit 4 - Managing an Event
 5. Unit 5 - International Business
 6. Unit 6 - Principles of Management
 7. Unit 8 – Recruitment and Selection
 8. Unit 22 – Market Research

3. Extended Diploma

- Equivalent to 3 A levels
- Completed over 2 years
- 13 units to complete:
 1. Unit 1 – Exploring Business
 2. Unit 2 – Developing a Marketing Campaign
 3. Unit 3 – Personal and Business Finance
 4. Unit 4 – Managing an Event
 5. Unit 5 – International Business
 6. Unit 6 – Principles of Management
 7. Unit 7 – Business Decision Making
 8. Unit 8 – Recruitment and Selection
 10. Unit 9 – Team Building
 11. Unit 15 – Investigating a Business
 12. Unit 16 – Visual Merchandising
 13. Unit 22 – Market Research

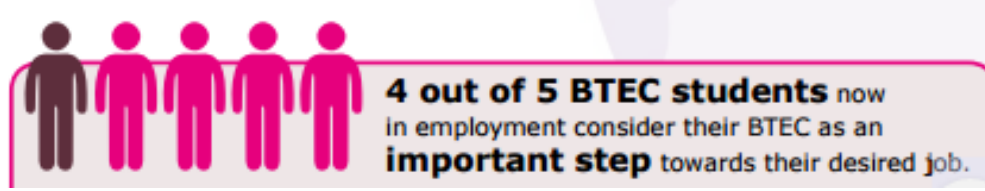
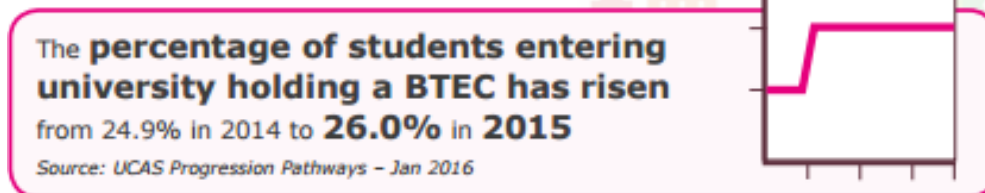
The benefits of undertaking the BTEC course:

- You will be receiving education and training in preparation for working in Business, which will help you gain employment into the Business sector
- You will receive a nationally-recognised Level 3 vocational qualification
- You may have the opportunity to progress onto University, a Level 4 Higher National or an apprenticeship
- You will develop a range of skills and techniques, personal skills and attributes, which will benefit you in the future.

Support from Higher Education and Employers

Here are just some of the organisations so far who've written letters of support for your new BTEC Nationals.

Employers	Higher Education	Professional Bodies
Barclays Bank	Harper Adams University	Chartered Institute of Personnel and Development
Footwork First Ltd	Kingston University	Chartered Institute of Procurement and Supply
John Lewis	Southampton Solent University	Chartered Management Institute
Let's Talk Shop	University College Birmingham	
Lloyds Commercial Banking	University of Chichester	
Nielsen	University of East Anglia	
Peter Jones Foundation	University of Exeter	
RPMC	University of Huddersfield	
Saracens RFU	University of Manchester	
The Co-operative Group	University of Sheffield	
Waltham Estates	University of the West of England	



Business Expectations of Students

We expect all students who enter onto this course to adhere to the following:

- Students must maintain a minimum of 95% attendance, in order to be successful.
- Complete all tasks set and meet all deadlines
- Aspire and be committed to achieving the top grades possible
- Whilst you may be asked to work in groups at times, all work should be your own, and should not be plagiarised.
- Students should be independent learners, who try and find their own solutions to their own problems wherever possible.
- Use correct spelling, punctuation and grammar throughout your work

BE PROUD:

P – Positive attitude persevering with all school work and activities

R – Respect to yourself, others, teachers and the rules

O – Own your own learning, behaviour and actions

U – Using your time, talents, and abilities wisely, so you fulfil your potential

D – Determined to be involved, making positive contributions and encouraging others.

Equipment List

You are expected to bring with you every lesson:

- Your A4 folder
- Plastic wallets
- Paper
- Pens
- Ruler
- Calculator

Uniform

- As Business students, we expect you to be dressed in full school uniform, according to the Sixth Form policy.
- Students are required to wear their ID cards at all times.
- All students to wear smart shoes
- Strictly no trainers or sportswear allowed.

Behaviour Policy

The behaviour of Year 12 students is expected to be of an exemplary standard *at all times*.

You also are reminded of the Year 12 contract you signed when you enrolled at Barking Abbey Sixth Form. The contract you agreed to adhere to is below for your information. If you do not adhere to these conditions you may be then placed onto Stage 2 contract, and then Stage 3. If you do not adhere to the conditions in the Stage 3 contract, then you will lose your place on this course, and possibly Sixth Form.

YEAR 12 CONTRACT

Academic Expectations

- Students are responsible for all books and equipment that are issued to them, and must be returned as requested by the teaching staff and in good condition
- Students must present themselves on time to each lesson, well prepared with the correct books and equipment ready to make a worthwhile and valuable contribution.
- Students must ensure all homework is completed on time and all coursework deadlines met.

Examinations Entry

- All students deemed to be ready for examination or BTEC will be paid for by the school. If Academic staff are concerned about a student's performance or absence record, they may not enter them for exam, but if the student wishes to enter themselves, they will have to cover the costs.
- All re-sits are to be paid for by the student.
- Should a student fail to meet any of the Sixth Form Code of Conduct criteria and fail to complete work to an acceptable standard, along with poor attendance and punctuality and they are removed from the course, they will be expected to refund examination entry costs or BTEC registration costs.
- If a student decides to drop a subject or leave school after exam entries have been made the student will be liable for costs incurred.
- Any student absent from an exam without adequate medical evidence will be liable for the cost of entry. Current costs as follows: *Level 3 BTEC Subsidiary Diploma, £114, Level 3 BTEC Diploma, £146.00 and Level 3 BTEC Extended Diploma £164.00.*

Misconduct

Good attendance, adherence to the dress code and exemplary behaviour are all fundamental to achieving academic success and are expected at all times. They confirm a positive attitude and desire for success and are all part of a student's ethos and code of conduct. Our requirements are outlined below and failure to comply with these may lead to temporary or permanent exclusion, ultimately jeopardising a student's place in Year 12.

Attendance and Punctuality Expectations

- Students must maintain a minimum of 95% attendance at both school and in lessons throughout their course in order to be successful. Failure to achieve this will result in Parents being contacted and students being put on attendance report in the first instance and may jeopardise their place in Year 12. This information will also be amongst those criteria considered when applying for Year 13.
- Attendance at all lessons is **compulsory**. If a student is ill, Parents must call the Sixth Form Office on **0208 270 6517 ON THE FIRST DAY OF ABSENCE** giving details of their illness and when they are likely to return. For all subsequent days of absence either a phone call is needed each day **or** a note from Parent/Guardian on the student's return clearly stating each day of absence.
- Absences known in advance must be notified to the Sixth Form Office by completing the Absence Slip (available from the Sixth Form Office). Appointment cards or other evidence including Parental letters must accompany this slip.
- Holidays will affect attendance and attainment levels and **SHOULD NOT** be taken during the school term. The school **WILL NOT** authorise any holiday taken in school term time. Medical and dental appointments must be made outside of school hours. They are not authorised absence.

Behaviour

- ID Cards must be worn at all times on a lanyard and visible around the neck. Barking Abbey is a secure site and access will not be possible without an ID Card.
 - The behaviour of Year 12 students is expected to be of an exemplary standard at all times.
 - Bringing the name of Barking Abbey School or Sixth Form into disrepute outside of school will result in temporary or permanent exclusion.
 - Any student suspected of consuming alcohol will be expected to take a breathalyser test.
 - Students who refuse the test will be assumed to be guilty. Consumption of alcohol or dangerous or illegal substances either on school premises or prior to coming onto school premises will be dealt with, regardless of age, by temporary or permanent exclusion.
 - Mobile phones must be **switched off** around the school and in lessons.
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Rewards and Sanctions

Rewards and sanctions are the consequences for positive/negative behaviour/work/effort/attendance etc.

Students who are considered to be working below the standard expected by their teacher- in terms of working at a level below their target minimum grade, poor attendance, poor punctuality, poor effort- can expect to face the following interventions:

- Follow up to poor results (including re-sits of assessments for those who underachieve)
- Contract – stage 2 and stage 3
- Interview with Head of Department
- Department report
- Contact/meetings with Parents/Guardians
- Contact/meetings with Mentor, Head of Year and Head of Sixth Form
- Withdrawal from the subject

How you will be assessed

Types of assessment

Assignment – Set and marked internally

Task – Set and marked by Pearson

Written exam – Set and marked by Pearson

The BTEC course combines a range of different assessment methods and styles, suited to vocational qualifications. There are two main forms of assessment that you need to be aware of: internal and external. Most units are internally assessed, which means your teachers will set and assess your assignments, which will provide the final assessment decision of each unit. However, external assessments are taken under specified conditions, then marked by Pearson and a grade is awarded accordingly. There are two styles of external assessment used: examinations or set tasks. Each unit is awarded using a grading scale of Distinction, Merit, Pass, Near Pass and Unclassified.

Assessment Procedures

Handing in Assignments

- You will be given a deadline for each assignment
- You will be given oral/written feedback on your work.
- You will only have ONE opportunity to hand your work in to meet the criteria, but mock assessments set as classwork and homework will be marked and fed back to ensure that you are ready for the assessment.

Externally assessed assignments

Some of the units are marked by Pearson examiners. For example, Unit 2 Developing a Marketing Campaign requires you to demonstrate knowledge by creating a marketing campaign for a given scenario which is pre-released 2 weeks before the actual assessment. This scenario will give background information and some data on a specific market and a product or service. Working under controlled conditions, you will use this information to produce a rationale for a marketing campaign for the given product or service. This is a written submission which is worth 70 marks.

Examination

There is 1 examination for the BTEC course, which is Unit 3 Personal and Business Finance. This is a written examination set by Pearson, which is 2 hours in length and worth 100 marks. This will be taking place at the end of May.

Failure to meet deadlines

- If you fail to hand in work by the agreed deadline you will need to provide evidence of special circumstance e.g. a Doctor's Certificate. It will not be acceptable to say to your teacher that you did not have time to complete the assignment
- You will be evented and if this occurs on a regular basis you could be placed onto a stage two contract.

ASSIGNMENTS

What are assignments?

Assignments are assessment tasks that are written by your teachers and by Pearson. During each assignment you will be given a front sheet, which explains everything for that unit. It will show you what your learning outcomes are, what criteria will be graded and the scenario for that unit. You will also be given an assignment brief which will explain what is asked of you to complete to achieve the criteria. You will then be asked to sign a learner declaration form; you will keep an assessment record in your folder where you will know what criteria you have achieved so far during the unit.

At the beginning of each assignment you will be given the unit description and the criteria that goes with it. You should always be aware exactly what it is you need to do to get 'PASS', 'MERIT' or 'DISTINCTION' level.

What are 'PASS', 'MERIT' and 'DISTINCTION'?

Pass, merit and distinction are the three levels of grades that you can achieve on this course. These are achieved through the successful completion of assignments.

The Assignment Brief

The following few pages give you an example of an assignment brief written by Pearson. You will find in an assignment brief the grading criteria taken from the qualification specification. They relate to 'PASS', 'MERIT' and 'DISTINCTION'. The criteria are laid out in a list, and each criterion has a number. The first criteria on the list would be referred to as 'P1', 'M1' and 'D1', the second on the list 'P2', 'M2' and 'D2' and so on.

Each unit may have a different number of criteria in order to complete that unit.



BTEC Assignment Brief

Qualification	Pearson BTEC Level 3 National Certificate In Business Pearson BTEC Level 3 National Extended Certificate In Business Pearson BTEC Level 3 National Foundation Diploma In Business Pearson BTEC Level 3 National Diploma In Business Pearson BTEC Level 3 National Extended Diploma In Business
Unit number and title	Unit 1: Exploring Business
Learning aim(s) (For MQF only)	A: Explore the features of different businesses and analyse what makes them successful B: Investigate how businesses are organised
Assignment title	Features contributing to the success of contrasting businesses
Assessor	
Issue date	
Hand in deadline	

In the Assignment Brief it will show the learning aims for the unit and criteria to be completed, along with a context/vocational scenario

Vocational Scenario or Context	You have been accepted onto a work placement in the Economic Development Unit (EDU) at your local council. The EDU is dedicated to helping businesses to start, grow and prosper. You will be working with the officers who are responsible for publications, brochures and guides You have been asked to research and collect information on two contrasting businesses and use this evidence to write a report on why businesses are successful.
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Task 1	The features contributing to the success of contrasting businesses. The EDU has given you a list of suitable businesses and you will need to carry out initial research on these businesses before selecting two contrasting businesses for your report.
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Appeals

Students have the right to appeal against the grading decision for their assignments. This is in line with Edexcel policy. The appeals procedure will be outlined in the student handbook and will be fully explained to the students during their introduction using the following information.

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 or 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*

Assignment/coursework Grades for all BTEC courses:

You have the right to appeal against the marking of assignments or coursework.

Why?

- You believe that the assessor may not have taken full account of all the evidence available.
- You believe that the assessor did not follow the correct procedures.

Reasons for Appeal:

- 1) The student feels that there has been a misinterpretation of the evidence submitted.
- 2) The student feels that the teacher has misinterpreted the grading criteria.

Assignments are verified before being set and the assignments will be fully explained by the teacher. This will include explanation of the tasks and how they match to the grading criteria. Support from the teacher will be available throughout the assignment period.

Disputes over grades should only arise when a student feels their work matches higher criteria. It should be stressed that with the above appeals should be very infrequent. A copy of the Appeals Form can be found in the Appendices, entitled B-Tec Appeals Form and the table below gives you the FOUR STAGES you can go through when making an appeal. The Four Stages of the Appeals Process for ALL BTEC Courses:

STAGE ONE	You disagree with your grading – you should discuss your work with the subject teacher so that you are clear about the marking procedure and how your final grade was established.
STAGE TWO	If you are still unhappy about the grading – you need to make an appointment to see the internal verifier (Miss Bhogal) within one week of the grade being given. The verifier should then meet with you within one week of your request.
STAGE THREE	If a satisfactory outcome has still not been reached you make an appointment to see the Quality Nominee (Mr Whittlestone). Your assessments will be assessed by a panel comprising of the exams officer (Mrs Hosier), the internal verifier (Miss Bhogal), the Quality Nominee (Mr Whittlestone). You will then be notified of the decision.
STAGE FOUR	If still unsatisfied by the outcome of stage three you must make an appeal to the Headteacher who will check that the appeals process has been thorough and in accordance with the exams boards guidelines. Full details of any appeal will be made available to the exam board Edexcel on request.

Moderation

Internal Moderation and Sampling Procedure:

This is concerned with monitoring the quality of the outcomes. Your work will be moderated to check that the criteria are being met and that standards are being applied. Internal verification / moderation are integral parts of the course. This on-going process requires sufficient time for:

- Looking at assignment briefs
- Sampling assignments
- Monitoring assessment practice
- Standardising assessment practice.

Across the course every unit and student will be selected for moderation. The unit teacher will mark the work. The selected students work will then be passed on to the internal verifier. The work will be marked independently of the unit teacher.

There are two possible outcomes from internal verification:

1. The IV agree with the unit teacher's assessment therefore grade is upheld;
2. The IV feels that the grading by the unit teacher is too low/high therefore the work is referred to a second IV. If the second IV agrees with the unit teacher, then the grade is up held. However, if they agree with the first IV then the grade will be changed accordingly.

Deadlines

Late Submission of Assignments.

You need to be clear from the outset that meeting submission deadlines is critical. This will help you to keep up with your course, plan your research and develop good practise. Time management and organisation are good skills for the world of work and higher study. Meeting deadlines also allows your teachers to monitor your progress more readily.

The teaching team at the start of each academic year will devise an assignment calendar. This should prevent both staff and students being overburdened at any one time. The teachers will use a variety of assessment methods and this too should prevent overload. Work submitted must be marked against the grading criteria.

Extension of the submission dates should be allowed for the following reasons: illness, legitimate absence (medical, funeral, etc). These can be negotiated with the teachers of the units concerned. The extension form must be completed and copies kept by student and teacher. If you hand in work late without an extension, the teacher of that unit will notify your form tutor or the Head of Sixth Form and you will be issued with a verbal warning.

Non-Submission of Assignment Work.

If you do not submit your work by the deadline and you have not received an extension, then this will be viewed as very serious. The unit teacher will notify the form tutor and discuss the issue with the Head of Business. This will trigger the first written warning where a letter will be sent home to parents/guardians. The very nature of the course requires that you keep up to date if you are to complete the course. As a result, non-submission of work will be very quickly monitored and responded to. If you are having genuine difficulties with an assignment due to illness or other special circumstances, then you should apply for an extension and extra support using the extension policy.

What do I do if I need an extension?

If you are in desperate need for some extra time on an assignment you are permitted to enquire about getting an extension. If you wanted to enquire about an extension you would need to request from your teacher five days prior to the deadline, you will need to have a valid reason and the final decision will be at the discretion of your teacher.

You will need to agree a new deadline that cannot be broken. Both student and teacher will then date and sign a copy of a form detailing this agreement.

Plagiarism and Malpractice

You are encouraged to read around the units of work that you study and to use a range of resources. Assignments that are thoroughly researched are of a higher quality. You will need to quote from your sources and be able to site examples that illustrate your ideas. Teachers will explain how to quote and reference work in your units.

This will encourage you to produce balanced arguments and work that is founded on relevant and valid examples.

What will not be acceptable will be any of the following forms of plagiarism:

- Copying from texts or journals.
- Copying from other students.
- Wholesale downloading from the internet.

Assignments will be held by teachers until the unit has been completed by all students.

The teaching team will monitor the progress of assignments as they are being undertaken and will discourage plagiarism. Assignment grades will be a true reflection of your efforts and attainment. It is important to value your academic research and efforts when producing your evidence for the grading criteria. It is also important during group work to ensure that you are able to produce your own evidence and this must be made clear in the various tasks set for an assignment.

The examination board has a clear policy on how to deal with students who cheat (see below for guidance from Edexcel). If you copy the work of another student, you will risk having your work cancelled and may achieve nothing. If you lend your work to others, you will also risk having your work cancelled. If you steal another student's work and copy it, the exam board may cancel all of your courses. Do not cheat, remember your teachers are very good at detecting work that has been copied!

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.

Grades

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

How the Marks Add Up?

Each BTEC National unit is individually graded (Pass, Merit and Distinction) and contributes towards your final qualification grade. Each unit contributes points proportionally to the overall grade. This will allow you to gain recognition for strong performance in areas in which you excel.

Your final grade is decided by your performance across the qualification, based on a combined total of points earned from assessments. However, you will need to pass all mandatory content to remain eligible for an overall qualification pass.

Points available for internal units

For each internal unit, points are allocated depending on the grade awarded:

	Unit size	
	60 GLH (Units 8, 9, 15, 17, 18, 22)	90 GLH (Unit 1, 4, 5)
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

External units will be awarded points based on performance in the assessment:

	Unit size	
	90 GLH (Unit 2)	120 GLH (Unit 3,6,7)
U	0-5	0-7
N	6-8	8-11
Pass	9-14	12-19
Merit	15-23	20-31
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set.

Top Tips

Conducting Research

- 1. Determine your research topic/question.** In some classes, students are told to find a topic; this means the exercise is for the purpose of learning the research process. In other situations, the required topic is clearly indicated from the class, your own work, or your professional needs. Your topic can be aroused from a sense of curiosity, hunch and interest over a particular perceived problem that you feel needed to be filled in the gap of knowledge.
- 2. Understand the difference between primary and secondary research.** Primary research means doing original research, meaning that this knowledge doesn't already exist. Secondary research, which you will mainly conduct means reading other experts' published papers to learn something new about your topic, to survey what others have said and written about it, to reach a conclusion about your ideas on the topic.
- 3. Learn how to find useful sources.** This is the heart of doing research. With the internet, there is more useful (and useless) information available than ever in the history of human inquiry. There is also plenty of material NOT available on the internet. You might be required to use a certain number and type of resource. These could include: books, magazines or journals, encyclopedias (probably not Wikipedia), reference books, newspapers, letters, interviews, blogs, etc. You might need an academic (school or university) library.
- 4. Collect some possible sources.** Begin locating material to read: chapters, paragraphs, sections, sentences that cover your topic. Remember that you can't read everything on the topic. You also can't include every word you read in your paper. This is background reading for you to learn about your question.
- 5. Begin reading in detail.** Focus on your research question and find information that illuminates it, explains, describes, analyzes, contrasts, or gives expert opinion and viewpoints on it. You are seeking to form your own judgment, based on what you read from your sources.
- 6. Find a method to take notes on what you read.** This is more than merely copying, highlighting, or cutting/pasting. If you do only this, you will end up with a pile of bits and pieces, and will still have to wade through them to find useful, relevant, and specific quotes.
 - Take notes of these: 1. facts that are not common knowledge. 2. Quotes from experts that state a concept in a unique, unusual, or startling way. 3. Summaries of longer explanations.
 - Learn the difference between a direct quote, paraphrase, and summary.
 - Be sure to mark exactly where the note came from in your source. You must know the exact location: author, title, magazine, book, internet page URL, date, volume number, etc.
 - Arrange your notes into groups according to their content, for later organization into sections of your paper.
- 7. Continue to consider new sources.** While you are reading, you might find new information, or questions on a topic that you need to read up on. You might have to broaden your research to check on details, possible errors, corroborating or conflicting evidence, and the context of an article, expert, or paper.
- 8. Evaluate the sources you use.** Your source must be credible in terms of the author, location of publication, date, publisher, etc. and must be shown in the bibliography

Formats

You will be asked to layout your work in different formats. They may take the form of:

- Letters
- Reports
- Memo's
- Presentations
- Notes for debates

Here are samples of how these formats should be presented in your work:

1. **Formal Business Letters:**

In the UK a standard business letter is set out as follows:

123 Old Road
Newtown
London
SW1 3AA

21st July 2008

Mr. Bob Jones
Widgets Inc.
98 Anywhere Street
Cambridge
CB3 1GH

Dear Mr. Jones,

REQUEST FOR JOB APPLICATION PACK

I am writing to ask for a job application pack for the role advertised on your website.
Please find my address details above.

Thank you for your time.

Yours faithfully,

Tom Smith

Tom Smith

Your Address

Your address, also known as the "return address", comes first (leave this off if you're using letter-headed paper).

123 Old Road
Newtown
London
SW1 3AA

Your return address should be right-justified.

The Date

Directly beneath this, the date on which the letter was written:

15th May 2008

In the UK, the day comes before the month, and it is fine to put “st”, “nd” or “th” after the day’s date, eg. “15th” “1st” or “2nd”.

You can position the date on the right or on the left of your letter.

Recipient’s name and address

Beneath this, you should put the recipient’s name and address, just as it would appear on the envelope. If you’re using a window envelope, make sure it’ll show through when the paper is inserted.

The recipient’s name and address should be positioned on the left-hand side.

The Greeting

After their address, you should leave a line’s space then put “Dear Mr Jones”, “Dear Bob” or “Dear Sir/Madam” as appropriate. Follow this with a comma.

The greeting should be left-aligned.

The Subject

You may want to include a subject for your letter — this is often helpful to the recipient, especially if they receive a lot of mail. If you do include a subject line, this should be directly below the “Dear name”, centered on the page, and can be in bold, uppercase or both to make it stand out.

The Text of your Letter

The main body of your letter should have:

- Single-spacing between lines
- A blank line (NOT an indent) before each new paragraph

Each new paragraph should start at the left hand side.

The Closing and Your Name and Signature

After the body of text, your letter should end with an appropriate closing phrase such as “Yours sincerely” or “With best regards”, and a comma.

Leave several blank lines after the closing (so you can sign the letter after printing it), then type your name. You can optionally put your job title and company name on the line beneath this.

Joe Bloggs
Marketing Director, BizSolutions

2. Business Report

The business report should be formatted as follows:

To:
From:
Date:
Subject:

Introduction

Main Body Sections

Conclusion

This will be an in-depth written document.

3. Memorandum's

Write the heading section of the memo. The heading contains information about the recipient of the memo, the sender, the date and the business memo subject. The subject of the memo should be a short sentence that describes the entire memo

Example:



To: Employees of Wally's
Widgets
From: Casey Smith, Manager of
Greg's Gadgets
Date: June 20, 2013
Subject: New location!

wikiHow

Compose the opening paragraph. The first paragraph of a business memo should clearly state the intention of the memo and an overview of what information is going to be presented in the body of the memo.

Example:



Dear Widgets Team,

Here at Greg's Gadgets, we're so excited to have you all on board and we embark on this new adventure. When Wally first approached us about a potential merger, Greg and I couldn't wait to get on board! We've long admired the craftsmanship put into every one of Wally's products, and we can't wait to become one big Widget/Gadget family.

wikiHow

Briefly describe the issue. The catalyst behind the release of a business memo needs to be summed up succinctly. Sentences used to define the issue should be short, to the point and rely heavily on facts.

Example:

Since we're going to outgrow our current locations, I wanted to give everyone over at Wally's an update on our search for an office big enough to hold our team....

wikiHow

Explain the solutions in progress. If you are working on a solution to a problem, or have an idea of how it can be solved, the third paragraph is the place to describe it. If the point of the memo is to deliver bad news, use this paragraph to highlight any positives that may result.

Example:

We've found a beautiful new location and have signed a lease! Our new building is located at 1624 Addison Ave. in beautiful downtown Stannisburg, very close to....

wikiHow

Summarize your findings in the fourth paragraph. If the memo is short, this is an optional section. But if the memo takes up more than one full page, a summary section highlighting the main points discussed is helpful. This will ensure that the main points do not get lost within the bulk of the memo. Consider using a bullet list to make this section stand out.

Example:

- # We will be moving on July 1st
- # New location is 1624 Addison Ave
- # One block from train station
- # Cycle path close
- # We'll get new passes on Monday
- # The next meeting will be at 9am

wikiHow

Finish the memo by including what the recipients need to do and a deadline date for completing the requested action. Include any information about follow-up communication in the last paragraph.

Example:

Debbie, our director of HR, will be emailing everyone with more information about how to get your ID badges and parking passes. Our first day of work will be July 1, and there will be an all-staff meeting at 9 am sharp. I'm excited to see you all.

wikiHow

Sign the memo. This is an optional step, but some companies adhere to the practice of completing business correspondence with the sender's signature appearing above the sender's typed name.

Example:

there will be an all-staff meeting at 9 am sharp.

I'm excited to see everyone there!
Best regards,

Barry

wikiHow

Proofread the memo. Prior to sending the memo internally or externally, be sure that the content is grammatically correct. If the memo contains sensitive information, check your company policy to see who can edit or read the memo for you.

PowerPoint Presentation/ Presentation to a specific audience

Tip	Detail
Minimize the number of slides	To maintain a clear message and to keep your audience attentive and interested, keep the number of slides in your presentation to a minimum.
Choose a font style/ size that your audience can read from a distance	Choosing the right font style, such as Helvetica or Arial, helps to get your message across. Avoid narrow fonts, such as Arial Narrow, and avoid fonts that include fancy edges, such as Times. Choosing the right font size helps to get your message across. A one-inch letter is readable from 10 feet. A two-inch letter is readable from 20 feet. A three-inch letter is readable from 30 feet.
Keep your text simple by using bullet points or short sentences	Use bullets or short sentences, and try to keep each to one line; that is, without text wrapping. You want your audience to listen to you present your information, rather than read the screen. Some projectors crop slides at the edges, so long sentences may be cropped.

	You can remove articles such as "a" and "the" to help reduce the word count on a line.
Use visual aids to help convey your message	Use graphics to help tell your story. Don't overwhelm your audience by adding too many graphics to a slide, however
Make labels for charts and graphs understandable	Use only enough text to make label elements in a chart or graph comprehensible.
Make slide backgrounds subtle and keep them consistent	Choose an appealing, consistent template or theme that is not too eye-catching. You don't want the background or design to detract from your message
Use high contrast between the background and text colour	Choose an appealing, consistent template or theme that is not too eye-catching. You don't want the background or design to detract from your message.
Check the spelling and grammar	To earn and maintain the respect of your audience, always check the spelling and grammar in your presentation.

TIP	DETAILS
Show up early and verify that your equipment works properly.	Make sure that all equipment is connected and running.
Don't assume that your presentation will work fine on another computer.	Disk failures, software version mismatches, lack of disk space, low memory, and many other factors can ruin a presentation. If the computer that you plan to give your presentation on does not belong to you, make sure that it has adequate disk space so that you don't have to present from a CD. Turn off screen savers, and make sure that you have the appropriate files and versions of software that you need, including Microsoft Office PowerPoint. To ensure all files are accounted for when you copy them to a CD or network drive and carry them to your presentation location, see Copy a presentation to a CD, network, or local disk drive.
Verify that the projector's resolution is the same as the computer on which you created your presentation.	If the resolutions don't match, your slides may be cropped, or other display problems can occur.
Turn your screen saver off.	Keep your audience focused on the content of your presentation.
Check all colours on a projection screen before giving the actual presentation.	The colours may project differently than what appears on your monitor.
Ask your audience to hold questions until the end.	Questions are an excellent indicator that people are engaged by your subject matter and presentation skills. But if you save questions until the end of the presentation, you will get through your material uninterrupted. Also, early questions are often answered by ensuing slides and commentary.
Avoid moving the pointer unconsciously.	When you are not using the pointer, remove your hand from the mouse. This helps to stop you from moving the pointer unconsciously, which can be distracting.
Do not read the presentation.	Practice the presentation so that you can speak from bullet points. The text should be a cue for the presenter rather than the full message for the audience.
Stay on time.	If you plan a certain amount of time for your presentation, do not go over. If there is no time limit, take less time rather than more to ensure that people stay engaged?
Monitor your audience's behaviour.	Each time that you deliver a presentation, monitor your audience's behaviour. If you observe people focusing on your slides, the slides may contain too much

	data or be confusing or distracting in some other way. Use the information you learn each time to improve your future presentations.
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Notes for a debate

There is no one "correct" way to take notes. Very different approaches can be equally effective, depending on the context. The key thing is to ensure that you remain actively engaged with the material whilst note-taking. If all you do is copy down what you hear or read, then you won't actually be learning anything at all. You may not even understand your notes when you come back to review them later!

DON'T:

- copy out sentences or passages verbatim (i.e. word for word)
- copy a mass of factual information

DO:

- summarize - be concise
- be as neat as possible
- use headings and numbered points
- use abbreviations/shorthand (but spell out personal or place names legibly)
- leave spaces in between your notes (for amendments and additions)
- note fully the author, title and other details (e.g. place and date of publication) of all works consulted, including page numbers where relevant

Bibliography

A bibliography is a list of the sources you used to get information for your report. It is included at the end of your report, on the last page (or last few pages). You will find it easier to prepare your final bibliography if you keep track of each book, encyclopaedia, or article you use as you are reading and taking notes. Start a preliminary, or draft, bibliography by listing on a separate sheet of paper all your sources. Note down the full title, author, place of publication, publisher, and date of publication for each source.

When assembling a final bibliography, list your sources (texts, articles, interviews, and so on) in alphabetical order by authors' last names. Sources that don't have authors (encyclopaedias, movies) should be alphabetized by title. There are different formats for bibliographies, so be sure to use the one your teacher prefers.

General Guide to Formatting a Bibliography

For a book:

Author (last name first). Title of the book. City: Publisher, Date of publication.

EXAMPLE: Dahl, Roald. The BFG. New York: Farrar, Straus and Giroux, 1982.

For an encyclopaedia:

Encyclopaedia Title, Edition Date. Volume Number, "Article Title," page numbers.

EXAMPLE: The Encyclopedia Britannica, 1997. Volume 7, "Gorillas," pp. 50-51.

For a magazine:

Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.

EXAMPLE: Jordan, Jennifer, "Filming at the Top of the World." Museum of Science Magazine. Volume 47, No. 1, (Winter 1998): p. 11.

For a newspaper:

Author (last name first), "Article Title." Name of newspaper, city, state of publication. (date): edition if available, section, page number(s).

EXAMPLE: Powers, Ann, "New Tune for the Material Girl." The New York Times, New York, NY. (3/1/98): Atlantic Region, Section 2, p. 34.

For a person:

Full name (last name first). Occupation. Date of interview.

EXAMPLE: Smeckleburg, Sweets. Bus driver. April 1, 1996.

For a film:

Title, Director, Distributor, Year.

EXAMPLE: Braveheart, Dir. Mel Gibson, Icon Productions, 1995

CD-ROM:

Disc title: Version, Date. "Article title," pages if given. Publisher.

EXAMPLE: Compton's Multimedia Encyclopedia: Macintosh version, 1995. "Civil rights movement," p.3. Compton's Newsmedia.

Magazine article:

Author (last name first). "Article title." Name of magazine (type of medium). Volume number, (Date): page numbers. If available: publisher of medium, version, date of issue.

EXAMPLE: Rollins, Fred. "Snowboard Madness." Sports Stuff (CD-ROM). Number 15, (February 1997): pp. 15-19. SIRS, Mac version, Winter 1997.

Newspaper article:

Author (last name first). "Article title." Name of newspaper (Type of medium), city and state of publication. (Date): If available: Edition, section and page number(s). If available: publisher of medium, version, date of issue.

EXAMPLE: Stevenson, Rhoda. "Nerve Sells." Community News (CD-ROM), Nassau, NY. (Feb 1996): pp. A4-5. SIRS, Mac. version, Spring 1996.

Online Resources**Internet:**

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address

EXAMPLE: Ellen Block, (September 15, 1995). New Winners. Teen Booklist (Online). Helen Smith@wellington.com

World Wide Web:

URL (Uniform Resource Locator or WWW address). author (or item's name, if mentioned), date.

EXAMPLE: (Boston Globe's www address) <http://www.boston.com>. Today's News, August 1, 1996

To help you generate the reference you can use the following toolkit online to help you:

<http://www.neilstoolbox.com/bibliography-creator/reference-website.htm>