

STUDENT HANDBOOK

WORKSKILLS L2 BTEC



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Qualification Details & Programme Overview

The Edexcel Level 2 BTEC Award in Work Skills have been designed to provide:

- The knowledge, understanding and skills learners need to enter employment
- Opportunities for learners to gain a nationally recognised qualification relating to work skills
- Opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

You will study 1 hour per week.

Certificate Information

Pearson BTEC Level 2 70 GLH Award in Workskills Qualification Number (QN) 601/9008/5

This qualification titles will appear on student's certificates.

Faculty Contact Information

Head of Faculty - Ms D Williams – dwilliams@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.• 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

Unit 55: Developing your CV	Sept/Oct
Unit 56: Applying for Jobs	Nov/Dec
Unit 60: Career Progression	Jan/Feb
Unit 63: Managing your own Money	Mar/Apr
Unit 83: Self-Assessment	May

Unit Summaries

Unit 55 - There is a difference between having a CV and having a CV that will get you a job interview. A CV needs to be a document that will grow with you as your career and qualifications do. However, too much information on a CV will potentially stop employers looking at it. This unit will allow you to understand which aspects of your CV it is acceptable to remove, which items need expanding and which items really have to be there. You will consider that a CV isn't a 'one size fits all' and how to adjust your CV to meet the needs of the industry you may wish to enter.

Unit 56 – Securing a job can be stressful, demanding and time consuming. It is important that you have a good understanding of where and how to look for potential employment. Throughout this unit, you will have the opportunity to investigate different sources and discover the best ways of searching for employment to match your skills, interests and abilities. Choosing the correct job for you is essential and you will consider a range of career choices and how they meet your aspirations. This approach will then allow you to put together a strong application. Successful job applications are more than filling in a form correctly. A variety of approaches are taken by employers to gauge your suitability as an applicant. Knowing how this process works increases your chances of securing an interview in the next stage of the recruitment process. This unit introduces you to the different ways you could be asked to apply for a job and teaches you how to complete applications effectively.

Unit 60 – There have been significant changes in the world of work over the last 20–30 years. Very few people will go into a job straight from school or college and still be in that job when they retire. It is therefore important to have an understanding of the possible career pathways you may be interested in and make sure that the skills and experience you have will give you the opportunity to apply for the job you always dreamed of doing, when it becomes available. You will also find that as you progress through working life you need to continually gain new skills and experience if you want to progress. This unit gives you the opportunity to understand why it is so important to plan for your career. You will then research different jobs and courses for a chosen pathway. Having gathered the information, you will then be able to plan for your chosen pathway

Unit 63 – Being able to manage your own finances is an essential life skill for anyone and is a key factor in avoiding stress and difficulties caused by money matters. In this unit you will learn how to develop the skills and knowledge to produce a budget successfully, so that planned outgoings do not exceed income. You will consider buying on credit and the responsibilities and potential problems associated with using credit and loans

Unit 83 - Being able to assess your own skills, qualities and strengths can be extremely important when you want to apply for a job, professional qualification, promotion or general self-development. You need to know what you are good at and what you can do well before identifying any gaps you may have in either skills, knowledge or qualities. In this unit, you will have the opportunity to explore how self-assessment can improve work opportunities for you. You will then devise a personal plan that sets realistic targets for you to work towards in the short and long term. You will learn how to set targets that are specific, measurable, achievable, realistic and within a given timescale. You will also have the opportunity to review achievements and experiences that give you valuable skills for the workplace. For example, you may have taken part in a football tournament or care for your own children or other people's children.

Assessment Information

The BTEC course is continually assessed through the completion of a set of assignments, which are marked by your class teacher. Some of these are moderated (checked and remarked within school) and are then seen by an external moderator appointed by the exam board to check the standards of the work on the course.

The BTEC Award in Work Skills has a simple marking scheme. For each piece of work you complete you can achieve 1 of 2 possible grades: **FAIL or PASS**

You may also be given a referral. This means that you have not yet produced work that meets the minimum pass requirement. If you are given a referral, you must complete the work again or make changes that will allow you to meet the minimum pass requirements.

Assignments and activities will be provided by staff to enable you to demonstrate your achievements in all units. Each unit of work has a number of tasks that must be completed by certain deadlines throughout the course. Please note that grading criteria will be specific to each assignment, **SO READ ASSIGNMENT BRIEFS CAREFULLY.**

Assignment briefs

Each Unit will be delivered through *assignment briefs*. Students will receive an assignment brief at the start of a piece of work. It is an important document and will be constantly referred to during the work.

The assignment brief will outline:

- unit details the title of the work
- dates and duration of the work
- the scenario of the work
- tasks that need to be undertaken by the student
- evidence that the student needs to produce
- assessment dates
- the grading criteria being assessed

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.

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 Head teacher).

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

Independent learning includes completing your assignments in your own time. IN some cases (for example if you need to catch up for if you wish to complete extra work) this will be in your own time. Sometime will be given in lessons to complete assignments.

Your homework will be set in your lesson and collected in on the following lesson.

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 Head teacher)

Step 4

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

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

Career progression

The Pearson BTEC Level 2 Awards in Workskills are designed to provide two potential outcomes in terms of learner progression. ● Learners are able to access sustainable employment or to enter employment or an apprenticeship. ● Learners for whom further study is the next stage can progress to a Level 3 occupational qualification