

STUDENT HANDBOOK

BTEC FIRST AWARD CREATIVE INFORMATION TECHNOLOGY



Contents:	Page:
Qualification details and Programme overview	2
Certification information	2
Faculty Contact Information	2
Learner Contract	2
Health and safety information	3
Programme timetable and Year plan	4
Unit summaries	4/5
BTEC Assessment information (Inc assignment schedule)	6
Plagiarism/Malpractice	7 and 8
Independent learning / homework	9
Appeals procedure	9
Advised Textbooks/Career progression	10



BTEC First Award in Creative Information Technology

Qualification Details & Programme Overview

Edexcel BTEC Level 2 First Award in Creative Information Technology

This award is a 120 -guided-learning-hour qualification, has 25 per cent of the qualification that is externally assessed. Edexcel sets and marks these assessments. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to one GCSE.

Certificate Information

Edexcel BTEC Level 2 First Certificate in Creative Information Technology

Faculty Contact Information

Head of Faculty - Ms D Williams – dwilliams@edmonton.enfield.sch.uk

Mrs N Huseyin – nhuseyin@edmonton.enfield.sch.uk

BTEC Student Handbook Learning Contract

Do you feel you understand the BTEC course, its content and how it will be assessed?	
Is there anything you are unclear of, or any further information you will require?	
Do you feel you have fully understood the information on plagiarism? If no, please explain:	
Have you understood what is expected of you? (see below)	
<ul style="list-style-type: none"> • Attend all your lessons • Make sure you arrive to class on time • Submit your work on the deadline date given by your teacher • Follow the school code of conduct in class 	
Have you understood the Causes of Concern procedure including:	
<ul style="list-style-type: none"> • Behaviour – behaviour has meant they have impacted upon their or other students learning. • Coursework/ homework – a student has not submitted a piece of coursework. • Exam – Failing an exam –it is a requirement for a student to pass the exam to Pass the course. • Attendance– a student’s lack of attendance is having a direct effect upon their performance. 	
Signed:	Date:

Health and Safety Information

Your health and safety

- Every member of the school community has the right to feel that they are in a safe and secure environment.
- Teachers have the right to teach and students have the right to learn.
- By following classroom rules you will remain safe and secure in every lesson.

Expectations

The following is expected of you and will help you achieve your full potential:

- Respect your teacher, class mates and your working environment
- Attend all your lessons
- Make sure you arrive to class on time
- Submit your work on the deadline date given by your teacher
- Follow the school code of conduct in class

What you will receive from your teacher:

- Regular feedback on work submitted
- All the help and support you need
- Resources & links
- Assignment sheet & assessment sheet

Causes for Concern

All causes for concern will be tracked by the department this will provide evidence of interventions and allow tracking to be carried out with students across class boundaries between teachers.

Students will be classified a cause for concern under the following headings:

Behaviour – a student's behaviour has meant they have impacted upon their or other students learning.

Coursework/ homework – a student has not submitted a piece of coursework.

Attendance – a student's lack of attendance is having a direct effect upon their performance.

The five stages of the faculty cause for concern policy are as follows:

1. Letter will be sent home to inform parents of our concern.
2. A parent or guardian must be spoken to directly by the teacher involved, usually by telephone.
3. A formal meeting will be set up with Head of Faculty, the parent, the student and the teacher.
4. The progress of the student will be passed through from the department to the Head of Sixth Form. Given the severity of this point it will most likely be our recommendation that the student should be removed from the course.

Programme Timetable/Year Plan

Date	Unit	Unit Title
Sept - May	1	The Online World
Sept - May	3	A Digital Portfolio
Sept - Dec	6	Creating Digital Graphics
Sept - May	4	Creating Digital Animation

Unit Summaries

1 - The Online World

How do websites work? How do emails reach your computer? How does the use of computer applications affect your daily life? This unit provides an introduction to the modern online world. Starting with your own experiences, you will extend your knowledge of online services and investigate the technology and software that supports them. You will learn more about a range of services including email, online data storage, collaborative software, search engines and blogging. This unit will help you understand the main technologies and processes behind the internet and investigate how they come together.

3 - A Digital Portfolio

This unit is your chance to show off! A digital portfolio is an exciting onscreen way to showcase your achievements to potential employers or when applying for a course. It is all about: the projects you have created and developed, your use of communication and presentation skills and your capabilities and potential. Digital portfolios can be viewed by anyone with a computer and an internet browser. You will learn how to create a digital portfolio that includes a series of web pages with links to content that you have created. You will learn how to make use of multimedia assets such as images, sound and video to make your portfolio appealing and engaging. For this unit, your digital portfolio will have a clear purpose and audience to show them who you are and what you are capable of. It should have a structure that is logical and easy to navigate and must be in a format that can be uploaded and viewed on the web. You should think of your portfolio as a shop window, carefully selecting a range of content including work done on this BTEC course as well as any other appropriate content. Every item should be clearly introduced, explaining why it is included and what it demonstrates to the viewer. Multimedia assets should be used to enhance the experience for the viewer, not as a substitute for good content.

4 – Creating Digital Animation

How are the amazing visual effects in science fiction and fantasy films, and computer games, made? This unit provides you with an introduction to tools/techniques and processes that are used commercially when creating computer animation. Animation is the creation of moving images and has a long history. Today modern animations are usually created using a computer. It is an exciting and fast moving area of creative technology that provides an opportunity to combine creative and technical computing skills, and is one in which the UK excels. The creative industries have grown considerably in recent years and provide increasing employment opportunities. An animator can work in a number of different creative areas: creating effects for live-action films, feature-length animations and computer games. Nonnarrative animations feature in online advertising and software interface design. In this unit you will investigate the range of applications and features of existing animation products or sequences that have been created for an intended audience and purpose. You will be able to apply your findings when creating your own computer animation which do not require user interaction. You will then design, create and test your own animated product, in a similar way to how it is done in industry, and be introduced to the technology and techniques used by the professionals. You will be given a brief which will need to be fulfilled. You will also need to think about the creative aspect of the project as well as technical skills to use. You will review your completed animated product having obtained feedback from others

6 - Creating Digital Graphics

You will see graphics at work whenever you surf websites, play computer games, go shopping or read a user manual. Graphics are used to communicate messages in every part of our lives, such as advertising, music, fashion, interior design and architecture. It is the job role of a graphic designer to create digital graphics that bring colour, information and interest to our lives for a wide range of industries. In this unit you will investigate a range of applications and features of existing graphic products and consider their audience and purpose. You will be able to apply some of what you discover to your own digital graphic products. You will design, create and test graphic products in a similar way to how it is done in industry and be introduced to the technology and techniques used by professionals. You will need to think about the creative aspects of the product as well as the technical (both vector-editing and photo-editing). Once finished, you will review the products, having obtained feedback from others, and evaluate possible improvements.

Assessment Information

Unit 1: This unit is externally assessed using an onscreen test. Edexcel sets and marks the test. The assessment must be taken by the learner under examination conditions. The external assessment will be 1 hour and is worth 50 marks. **You will need to PASS the exam to pass the course.**

Units 3, 4 and 6. A learner must achieve all the assessment criteria for that grade. Therefore: to achieve a Level 2 Distinction (A) a learner must have satisfied all the Pass, Merit and Distinction criteria. To achieve a Level 2 Merit (B) a learner must have satisfied all the Pass criteria and Merit criteria. To achieve a Level 2 Pass (C) a learner must have satisfied all the Pass criteria.

Submissions

You will be set a deadline of **10 days** from the date the assessment is given to you to complete each of the assignments. Teachers will not accept any work after the 10 day deadline. You will be assessed within 10 days of the assessment decision. Re-Submissions – it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet the assessment criteria only if the following has been met: The learner has met initial deadlines set in the assignment and the teacher judges that the learner will be able to provide improved evidence without further guidance

Deadlines

Students are expected to respond to deadlines. This is especially important for group work, specific teaching areas and facilities and resources have been booked to support the assessment deadline. Students are given clear information of the required deadlines on each assignment brief.

Assignment Schedule

Year 12

Unit	September	October	November	December	January	February	March	April	May
1					Test		ReTest		
3						Ass 1	Ass 2	Ass 3	
6	Ass 1	Ass 2	Ass 3						
13					Ass 1	Ass 2	Ass 3		

Coursework Hand-In

All coursework and homework will be submitted to their teacher. Students who have not submitted work by the given deadline will have a letter automatically generated and sent to their parents.

Plagiarism/Malpractice

Student Malpractice

Students should declare that the work is their own by signing and dating their work.

ECS Policy statement on Malpractice

ECS does not tolerate student malpractice. The ECS definition of malpractice by learners is:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

This above list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion.

ECS procedure

Suspected acts of malpractice will be thoroughly investigated by the school. Initially by the teacher and Lead Internal Verifier (BTEC course leader) and if unresolved will be referred to the Head Teacher and Quality Nominee (Deputy Headteacher).

If a teacher suspects a student of malpractice, the student will be spoken to about the nature of the alleged malpractice and to make the student fully aware, they will receive notification of the suspected malpractice in writing.

The student will be given the opportunity to respond in writing to the allegation.

The consequences will be:

- that the work will be made void until the matter is resolved
- Edexcel may withhold the release of results and certification

Please sign below to indicate that you understand the plagiarism information given above:

Signed:

Date:

Plagiarism

Plagiarism is copying and passing off work as your own. This can be a whole piece of work or a part, including artwork, images, words, computer generated work (including the internet), thoughts, inventions etc. **This is taken very seriously and work handed in that is a form of plagiarism will not be accepted.**

To ensure you do not plagiarise write using your own words.

If you do use the work of others e.g. books, internet etc. you must reference using the methods outlined below.

Please sign below to indicate that you understand the plagiarism information given above:

Signed:

Date:

Setting up References and Quotations

Referencing sources online

Referencing systems for electronic sources are becoming standardised. The in-text reference should follow the same format as for printed sources; however, the bibliographic information on your references page will be different and generally requires you to include the type of resource plus when it was accessed, as well as the URL for on-line sources.

For example:

British Sports – Disability Sports online reference:

<http://www.britishsports.com/disabilitysports.htm> (downloaded 7 July 2007)

General quotations

Using a quotation reproduces in your work the actual words a writer uses. You should, therefore, take care to copy accurately. If you copy the actual words a writer uses you should put the words in quotation marks (" ") and give a reference.

In this example:

Jack Frost wrote "Summer is not coming in" (Frost, A. 2001 p.9) would appear in the text.

Note: "Summer is not coming in" is the quotation. (Frost, A. 2001 p.9) is the reference.

Independent Learning/HW

Each unit has a guided time limit of 30 hours, this will include time spent within lessons and an expectation of at least 5 hours a week homework per unit.

Appeals Procedure

All assessment decisions are carefully made and have rigor. The initial assessment is made by a teacher who is a specialist in the field of the work. The teacher's assessments are checked through a second assessment procedure by the centre internal verification system. If a student questions an assessment decision and feels they have been unjustly assessed they can appeal.

The ECS appeal procedure is as follows:

Step 1

Student discusses their concerns with the teacher

Step 2

Student addresses their concerns in writing to the Head of Faculty and/or Lead Internal Verifier (BTEC course leader)

Step 3

Student attends an interview with the teacher and Head of Faculty and/or Lead Internal Verifier (BTEC course leader)

Step 3

Student addresses their concerns in writing to the Quality Nominee (Deputy Headteacher)

Step 4

Student attends an interview with the teacher, Head of Faculty and/or Lead Internal Verifier (BTEC course leader) and Quality Nominee (Deputy Headteacher)

If the centre appeals procedure has been exhausted the appeal will be submitted to Edexcel in writing by the Head of Centre (Headteacher) and the examination board appeals procedure will be instigated.



BTEC First Award in Creative Information Technology

Advised textbooks.

BTEC First in ICT Revision Guide, Publisher: Pearson, **ISBN:** 9781446909799

Career progression

When combined with academic learning, BTEC Nationals develop practical knowledge and skills which help learners to prepare for – and progress in – their chosen career.

Career BTEC has earned a worldwide reputation as a premier applied learning qualification because it provides learners with a clear route into their career. Today's employers are looking for a confident, work ready employees who have practical knowledge and technical skills that are taught when studying a BTEC