

**Plymouth  
School of  
Creative Arts**

make  
discover  
perform

# **VOCATIONAL STUDENT HANDBOOK**

**PUBLISHED September 2018**

**CENTRE NUMBER 53628**

# **Learner Agreement**

As part of starting our vocational courses, we like to operate a partnership between Teachers, Parents and Learners and put an agreement in place.

This document begins to introduce the requirements and expectations to be able to successfully complete our vocational courses.

## **What we expect?**

### Learner responsibility

Maturity and the highest standards of adult behaviour will be expected from all students at all times. Students studying for vocational awards are to aspire to be role models and maintain a high profile both within and outside of school.

### Teacher responsibility

Ensure that the teaching meets the requirements of the Awarding Body and the learner. Provide the experience and training to achieve the learning objectives.

### Parent/Carers responsibility

I have read the responsibilities above and agree to support the above named learner in maintaining these standards.

Each student will be asked to confirm they have read and understand this document.

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## **What are Vocational Qualifications?**

Vocational qualifications are nationally recognised qualifications. They are different from traditional GCSE and A Levels because they are linked to a particular area of work.

## **What makes vocational Qualifications different?**

- Students develop skills, knowledge and understanding in the vocational area they are studying. □
- Each vocational course is made up of a number of units, allowing students to build up their qualification in stages. □
- Students are assessed through coursework and sometimes Exams. □
- Students produce evidence for their key skills qualification through their vocational course. □
- Students take responsibility for their own learning by planning their work, doing research and regularly reviewing their progress. □

## **Why do we offer BTEC courses? □**

- They prepare students for the world of work and provide a good starting point for other qualifications such as NVQs that can be studied in the workplace. □
- Employers value the qualities that vocational students bring to the workplace e.g. organisation, time management, communication and research skills. □
- Universities value the independent study skills that vocational students bring to their courses. □
- The courses are flexible so that they meet the needs of a wide range of students. They are available at different levels in a variety of formats. They can be taken alongside other qualifications such as traditional GCSEs, A levels. □
- They give students the opportunity to try a range of activities such as designing products, organising events, investigating how professionals work and working in teams. □

## **Qualifications currently on offer at Plymouth School of Creative Arts**

- BTEC First Level 2 Certificate in Children's Play, Learning and Development (NQF)

- BTEC First Level 2 Certificate in Children's Care, Learning and Development (QCF)
- Pearson BTEC Level 2 Award in Home Cooking Skills (QCF)
- Pearson BTEC Level 2 First Certificate in Sport (NQF)
- Pearson BTEC Level 2 WorkSkills (RQF)

## **What is a BTEC Qualification?**

- Each BTEC is made up of a number of units. Some units are mandatory (you have to do them) and some optional (you or the teacher have a choice if you do them).
- In order to achieve each unit, your assignments have to show achievement against a set of outcomes.
- Each unit has a certain Credit value, for example 5, 10 or 20 Credits or equivalent Guided Learning Hours (GLH)
- As you complete units, the total number of credits or GLH you achieve builds up until you have met the requirements for a particular qualification.
- The new BTEC First Award is 120 GLH.
- QCF BTECs are wholly assignment based; new NQF BTECs have at least one unit which is externally assessed.
- The assignments and external assessments that you complete form the basis of unit results and an overall result.

## **Who will teach you and what are assignment briefs?**

You may be taught by more than one teacher, each teacher will be responsible for teaching different units (or parts of a unit), so that means that you may be working on two or even three different units at the same time. You will have to be well organised and remember to keep information in the right places in your paper based/digital folders.

You will be taught the background information by doing class activities and research tasks. Then you will be given an assignment to complete. The assignment will be written or practical with simple tasks first to give you the opportunity to achieve the basic pass level, then the more complex tasks that require more research and independence will allow you to achieve merit and distinction grades. It is important to meet the deadlines so that you can get feedback from your teacher and understand how to reach the higher grades.

Assignment briefs are issued when the teaching for that part of the unit (or the learning outcome) is complete and your teacher is satisfied that you are ready to

complete an assignment. They are your reference point for assessment throughout the unit and therefore should always be at hand; especially when writing your assignments.

### **Each assignment brief contains;**

- Assignment title Date issued
- Hand in date/Deadlines
- Qualification covered
- Learning aims covered
- Units covered
- The scenario (a written outline of details of the plot and individual scenes to describe the next steps required).
- Evidence you must produce
- Criteria covered by the tasks
- Sources of information

If you have any doubt about the requirements of an assignment, you should ask your teacher for clarification, well before the deadline.

Always check the brief to ensure you have completed all the necessary tasks. Your evidence should be word processed unless otherwise stated on the assignment brief. You should always keep a scanned copy of any handwritten assignments for your reference. All Assignments graded and returned to you will be placed in your own student file which must remain at PSCA. All work within the assignments must be your own work.

## **Assignment Layout**

### **Your Name**

Plymouth School of Creative Arts – Assignment Title

This is an introduction to the overall document content.

You will notice that this assignment has been laid out in a very specific way.

Start by writing your name at the very top of the document, make it so the title is also obvious, and so is the subtitle.

You will also notice that the text is neatly justified (left **and** right) and the chosen font is easy to read (Verdana).

The spelling is correct, has been proofread and the line spacing, paragraph indents and overall layout has obviously been thought out. Also, pictures entered are relevant, clear, and well positioned.

### **Sources Table**

What is the source about?	Who is the author?	Where did you find it? Include full URLs, titles, page numbers etc.	How do you know the source is reliable?	How do you know the information is up-to-date?	Why do you think the information is relevant?	Where will/did you use it?

The questions raised in this Sources Table are thought out and will answer every question that the person who is marking your work might have. The purpose of the Sources Table is to show that you have thoroughly researched your work and if it needs checking, it can be done easily. The title for the Sources Table is also clear, written in **bold** and is underlined.

### **What will happen in lessons?**

The lessons will vary according to the subject and level but all students should experience most of these activities:

- Discussion - one to one or in groups
- Research – group or individual using a variety of methods
- Report writing – manually or using ICT
- Presentations – in groups or individually
- Practical work
- Display work
- Visits to organisations/companies
- Work with visitors
- Preparation for external examinations for the newer BTEC courses

## **Which styles of teaching and learning will be used?**

Different styles of teaching and learning will be required throughout the course. This will depend on the unit being taught, the stage of delivery and the type of assessment required for that unit.

### **Teacher input**

At the start of a unit there is likely to be teacher input; question and answer sessions, discussions, note taking and handouts. This may all happen at the beginning of a unit or at different points throughout the unit. It is important for you to note any information you are given, as it may be required at a later stage in the unit.

### **Learning by experience**

Learning by experience and is usually done in the work place (e.g. work experience or work placement) or by setting up work situations in the classroom (e.g. a role play of a business interview or a health care worker communicating with a client). Whether real or pretend, a lot can be learned from this type of situation and it is important to make the most of it by preparing thoroughly beforehand and recording any information you find. Inviting visitors into school from the vocational sector is another good way of linking your work with what really happens in the workplace.

### **Student investigation**

Once the assignment has been explained and the tasks have been set, you will have to work on your own to find the information you need and then you will have to produce the information in a particular format to meet the requirements of the task. The work you produce must be your own; word for word copying from a textbook, or copying and pasting from the Internet **will not** be accepted nor will you be allowed to copy the work of other students. You will have to check regularly with your teacher to make sure that your work is correct and to discuss any ideas that you want to develop.

### **Group work**

For some tasks you may have to work in a group, either to find information or to produce evidence. This is quite acceptable providing that all students take an equal share of the work and that individual contributions are identified.

### **Practical Work**

As required by the course.

## **Developing skills**

- During your course you will be taught many skills: communication skills
- research skills using a variety of methods
- I.T. skills using a variety of programs
- practical skills using different techniques and equipment
- presentation skills using a variety of formats
- organisational skills

You will be expected to practise these skills and apply them where appropriate throughout the course.

## **What will be expected of you?**

You will be expected to do all of the following as part of your day-to-day work

- Read and research
- Keep a record of the information you find and the sources
- Plan your work in a logical order and keep a record of your progress
- Talk to your teachers about your ideas and how to achieve the best results
- Produce drafts and final copies of your work
- Produce good quality work with high standards of grammar and spelling
- Present your work in a suitable format according to the purpose and the audience
- Evaluate your work and make suggestions for improvement
- Meet deadlines as outlined in the assessment calendars which your teachers will provide
- Keep a record of the work you have completed, including the grades and points you have been awarded
- Produce independent and authentic work

## **Who will be involved with the course?**

### **Subject teachers (assessors)**

They are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time. They will track the results of each unit, which will come together to give an overall result.

### **Programme manager**

This is the teacher in charge of the course. They must make sure that the units are

being taught correctly and that sufficient resources are available.

### **Internal Verifier**

They will check (IV) the assessment of all teachers on the course; they sample the work of all students on the course and provide written feedback. The IV works with the external verifier.

### **Quality Nominee**

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

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

### **External Verifier**

This person has knowledge of the subject and the course and will visit to sample the work from one unit (see below for more details).

### **Exam Officer**

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

### **How will your work be assessed?**

All students will have to produce a portfolio of evidence. For each unit of work you will be given a series of tasks to complete. Your teacher will check your work and make comments about the effort you have made and the quality of your work. Suggestions will be made to help you to achieve first, the minimum pass standard and then, the merit and distinction grades. Points will be awarded and added to your overall score with every unit that you complete. This will be communicated to you via an Assessment Record Sheet. You will be expected to meet regular deadlines and a referral procedure will operate for students who fail to do this.

If you are studying one of the BTEC programmes that has an exam, your teacher will guide you and help to prepare you for an external examination which may be a paper exam or an onscreen exam. This will be taken under formal exam conditions.

### **How to achieve the grades**

The tasks at each level are graded according to how difficult they are to achieve.

The key words used in the tasks will help you to understand what you have to do. □

### For BTEC First □ - Obtaining a Pass Grade

<b>KEY WORDS</b>	<b>DESCRIPTION</b>
<b>Complete...</b>	Complete a form, diagram or drawing.
<b>Demonstrate ...</b>	Show that you can do a particular activity.
<b>Describe...</b>	Give a clear, straightforward description which includes all the main points.
<b>Identify...</b>	Give all the basic facts which relate to a certain topic.
<b>List...</b>	Write a list of the main items (not sentences).
<b>Name...</b>	State the proper terms related to a drawing or diagram.
<b>Outline...</b>	Give all the main points, but without going into too much detail.
<b>State...</b>	Point out or list the main features.

In order to achieve a pass grade you will have to identify information. You can do this in different ways:

- Make a list □
- Produce a mind map □
- Produce a poster □
- Produce a table □
- Produce a labelled diagram or drawing □
- Design a game or puzzle □
- Produce a plan □
- Produce a flow chart □

For a pass grade you will also be expected to describe in your own words the information you have found. This can be done in the following formats:

- A formal report
- A powerpoint presentation
- A leaflet
- A handout or information sheet
- A web page

You may be able to include images to illustrate your work.  *Examples:*

- *List the main features on your mobile phone.*
- *Describe the best way to greet a customer*
- *Outline the procedures you follow to keep your computer system secure.*

### For BTEC First - Obtaining a Merit grade

KEY WORDS	DESCRIPTION
<b>Analyse...</b>	Identify the factors that apply, and state how these are linked and how each of them relates to the topic.
<b>Comment on...</b>	Give your own opinions or views
<b>Compare... Contrast...</b>	Identify the main factors relating to two or more items and point out the similarities and differences.
<b>Competently use...</b>	Take full account of information and feedback you have obtained to review or improve an activity.
<b>Demonstrate...</b>	Prove you can carry out a more complex activity.
<b>Describe...</b>	Give a full description including details of all the relevant features
<b>Explain...</b>	Give logical reasons to support your views.
<b>Justify...</b>	Give reasons for the points you are making so that the reader knows what you are thinking.

<b>Suggest...</b>	Give you own ideas or thoughts.
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To achieve this grade you will have to work independently and find information using different methods. You will have to write in detail and give examples to show that you have understood the information well. You will have to explain in details using your own words and give reasons for the points that you make. You will have to review what you have done and give reasons for the choices you made.

### Examples

- *Explain why mobile phones are so popular.* □
- *Describe the needs of four different types of customers.* □
- *Suggest the type of procedures a business would need to introduce to keep its IT system secure.* □

### Obtaining a Distinction grade

<b>KEYWORD</b>	<b>DESCRIPTION</b>
<b>Analyse...</b>	Identify several factors, show how they are linked, and explain the importance of each.
<b>Compare... Contrast...</b>	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases adapt your original ideas.
<b>Demonstrate...</b>	Prove that you can carry out a complex activity taking into account information you have obtained or received to adapt your original ideas.
<b>Describe...</b>	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly.
<b>Evaluate...</b>	Bring together all your information and make a judgement on the importance or success of something.
<b>Explain...</b>	Provide full details and reasons to support the arguments you are making
<b>Justify...</b>	Give full reasons or evidence to support your opinion.
<b>Recommend...</b>	Weigh up all the evidence to come to a conclusion, with reasons,

	about what would be best.
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To achieve this grade you will have to be completely independent, using your own ideas, giving your opinion and justifying the points that you make. You will be expected to link ideas together and evaluate your work by identifying the strengths and weaknesses and giving ideas for improvement. You will use your teachers mainly for support and guidance, as the ideas will be yours.

### **Examples:**

- *Evaluate the features and performance of your mobile phone.*
- *Analyse the role of customer service in contributing to an organisation's success.*
- *Justify the main features on the website of a large successful organisation of your choice.*

## **How will standards of work be maintained?**

### **Internal Verification**

This is a quality control check to ensure that all students' work is being fairly marked and standards are being maintained. When a unit of work has been assessed and graded it will be passed to another teacher in the department who will check that all of the tasks have been completed to the appropriate standard. It may be necessary at this stage, for you, to amend your work, if it does not meet the standards set by other students, who have been awarded the same grade.

### **Storage of work**

You may be provided with a ring binder/ folder in which to keep your ongoing studio work and home learning or you may work digitally and store your work as a Google Doc. You will be responsible for your work and must bring it to all lessons.

All completed, paper based graded work will in a centralised folder for you and stored in a locked filing cabinet until external verification takes place and the final marks have been submitted.

All completed, electronic based graded work will be stored on the Google Drive and access permissions will be changed to reflect this. It is your responsibility to look after and secure any electronic work. You might do this by taking electronic copies of your work.

### **Plagiarism and Malpractice**

In order to achieve a BTEC qualification, you must produce your own work.

You will not be allowed to:

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

The examination board has a clear policy on how to deal with students who cheat. 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!

## **How will student progress be monitored?**

### **BTEC Assessment Policy and PSCA Appeals Procedure - Student Guidance**

#### **INTRODUCTION**

PSCA 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.

Courses are assessed through tutor-marked assignments (as well as external exams in the case of new courses.) You need to 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.

You will be closely monitored throughout the course and your subject teachers will keep detailed records of your progress using an Assessment Tracker. You will be informed of your progress on an ongoing basis. This information will be also be used for assessment snapshots, parental communication and regular updates will be sent to tutors and Phase Leads to follow up where necessary.

#### **Assessment Entitlement**

As a student of PSCA, you are entitled to:

- Fair and open assessment practices.
- An assignment indicating the criteria against which you will be assessed.
- Regular advice and guidance through subject teachers.

- Access to an open and fair appeals procedure
- Assessments being carried out regularly and outcomes reported with written and/or verbal feedback

## Assessment Procedures

### Handing in Assignments and Submission Declaration

We encourage you to understand the importance of deadlines and of handing work in on time. It is important that you do not get an advantage by having additional time to complete assignments and subject teachers are not required to accept assessment work that was not completed by the date in the assignment brief.

- You will be given a deadline for each assignment
- You will be required to sign a Submission Declaration. This is a signed-and-dated declaration of authenticity that you submit alongside each assignment which confirms you have produced the evidence yourself.
- You will be given oral/written feedback on your work.
- Your teacher will then give you ONE MORE OPPORTUNITY to upgrade your work based on the feedback you will be given. **ONLY IF YOU MEET THE DEADLINE AND YOU ATTEMPT THE CRITERIA.** Your work will then be re-submitted to your teacher within an agreed time.

### Failure to meet deadlines

- If you fail to hand in work by the agreed deadline you will need to provide evidence of special circumstance. It will not be acceptable to say to your teacher that you did not have time to complete the assignment
- A failure on your part may result in you not having the opportunity to upgrade your work for a merit or distinction level

### Can you appeal against a grade?

Once your work has been assessed and a grade recorded, that grade will stand, unless the internal verifier requires that the grade be changed. Students can appeal against a grading decision made by the assessor. Details of the appeals procedure are available from the Examinations Officer and are also outlined in the next pages.

## 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 learner's 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.

## **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.

## **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 of 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

## **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 of the issue of results at the school.

**This stage should be undertaken within 10 working days**

# Appendix

## Assignment Brief Example



### BTEC Assignment Brief

Qualification	
Unit or Component number and title	
Learning aim(s) (For NCF/KQF only)	
Assignment title	
Assessor	
Hand out date	
Hand in deadline	

Vocational Scenario or Context	
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Task 1	
Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

BTEC Assignment Brief Version 1.0 August 2017  
 Prepared By: QDAM BTEC Assessment  
 Authorised by: Head of BTEC Assessment



# Assessment Record Sheet Example

ASSESSMENT RECORD SHEET			
Programme		Learner name	
Assignment title		Assessor name	
Unit no. & title		Targeted learning aims	
Issue date		Submission deadline	
First submission / resubmission?*		Date submitted	
Resubmission authorisation by Lead Internal Verifier*		Date	
<p>* All resubmissions must be authorised by the <b>Lead Internal Verifier</b>. Only <b>one</b> resubmission possible per assignment, providing:</p> <ul style="list-style-type: none"> <li>• The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.</li> <li>• The tutor considers that the learner will be able to provide improved evidence without further guidance.</li> <li>• Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.</li> </ul> <p>**Any resubmission evidence <b>must</b> be submitted within 10 working days of receipt of results of assessment.</p>			
Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments	
<b>General comments</b>			
<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		Date	
<b>Learner comments</b>			
Learner signature		Date	

# Submission Declaration Example



## 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><b>Learner declaration</b></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>
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# Assessment Tracker Example

BTEC Target Grade	Checking for Understanding (Red, Amber, Green)									
	Unit 2 - Practical Sports Performance - Learning Aim A									
	Target	Level 1. A.1.	Level 1. A.2	Level 1. A.3	P1	P2	P3	M1	D1	Level 1
Pass	Green	Green	Green	Green	Green	Green	Amber	Red	Red	Green
Pass	Green	Green	Green	Green	Green	Green	Amber	Red	Red	Green
Merit	Green	Green	Amber	Green	Green	Green	Green	Amber	Amber	Green
Merit	Green	Green	Green	Green	Green	Green	Amber	Amber	Amber	Green
Pass	Green	Green	Green	Green	Green	Green	Amber	Red	Red	Green
Pass	Green	Green	Green	Green	Green	Green	Green	Red	Red	Green
Merit	Green	Green	Green	Green	Green	Green	Green	Amber	Amber	Green
Merit	Green	Green	Green	Green	Green	Green	Amber	Amber	Amber	Green
L1 Pass	Green	Green	Green	Green	Green	Green	Green	Red	Red	Green
Merit	Green	Green	Green	Green	Green	Green	Green	Amber	Amber	Green
Pass	Green	Green	Green	Green	Green	Green	Amber	Red	Red	Green
Merit	Green	Green	Green	Green	Green	Green	Amber	Red	Red	Green
Target	Level 1. A.1.	Level 1. A.2	Level 1. A.3	P1	P2	P3	M1	D1	Level 1	
Pass	Green	Green	Green	Green	Green	Green	Red	Red	Green	
Merit	Green	Green	Green	Green	Green	Green	Amber	Red	Green	
Pass	Green	Green	Green	Green	Green	Green	Red	Red	Green	
Merit	Green	Green	Green	Green	Green	Green	Amber	Red	Green	
Merit	Green	Green	Green	Green	Green	Green	Amber	Red	Green	
Pass	Green	Green	Green	Green	Green	Green	Red	Red	Green	
Pass	Green	Green	Green	Green	Green	Green	Red	Red	Green	