

St. Benedict's Catholic High School



Year 13 BTEC Level 3 Extended Certificate in Business



Student Handbook 2021/22

Name:

Tutor Group:

My Timetable:

Week 1:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					

**Pearson BTEC Level 3
National Extended
Certificate in Business**

360 GLH
Equivalent in size to one
A Level.
4 units of which 3 are
mandatory and 2 are external.
Mandatory content (83%).
External assessment (58%).

The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects.

It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Teachers and Units - BTEC Level 3 Extended Certificate

Pearson BTEC Level 3 National Extended Certificate in Business				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Exploring Business	90	Mandatory	Internal
2	Developing a Marketing Campaign	90	Mandatory Synoptic	External
3	Personal and Business Finance	120	Mandatory	External
Optional units – learners complete 1 unit				
8	Recruitment and Selection Process	60	Optional	Internal
14	Investigating Customer Service	60	Optional	Internal
22	Market Research	60	Optional	Internal
23	The English Legal System	60	Optional	Internal
27	Work Experience in Business	60	Optional	Internal

Units

Mandatory:

1	Exploring Business	Portfolio	90 Hours	P Charlton
2	Developing a Marketing Campaign	CCA	90 Hours	P Charlton
3	Personal and Business Finance	Exam	120 Hours	P Charlton

Optional:

+	Recruitment and Selection	Portfolio	60 Hours	P Charlton
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When do we start / finish units?

(Approx.)

1	Exploring Business	90 Hours	P Charlton	(Sept– Jan – Yr 1)
2	Developing a Marketing Campaign	90 Hours	P Charlton	(Jan – May– Yr 1)
3	Personal and Business Finance	120 Hours	P Charlton	(May – Jan – Yr 2)
+	Recruitment and Selection	60 Hours	P Charlton	(Jan - April – Yr 2)

What is BTEC Level 3 Extended Certificate in Business?

A BTEC Level 3 Extended Certificate in Business is a practical work-related course. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The course will introduce you to possible careers and provides a good basis to progress onto a more advanced qualification. You will also sit a 2 hour external exam based on business and personal finance as well as undertaking a CCA.

What is the aim of the course?

To provide a practical and comprehensive introduction to the business and commercial environment. Students will have an opportunity to experience a wide range of business disciplines leading to a vocational qualification which will prepare you for employment and/or provide career development opportunities and of course will equip you to enter a career or progress to more advanced studies onto degree or other professional courses when you leave Sixth Form.

What do I study?

All vocational qualifications are designed to offer you a choice of routes into Further and Higher Education and of course employment. Together they form a national framework of qualifications with five levels. Your course, the BTEC Level 3 Extended Certificate in Business qualification is equivalent to an A Level qualification (over the two years)

Where does BTEC Level 3 Extended Certificate in Business take me?

When you have completed the course, you can move on to a level 4 courses at University or other professional courses

With the Level 3 Extended Certificate in Business you can seek employment or apply for a higher level apprenticeship. Most careers will need you to do further study and training. Many students move on to a level four course at college and then find jobs in administration, accounting, customer service, finance, IT personnel or sales.

Many students go on to university to study a Business related course.

What qualifications will I gain?

When you successfully complete the course you will gain an BTEC Level 3 Extended Certificate in Business – equivalent to an A Level qualification.

How will I be assessed?

All BTEC Level 3 Extended Certificate in Business units are assessed through portfolio; CCA and examination work. There is one, 2 hour external examination. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit or Distinction is awarded on completion.

You are continuously assessed throughout the course. For each Core Unit national standards are laid down, in which you have to show you are competent. Your tutors ensure that you are given opportunities to do this through projects, assignments, case studies and problem-solving situations. Every time you provide evidence that you are competent in a particular area, it is recorded on tracking sheets, until you have completed the full set of units that add up to the correct number of credits for that course. Completion of all units leads to the BTEC Level 3 Extended Certificate in Business

ASSESSMENT

Assessment is focused on the unit. For each internally assessed unit there is only one method of assessment, which is a portfolio of evidence or coursework. For each unit you will get:

- A set of assignment briefs – these contain your tasks, sets the scene / scenario of your assignment
- Useful resources such as hand-outs
- An assignment front sheet that you sign to authenticate your work and put your page numbers on for each brief
- An assessor comment sheet each time you submit work with points of action. You need to write a comment on this sheet as well
- Observation and Witness statements as appropriate

When will I be able to get Pass?

To be able to get **Pass** in your portfolio, CCA or examination, you must cover all the assessment evidence to meet the **Pass** criteria. Therefore, if your evidence fails to meet one of the pass grade criteria your work will be then deferred.

How will I be able to achieve Merit or Distinction?

You must first ensure that you have covered all the assessment evidence to be able to meet the Pass criteria, even if some of the **Merit or Distinction** criteria have been fulfilled.

- To be able to achieve **Merit** grade you must meet all the pass and merit criteria.
- To be able to achieve **Distinction** grade you must all the pass, merit and distinction criteria..

When you have completed all the units of the course you will receive an overall grade for your qualification – again Pass, Merit or Distinction. This is the grade that will be shown on your certificate and that you should give when you apply for higher education or employment.

- To calculate your overall grade, points are allocated to the grades you have achieved for your Units

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size	
	90 GLH	120 GLH
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

The points are added together to give your final grade as follows:

BTEC Level 3 Extended Certificate in Business :

Overall Qualification Grade:

Calculation of qualification grade

Applicable for registration from 1 September 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Appeals against your marks

If you concerned that an internal assessment decision is:

- Inaccurate and does not reflect the work you have produced;
- Based on discrimination (gender, race, disability and so on)

then you or parents / guardians have the right to appeal against the decision.

An appeals process can take a lot of time and may involve other independent people.

How to Appeal Against an Assessment Decision

The person in charge of BTEC appeals for Business is Mr P Charlton (Subject Leader for Computer Science and Business)

However, he will not be involved until other avenues have been exhausted in search of a solution to the dispute.

Steps to take:

Step 1

Fill in the form **Appeals 1** and give it to the assessor. Talk to your assessor. Explain clearly why you disagree with the assessment decision.

The Assessor will listen to the appeal and respond appropriately: re-assess work or explain the assessment decision. Assessor will pass on the form to Lead Internal Verifier (Mr Charlton) or to the BTEC Quality Nominee if the Assessor is the LIV.

Resolved? If not, then go to Step 2.

Step 2

Talk to Mr P Charlton (Subject Leader for Computer Science and Business) or the BTEC Quality Nominee. Explain clearly why you disagree with the assessment decision. The Assessor and/or QN will listen to the appeal and respond appropriately: re-assess work or explain the assessment decision

Resolved? If not, then go to Step 3.

Step 3

Write a letter to the Mr P Charlton (Subject Leader for Computer Science and Business) and/or QN explaining clearly why you disagree with an assessment decision. In your letter, include: Name, Date of appeal, details of your meeting with the Programme Leader, Unit title, nature of assessment evidence.

This will be the basis for a meeting which will be arranged by the Programme Leader, QN and Headteacher or member of the SMT if she is not available. You may be accompanied by your parents / guardians. They will listen to the appeal and respond appropriately: re-assess work using a different internal assessor or explain the assessment decision.

Resolved? If not, then go to Step 4.

Step 4

Write a letter to the Governing Body explaining clearly why you disagree with an assessment decision. In your letter, include: Name, Date of appeal, details of your meetings with the Programme Leader, QN and Headteacher / SMT, Unit title, nature of assessment evidence. They will listen to the appeal and respond appropriately after investigating the appeal.

Resolved? If not, then go to Step 5

Step 5

The school will contact the External Verifier and / or Pearson with the details of the appeal. You should write a letter and include: Name, Date of appeal, details of your meetings with the Programme Leader, QN, Headteacher and Governors, Unit title, nature of assessment evidence. This person or Pearson will have the final say about the assessment decision.



BTEC - Appeals Form (Appeal 1) – St Benedict's Catholic High School

Candidate:
Assessor:
Date of Submission:
BTEC Course: BTEC L3 Extended Certificate in Business
Level: Level 3
Unit and Title:
Performance Criteria:
Reason for Your Appeal/Dispute:

Date:

Signature:

Tips to achieve Distinction in your internal assessments

1. **Read** carefully what the unit covers and the content you should be covering.
2. **Read** carefully the assessment evidence of the unit and try to make sense of the language.
3. **Think** about how to get the information for the assignment. All BTEC assignments require field and (or) desk research. Choose a business where you can obtain the information. (Try your work experience placement first if you did it)
4. **Read** carefully each task and try to meet the deadlines
5. **Look at** the assessment evidence in the Pass grade; make sure your tasks of the assignment cover all of them. These are essential to pass the unit.
6. **In** each assignment your teacher uses abbreviation of the assessment grades.

P Pass

M Merit

D Distinction

7. **Make sure** that tasks are cross-referenced to the assessment evidence in the **Pass** grade. For example **(Task 1 - P1)**
8. **Be aware** that sometimes the order of the assignment tasks not necessarily follows the order of the **Pass, Merit or Distinction** assessment evidence. For example **(Task 5 might covers D1, P2, M2)**
9. Some tasks might cover some of assessment evidence of the **pass** grade and perhaps one or two more of the **merit or distinction** grade. Your teacher will make sure that this is clearly stated in the assignment. For example **(Task4- P3, M1, D3)**

10. **Your teacher** might give you an assessment grid which tracks your achievements so far which helps you to cross reference all the assignment tasks to the assessment evidence.

11. At the completion of your work **write the** page numbers of each task on the assignment front sheet . You will need to sign this to authenticate your work. You also need to write a short comment on the work submitted on the assessor comments form which contains an action plan from your assessor. This also helps you to reflect on your work and make sure that all assessment evidence are covered in the tasks.

12. **Have** high expectations of yourself, and **AIM TO ACHIEVE DISTINCTION**.

13. **Meet the** deadline for each task of the assignment.

14. Sometimes you could use the same business for several assignments (e.g. your work experience placement)

15. Always ask for guidance if you are not sure about your work, the assignment of you are having a problem meeting your deadlines.

Guidance to students on plagiarism and other forms of malpractice

Introduction

1. As a student, you are expected to complete assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment.

2. This guidance is designed to help you understand what we regard as academic malpractice and to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be punished.

3. Academic malpractice includes plagiarism, collusion, fabrication or falsification of results and anything else intended by those committing it to achieve credit that they do not properly deserve. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

Plagiarism

4. Plagiarism is presenting the ideas, work or words of other people without proper, clear acknowledgement. It also includes the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between:

- the ideas and work of other people that you may have quite legitimately exploited and developed, and
- the ideas or material that you have personally contributed.

5. To assist you, here are a few important do's and don'ts:

- Do get lots of background information on subjects you are writing about to help you form your own view of the subject. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

- Don't construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to analyse it, in which case the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

6. It is also important to remember that you do not remove yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always indicate precisely where and to what extent you have made use of such a source.

7. So far, plagiarism has been described as using the words or work of someone else but it could also include a close paraphrase of their words, or a minimally adapted version tutor notes, printed material, the Internet or other sources.

8. Remember: no matter what pressure you may be under to complete an assignment, you should never succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well.

Collusion

9. Collusion is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

10. On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions team members will receive individual marks that reflect their

individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask your tutor for clarification before submitting any assignment.

P Charlton
September 2021