

**FITZALAN HIGH SCHOOL**  
**14-19**  
**BTEC HANDBOOK**



**KEY STAGE 3, 4 &5**

**Quality Nominee- Mrs Kemp**

## INTRODUCTION

Vocational Education continues to be an important part of any schools curriculum. Wales continues to be committed to the philosophies and policies outlined in a variety of government documents that have raised the profile of Vocational Education (eg. Learning Pathways 14-19) in schools. At Fitzalan Vocational education has made a significant contribution to the Key stage 4 and 5 curriculum over the last 17 years. Links with the Cardiff 14-19 Network have further encouraged this area to grow & develop. There is a collaboration within Cardiff with the following centres:

- Cantonian High School
- Cardiff & the Vale College
- Cathays High
- Radyr High School
- Cardiff City
- ACT
- Coleg y Cymoedd

We meet the *Learning & Skills* measure in terms of vocational courses offered to students as part of the options process and the domains covered. As a result of the 14-19 transform agenda pupils from FHS pupils will be studying Construction, Auto, Animal Care, Hair at ACT, Fitzalan continues to be an a member of the Post 16 Common timetable working together to meet the *Learning & Skills* measure. A variety of programmes are on offer for students and vocational team leaders and tutors have continuously risen to the challenges that these subjects have brought ie. regular change in terms of programmes, assessment and moderation.

The current challenge facing the subject teams is gender bias in recruitment and retention. Whether a programme runs in any given academic year depends upon student take up of the subject. It is difficult to predict trends as history has shown there is a great variation year on year. Additionally ALPS is be used to QA Post 16 courses.

Vocational subjects need to ensure all their delivery and assessment is vocationally relevant.

**Building strong links with industry and services needs to be more in evidence at Fitzalan as it allows the students to collect the latest up to date information and understand their possible future roles.**

The Estyn inspection (2016) praised vocational education and opportunity at Fitzalan

**The school provides an extensive range of subject options at key stage 4 and in the sixth form, including a wide variety of vocational qualifications. It is highly effective in responding flexibly to pupils' needs and interests to provide a curriculum that is tailored to each individual.**

Challenges that continue to face us as Assessors and Programme Leaders continue to be aspects like:

- identifying plagerism
- getting students to meet deadlines

Mrs J Kemp Assistant Headteacher/ Quality Nominee July 2017

## **BTEC Subject Offered**

### **Level 2 (KS4 and KS5)**

- [Engineering](#)
- [Enterprise Skills \(Business\)](#)
- [Health and Social Care](#)
- [Leadership through sport](#)
- [Music for Practical Performance](#)
- [Travel and Tourism](#)

### **Level 3 (KS5)**

- [Applied science \(sub dip and dip\)](#)
- [Business \(sub dip and dip\)](#)
- [Public services \(cert and sub dip\)](#)
- [Sport \(sub dip, dip and extended\)](#)

### **Grading:**

All BTEC QCF qualifications are graded as Pass, Merit or Distinction.

<b>Level 3 Diploma (National 2010)</b>	<b>Level 2 NQF AWARD (Firsts 2012)</b>	<b>Level 2 QCF Specialist Certificate (Firsts 2012)</b>	<b>Level 1 (Firsts 2012)</b>
Pass= 2 E grades Merit= 2 C grades Dist = 2 A grades D*= 2 A* grades	L1 Pass = 1 D grade GCSE L2 Pass = 1 Grade C Pass L2 Merit=1 B grade GCSE L2 Distinction=1 A grade GCSE	Pass = 2B grade GCSE	Depends on the size of the qualification but it is graded a PASS
Level 3 Sub Dip As above but equivalent to 1 A Level	L2 Distinction*=1 A* GCSE		

**Sources of advice & Guidance:**

- Course Specification (Unit guidance, see links above)
- Portfolio marking guides
- Programme Leaders
- Quality Nominee (Mrs J Kemp)
- Edexcel website [www.edexcel.org.uk](http://www.edexcel.org.uk)

**KS4 Threshold measure**

**KS4 THRESHOLDS**



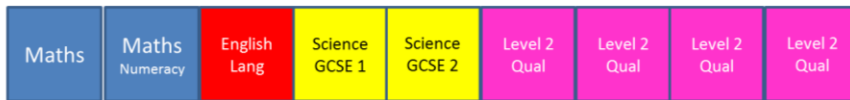
- Welsh Bac (National and Foundation)

This replaces the Level 2+ and Level 2 / Level 1 measure. Pupils will need to secure:



To achieve the **National WB**, all subjects need to be passed at A\*-C (or equiv). To achieve the **Foundation WB** all subjects need to be passed at D-G .

**CAPPED 9 Measure**



Each grade achieved is then awarded a certain number of points and these are added together:

- A\* = 58    D = 34
- A = 52    E = 28
- B = 46    F = 22
- C = 40    G = 16

Pupil Target = 360

No short course qualifications can be grouped together or attract any points and no alternative subjects can replace any of the first 5 qualifications. If an exam is not sat or passed then the pupil scores 0 in that section.

Level 2 quals can be 40% vocational such as BTEC.

## **BTEC Level 3**

### **UCAS points for a diploma**

Grade	Points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

### **UCAS points for a subsidiary diploma**

Grade	Points
D*	56
D	48
M	32
P	16

## **UCAS information about BTEC**

### **Who are they for?**



BTECs are designed for young people interested in a particular sector or industry but who are not yet sure what job they'd like to do.

You could study a BTEC at Level 2 or 3, either alongside academic qualifications or as part of a wider programme (such as an apprenticeship). You can also study a BTEC as a standalone course.

There are over 2,000 BTEC qualifications across 16 sectors, including:

- applied science
  - art and design
  - business
  - childcare
  - construction
  - engineering
  - media
  - health and social care
  - hospitality
  - ICT
  - land-based
  - performing arts
  - public services
  - sport
  - travel and tourism
-

## **ASSESSMENT MALPRACTICE**

Malpractice consists of those acts which undermine the integrity and validity of Assessment and the certification of qualifications. Edexcel (BTEC awarding body) does not tolerate actions of malpractice by either, the learner, assessors, programme leaders or exams officers.

### **Examples of Learner malpractice include:**

- Plagiarism
- Collusion to submit other team members work as your own. Paired or group assessed assignments must indicate who has done what.
- Impersonation- work produced by another
- Fabrication of results
- Alteration of results documents
- Cheating

### **Examples of centre/staff malpractice include:**

- Alteration of Edexcel mark scheme / assessment & grading criteria
- Assisting learners in the production of their coursework
- Producing falsified witness statements
- Allowing evidence to be used which you know is not the students
- Falsifying results / records
- Fraudulent certificate claims

**In order to prevent incidents of malpractice please enforce the following procedures:**

#### **Learners:**

- All learners work must be their own
- Learners must sign assignment front sheet to confirm authenticity of their work

#### **Assessors:**

- Assessors are responsible for checking the validity of the learners work
- Where possible alter assignments or assessment tools / tasks regularly to avoid copying
- Encourage students to complete some of the coursework in your presence if possible.
- Familiarise yourself with student style of writing / abilities
- Do not falsify any results

#### **Vocational Coordinator/ Programme Leaders:**

- During induction malpractice must be discussed and penalties highlighted
- During induction students will be shown how to reference work and use the internet appropriately
- Malpractice and penalties to be included in the student induction handbook
- Ensure the school network is safe to prevent learners accessing other students work
- Store and retain student records in a locked filing cabinet
- Vocational coordinator must complete the SRF ( Student Reporting Forms) using results data and ensure they are checked by programme leader to ensure they are accurate.

**Investigating alleged malpractice:**

Should a learner / assessor / programme leader/ vocational coordinator or exams officer believe malpractice has taken place it must be investigated.

Depending on where the person appears in the flow chart below will decide who is to be informed:

**EDEXCEL**

**HEADTEACHER**

**QUALITY NOMINEE / EXAMS OFFICER**

**PROGRAMME LEADER**

**ASSESSOR**

**LEARNER**

All incidents of alleged malpractice will be investigated and the awarding body informed. The Headteacher (or representative) will contact EDEXCEL . Any learner must be notified in writing and if under 19 their parent / guardian informed. The accused has the right to respond. Learners must be informed about the procedure & appeals process.