



Bryntirion Comprehensive School

BTEC Level 2 WorkSkills

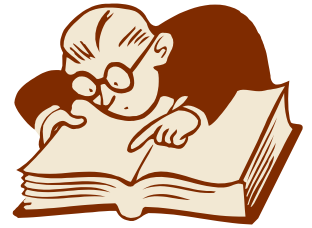
Student Handbook

Merlin Crescent Bridgend, Mid Glamorgan, CF31 4QR, 01656 641100



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.
- 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.





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
- Evaluating outcomes- manually or using ICT
- Presentations/critiques - in groups or individually
- Practical work
- Display work
- Visits to organisations/museums
- Work with established artists



Which styles of teaching will be used?

Different styles of teaching 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 will be a lot of 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 to note any information you are given, as it may be required at a later stage in the unit.

- **Student investigation**

Once the assignment has been explained and the tasks have been set, you will have to work on your own and develop design ideas, creating a final outcome to meet the requirements of the task. **The work you produce must be your own; you can use visuals from magazines or the internet, however you must use these as a starting point and develop your own ideas and inspirations. You will not 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.**

Making something such as a display in Retail or a piece of art in Art and Design

- **Learning by experience**

Learning by experience and is usually done in the workplace (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). 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 area is another good way of linking your work with what really happens in the workplace.

Developing skills

During your course you will be taught many skills:

- communication skills
- research skills using a variety of methods
- I.C.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
- Keep a record of the work you have completed, including the grades and points you have been awarded



Who will be involved with each course?

Subject teachers (assessors)

They are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time.

Lead internal verifier (IV)

This is the teacher in charge of the course. Mr G. Mahoney is in charge of the courses you will be following. He will make sure that the units are being taught correctly and that sufficient resources are available. He will check (IV) the assessment of all teachers on the course and work with the external verifier.





Quality Nominee

This is Mr G. Mahoney and she 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 may visit to sample the work from a unit.

Exam Officer

The examinations officer is Mrs J Evans and she is responsible for registering students for the course and for claiming qualifications.





Qualification Structure

The **BTEC Level 2 Certificate in WorkSkills (QCF)** is a 13-credit and 90-130 guided learning hours qualification.

It consists of optional units that provide for a combined total of 13 credits.

At least 8 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units.

The **BTEC Level 2 Extended Certificate in WorkSkills (QCF)** is an 18-credit and 125-180 guided learning hours qualification.

It consists of optional units that provide for a combined total of 18 credits.

At least 11 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units.

Staff Mr H Williams Mr G Mahoney Ms A Cavill Mr L Crabbe	Unit of Work	Level	Credit	Guided Learning Hours
Year 11	Unit 1 - Alternatives to paid work Y/503/2827	1	1	10
Year 11	Unit 2 - Working as a Volunteer D/503/2828	1	2	10
Year 10	Unit 3 - Managing Your own Money D/503/2862	2	2	20
Year 10	Unit 4 - Searching for a Job H/503/2863	2	1	10
Year 10	Unit 5 - Applying for a Job K/503/2864	2	1	10
Year 10	Unit 6 - Preparing for an Interview M/503/2865	2	1	10
Year 10	Unit 7 - Interview Skills T/503/2866	2	1	10
Year 11	Unit 9 - Self-Assessment F/503/2868	2	2	20
Year 11	Unit 10 - Career Progression J/503/2869	2	2	20
Year 11	Unit 16 - Working in a Team Y/503/2875	2	3	30
Year 10	Unit 38 Using a CV and covering letter to apply for a job J/505/6931	1	2	20





BTEC Level 2 WorkSkills

Course Description:

- The BTEC Level 2 Extended Certificate in WorkSkills is designed to offer pupils a flexible, relevant course to improve their understanding and application of work-based skills.
- This qualification has been developed to ensure that the knowledge, skills and understanding it provides are relevant, current and useful for pupils and potential employers.
- The qualification has been designed to support employability.
- Pupils will be assessed by completing a variety of assignments throughout the two year course.

Units

Unit 1 - Alternatives to Paid Work

Unit 2 - Working as a volunteer

Unit 3 - Managing Your own Money

Unit 4 - Searching for a Job

Unit 5 - Applying for a Job

Unit 6 - Preparing for an Interview

Unit 7 - Interview Skills

Unit 9 - Self-Assessment

Unit 10 - Career Progression

Unit 16 - Working in a Team

Unit 38 - Using a CV and covering letter to apply for a job



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- The qualification has been designed to support employability.
- Pupils will be assessed by completing a variety of assignments throughout the one/two year course.

Units

Unit 1 - Alternatives to Paid Work

Unit 2 - Working as a volunteer

Unit 3 - Managing Your own Money

Unit 4 - Searching for a Job

Unit 5 - Applying for a Job

Unit 6 - Preparing for an Interview

Unit 7 - Interview Skills

Unit 10 - Career Progression

Unit 38 - Using a CV and covering letter to apply for a job





BTEC LEVEL 2 EXTENDED CERTIFICATE IN WORKSKILLS

YEAR 10

<u>Unit of Work</u>	<u>Credit</u>
Using a CV and covering letter to apply for a job	2
Searching for a job	1
Applying for a job	1
Preparing for an interview	1
Interview skills	1
Managing your own money	2

BTEC LEVEL 2 EXTENDED CERTIFICATE IN WORKSKILLS

YEAR 11

<u>Unit of Work</u>	<u>Credit</u>
Alternatives to paid work	1
Working as a volunteer	2
Self-assessment	2
Career progression	2
Working in a team	3





BTEC LEVEL 2 CERTIFICATE IN WORKSKILLS

<u>Unit of Work</u>	<u>Credit</u>
Using a CV and covering letter to apply for a job	2
Searching for a job	1
Applying for a job	1
Preparing for an interview	1
Interview skills	1
Managing your own money	2
Alternatives to paid work	1
Working as a volunteer	2
Career progression	2





Unit Details

Unit 1 Alternatives to Paid Work

Unit aim

The aim of this unit is to give learners an understanding of the value of skills and qualities gained from participating in alternatives to paid work, and how they can access different types of alternatives to paid work.

Unit introduction

There is a wide range of alternatives to paid work which require many of the same that are sought after and recognised in the workplace. Many people are involved with voluntary or charitable work which demands a wide range of skills and abilities. Less-recognised alternatives to paid work might include the role of unpaid carers, particularly young people caring for sick or elderly relatives.

The focus of this unit is to help the learner understand how their involvement with different alternatives to paid work can provide valuable and transferable skills and qualities that benefit them in other areas of their life.

The learner will gain a better understanding of the many alternatives to paid work and will also find out how to access information from organisations that provide opportunities, support or advice on beneficial alternatives to paid work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

1 Know different types of alternatives to paid work

- 1.1 Outline different types of alternatives to paid work
- 1.2 List ways to access information on alternatives to paid work
- 1.3 Identify opportunities for alternatives to paid work from organisations

2 Understand the value of skills and qualities gained from participating in alternatives to paid work

- 2.1 Outline skills and qualities gained from participating in alternatives to paid work
- 2.2 Explain how the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life





Unit 2 Working as a Volunteer

Unit aim

The aim of this unit is for learners to develop understanding of the role of volunteers and the skills required for different types of voluntary work. In this unit learners apply for and participate in a voluntary work activity.

Unit introduction

Working as a volunteer can be very rewarding and enjoyable. It is also a good way to meet people of different ages, cultural backgrounds and nationalities who have similar interests. Working as a volunteer can also give learners the opportunity to gain new skills which are transferable to paid employment. The focus of this unit is to help learners understand the importance of volunteers in a range of situations, for example, working in a charity shop on a regular basis, helping out on a local marathon or completing community involvement as part of the Duke Of Edinburgh's Award. In this unit, learners will consider the areas where volunteers are used and the skills required by volunteers in different areas of voluntary work. Learners will also have the opportunity to apply for an area of voluntary work which interests them. For this unit learners must participate in some form of voluntary work. A specified time for the voluntary work is not given, but it must be sufficient to allow them to gain the knowledge and experience needed to meet the learning outcomes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

- 1 Understand the role volunteers play in different volunteering situations
 - 1.1 Identify different situations where volunteers are used
 - 1.2 Explain why the role of volunteers is important in different volunteering situations
- 2 Be able to undertake voluntary work
 - 2.1 Identify the skills required for different types of voluntary work
 - 2.2 Apply for voluntary work, adhering to application requirements
 - 2.3 Complete a voluntary work activity according to a given brief





Unit 3 Managing Your Own Money

Unit aim

The aim of this unit is for learners to develop knowledge and understanding of how to budget to manage their personal finances. In this unit, ways to use credit responsibly are explored.

Unit introduction

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 learners will develop the skills and knowledge to produce a budget successfully, so that their planned outgoings do not exceed their income. They will consider buying on credit and the responsibilities and potential problems associated with using credit and loans.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

- 1 Be able to produce a personal budget
 - 1.1 Carry out calculations of expenditure and income for an individual for a month
 - 1.2 Calculate balance at the end of the month
 - 1.3 Identify ways to ensure expenditure does not exceed income

- 2 Understand the use of credit to borrow money
 - 2.1 Identify different sources of credit
 - 2.2 Explain how to use credit responsibly for expenditure and investing
 - 2.3 Describe the potential problems of using credit





Unit 4 Searching for a Job

Unit aim

The aim of this unit is to develop learners' knowledge, understanding and skills to enable them to undertake a search for job vacancies relevant to their skills, interests and achievements.

Unit introduction

In this unit learners will develop an understanding of a wide range of potential sources of information about employment, so that they can find out which types of employment best suit their individual needs. Learners will develop the skills needed to link their own skills, interests and achievements to appropriate job sources and roles. They will also gain experience of communicating with an employer, or the employer's representative, to gain further information about a suitable job vacancy.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

- 1 Understand how to use sources of information about jobs
 - 1.1 Explain the roles of different sources of information about jobs
 - 1.2 Select appropriate sources of information about job vacancies for own purposes
 - 1.3 Identify potential job roles from sources of information about jobs

- 2 Understand how to relate own skills, interests and achievements to potential job roles
 - 2.1 Explain how own skills relate to potential job roles
 - 2.2 Explain own interests in relation to potential job roles
 - 2.3 Explain how own achievements are relevant to potential job roles

- 3 Be able to investigate job vacancies
 - 3.1 Carry out investigations to identify potential job vacancies
 - 3.2 Provide evidence of communication with employers or the employer's representative to obtain further information about job vacancies





Unit 5 Applying for a Job

Unit aim

This unit aims to develop learners' skills to enable them to complete job application processes independently.

Unit introduction

In a competitive job market, it is vital that learners understand the job application process and how to prepare an application that meets the requirements of a prospective employer. In this unit learners will develop the skills needed to access and respond to different types of job application opportunities independently.

Learners will gain an understanding of how to present a job application in an appropriate way, including collating relevant information and using suitable conventions and formatting. They will also evaluate the suitability of information included in a job application and the method of presentation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

1 Understand different methods of applying for a job

- 1.1 Describe different methods of applying for a job
- 1.2 Explain how to obtain job application information

2 Be able to prepare a job application

- 2.1 Collate the information appropriate for a job application
- 2.2 Complete a comprehensive and accurate job application
- 2.3 Carry out checks of a job application for accuracy
- 2.4 Review a job application for fitness for purpose





Unit 6 Preparing for an Interview

Unit aim

The aim of this unit is for learners to develop the knowledge and skills to prepare for an interview.

Unit introduction

In this unit learners will develop the skills needed to plan for a successful interview.

The interview could be for a job, a placement or a course. The unit focuses on the learner's role in correctly anticipating and preparing key information, questions and answers for a potential interview. Learners will use application information, identify areas where they want to know more, and turn these into questions to ask an interviewer. They will anticipate interview questions and plan their responses.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

1 Know information required in preparing for an interview

- 1.1 Describe the key information about the interviewing organisation which are relevant to the job/placement/course
- 1.2 Describe key aspects of the job/placement/course drawing on application information
- 1.3 Identify gaps in own information about the organisation
- 1.4 Identify gaps in own information about the job/placement/course
- 1.5 Devise questions to ask the interviewer at interview to find answers to gaps in knowledge

2 Be able to prepare answers to interview questions

- 2.1 Devise questions that may be asked at an interview
- 2.2 Select questions most likely to be asked at an interview specific to the course/job/placement
- 2.3 Prepare responses to questions that may be asked at interview





Unit 7 Interview Skills

Unit aim

This unit aims to develop learners' communication and presentation skills for successful interviews. Learners review their own skill development and consider how to improve for future interviews.

Unit introduction

In this unit learners develop the skills needed to undertake an interview, covering the obvious and less obvious factors needed to achieve a successful interview. The focus is on the learners developing a thorough approach to their conduct and interaction with the interviewer, irrespective of the specific interview context.

Learners will also develop skills needed to review their performance after an interview, understanding how to use the experience of one interview to prepare constructively for another. The interview could be real or simulated, and could be for a course, placement or job.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

- 1 Be able to demonstrate readiness for an interview
 - 1.1 Present an appearance and dress code that conforms to interview requirements
 - 1.2 Demonstrate punctuality for the interview
 - 1.3 Introduce self at the interview location
 - 1.4 Give the name or job role/title of the interviewer during introductions
- 2 Be able to respond to questions in an interview
 - 2.1 Give responses to clarify an interviewer's questions if they are unclear
 - 2.2 Give responses which provide answers to the questions asked by the interviewer
 - 2.3 Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course
- 3 Know how to review own performance in an interview
 - 3.1 Describe what went well in the interview
 - 3.2 Describe what did not go well in the interview
- 3.3 Suggest ways of improving own performance in a future interview





Unit 9 Self-assessment

Unit aim

The aim of this unit is for learners to develop the skills to assess their own strengths, weaknesses, skills and qualities to inform personal goal setting and to review personal achievements over time.

Unit introduction

In this unit, learners assess their own strengths, weaknesses, skills and qualities so that they can use this understanding of themselves to progress in their work and personal lives. Additionally, the learner will use this information to set their own personal goals. They will gain an understanding of the importance of self-assessment and find out how to set their own long-term and short-term personal goals and review personal achievements over time.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

1 Understand self-assessment

1.1 Explain why it is important to assess personal strengths and weaknesses

1.2 Explain why it is important to assess personal skills and qualities

2 Be able to reflect on personal strengths and weaknesses

2.1 Describe own personal strengths and weaknesses

2.2 Explain why it is important to continue to develop own strengths

2.3 Explain why it is important to improve on own areas of weakness

3 Be able to reflect on own skills and qualities

3.1 Describe own skills and qualities

3.2 Explain why skills and qualities identified are important for own career and personal life

4 Be able to set personal goals

4.1 Identify sources of information for learning and progression

4.2 Identify personal long-term goals

4.3 Describe short-term goals required for meeting long-term goals

4.4 Describe ways in which goals may be tracked over time

4.5 Devise a plan for learning, showing responsibility for own learning

4.6 Implement own plan for learning, showing responsibility for own learning





5 Be able to review personal achievements

5.1 Identify achievements over a given period

5.2 Give reasons for success in achievements

5.3 Explain why goals may not be reached within a set period of time





Unit 10 Career Progression

Unit aim

The aim of this unit is for learners to develop the understanding and skills to develop a plan to progress their career based on assessment of their own qualities, skills and experience.

Unit introduction

In this unit, learners will develop understanding of the connection between their own skills, experience and aspirations and possible career opportunities, so that they are able to take a proactive approach to career progression. Learners will locate potential opportunities, information and resources and evaluating them in terms of relevance to their career progression. They will explore the ongoing nature of career development and also develop a career progression plan.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

- 1 Understand career progression
 - 1.1 Explain the career benefits of work or study opportunities
 - 1.2 Explain how one job role or stage of career development may lead to another
- 2 Be able to review skills, qualities and experience for career progression
 - 2.1 Describe own skills, qualities and experience
 - 2.2 Explain how own personal qualities, skills and experience apply to areas of work or learning
 - 2.3 Identify area of work or learning for own career progression
- 3 Be able to plan career progression
 - 3.1 Identify information for own career progression from different sources
 - 3.2 Explain how information for career progression relates to own skills, qualities, experience and career aspirations
 - 3.3 Produce a career progression plan, including information that relates to own skills, experience and career aspirations
 - 3.4 Explain the timeline for the career plan
 - 3.5 Identify resources needed to support the career progression plan
 - 3.6 Explain how the career progression plan will be reviewed





Unit 16 Working in a Team

Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

Unit introduction

Team working skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will develop understanding how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

1 Understand the advantages and disadvantages of having a team complete a task

1.1 Assess advantages of having a team complete a task

1.2 Assess disadvantages of having a team complete a task

2 Understand the need for a team to work to an agreed code of conduct

2.1 Create a code of conduct for effective team work

2.2 Explain likely consequences of team members not following a code of conduct

3 Be able to recognise the different strengths, skills and experiences different people bring to a team

3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team

3.2 Assess relevant strengths, skills and experiences that other members bring to a particular team





4 Be able to allocate roles and responsibilities within the team in relation to a given task

4.1 Agree with other team members the roles and responsibilities of each member of the team

4.2 Describe how each role contributes to the team's objectives and the completion of the team task

5 Be able to work positively as a member of a team

5.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task

5.2 Devise a team plan to solve a problem when working with others

5.3 Make a contribution to a team by sharing skills and knowledge

5.4 Offer help, support or advice to team members when appropriate

5.5 Respond positively to advice and constructive criticism

5.6 Follow a plan to complete a task or activity on time

6 Be able to reflect on the performance of a team

6.1 Discuss how individual performance contributed to the overall performance of the team

6.2 Describe ways in which the team as a whole performed effectively

6.3 Select areas in which the team could improve its team work skills





Unit 38 Using a CV and Covering Letter to Apply for a Job

Unit aim

The aim of this unit is to enable learners to develop the knowledge and practical skills needed to be able to write an appropriate and accurate CV and covering letter for a job application.

Unit introduction

A CV is often the first impression a prospective employer will have of a job applicant and a covering letter is often needed to support a job application. It is, therefore, important that the CV and covering letter are well presented, accurate and appropriate for the job application.

In this unit, learners will learn about the purpose of a CV and covering letter and will find out how to gather the relevant information that should be included in both.

Learners will examine the importance of references, including the sort of people who would be suitable and those who would not. Learners will have the opportunity to produce a CV and covering letter for a specific job application ensuring that they are appropriate and accurate and clear.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes Assessment criteria

- 1 Know the purpose of a CV and covering letter
 - 1.1 Describe the purpose of a CV when applying for a job
 - 1.2 Describe the purpose of a covering letter when applying for a job
- 2 Know the type of information usually included in a CV and covering letter
 - 2.1 Identify the type of information appropriate to include in a CV
 - 2.2 Identify the type of information appropriate to include in a covering letter
- 3 Know the importance of references in a CV
 - 3.1 Outline the importance of references in a CV
 - 3.2 Describe what makes a referee suitable for including in a CV
- 4 Be able to produce a CV and covering letter for a job application
 - 4.1 Identify a suitable layout for a CV
 - 4.2 Produce a CV appropriate for a job application
 - 4.3 Produce a covering letter appropriate for a job application





Appeals Policy/Procedures

It is an over-riding principle that all candidates are entitled to the right to fair, valid and reliable assessment and that decisions on assessment should be provided with clear and constructive feedback. Bryntirion Comprehensive School will always seek to uphold this principle. If a candidate feels they have not been treated fairly or there is evidence of staff malpractice with respect to his or her work they should first discuss the matter with the Subject Co-ordinator. If a satisfactory outcome cannot be obtained then the candidate may use the formal appeals procedure.

Appeal to Pearson

Once Bryntirion Comprehensive School's own procedures have been exhausted and the candidate feels that the matter has not been satisfactorily address then an appeal can be made to the BTEC Quality Standards Manager.

Complaints Procedure

A complaint from a candidate involves any dispute other than one regarding assessment (which is dealt with by the Appeals Procedure). Again, any such complaint cannot be referred to Pearson unless and until the internal processes of Bryntirion Comprehensive School have been exhausted. The only exception to this is in the case of Bryntirion Comprehensive School's processes having become overly protracted.





Appeals Procedure

Introduction

Candidates should have access to fair and reliable assessment in which he plays a full part. If this 'access' is to be meaningful the candidate must have the right to appeal against assessment decisions which are unclear or seem unfair. The Appeals Procedure must provide an appropriate audit trail of the process and be clearly logged with concise detailed information at each stage. If a candidate is dissatisfied with an assessment decision then they must have a right of appeal.

Stage 1

The candidate should raise the issue with the assessor during/at the end of an assessment session or within 7 days of the assessment.

The assessor must reconsider the reasons underpinning the decision and provide clear feedback. If the assessor is upholding the original assessment decision, then the candidate must be provided with full information describing what is required to demonstrate their achievement.

This should be provided in writing, and relate specifically to the standards relevant to the assessment decision.

If the candidate remains unhappy with the decision, the candidate then completes an Appeals Form, which will be forwarded to the Internal Moderator/(s).

Stage 2

The Internal Moderator/(s) reviews all evidence and assessment records in order to consider the appeal. A decision should be made within 5 working days and the candidate and assessor must be informed orally and in writing using the appropriate section of the Appeals Form.

If the candidate is dissatisfied with the decision the appeal proceeds to stage 3.

Stage 3

The third and final stage involves the right of appeal to the Assessment Appeals Panel. The Internal Moderator/(s) should pass all records to the senior manager and /or Head of Sixth Form.





The senior manager and/or Head of Sixth Form will convene an Appeals Panel consisting of, for example,

- The senior manager and/or Head of Sixth Form.
- a different assessor
- an independent assessor/Internal Moderator/(s)

Both the candidate and assessor will be invited to make their case to the Panel. The Panel will reach its decisions within 10 working days. Results of the appeals panel will be final.

Details of the appeal will be made available to the External Moderator

If the centre's appeals procedure has been exhausted and the candidate is still dissatisfied, he/she can make a final appeal to the BTEC Quality Standards Manager.





Complaints Procedure

Introduction

Bryntirion Comprehensive operates a specific complaints procedure relating to issues not covered by the appeals procedure.

Any individuals involved in the provision of Edexcel qualifications (not just candidates) may have broader issues they wish to raise.

Disputes, other than those of assessment (which are to be dealt with through the appeals procedure) may involve issues such as alleged discrimination, non-professional practice or personality difficulties, e.g. between assessor and candidate.

Where complaints remain unsettled at a local level, the complainant can raise the issue with Edexcel through the BTEC Quality Standards.

Stage 1 - Informal Procedure

The Candidate raises a complaint with/against a member of staff
Where possible this should be resolved informally between the individuals concerned.

Where resolution is not possible the candidate may chose to go to Stage 2 or where the candidate feels it is appropriate to move straight to Stage 2 they have that opportunity.

Stage 2 - Formal Procedure

The candidate makes a complaint against a member of staff or action or policy of the organisation.

The candidate makes a complaint in writing to the Head teacher.

The Head Teacher or their nominee will respond acknowledging the complaint within 5 working days.

The Head Teacher or their nominee will investigate the complaint and will seek to resolve the complaint within 30 working days.

The Head Teacher's decision is final.



Assessment Malpractice Policy/Procedures

Purpose:

- ✚ That Bryntirion Comprehensive School has policies and procedures in place to deal with malpractice.
- ✚ To ensure that issues are dealt with in an open, fair and effective manner.
- ✚ That Bryntirion Comprehensive School provides appropriate deterrents and sanctions to minimise the risk of malpractice.
- ✚ To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.

Definitions:

Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work (plagiarism, collusion, cheating, etc).

Assessor malpractice: any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications.

Plagiarism: taking and using another's thoughts, writings, inventions, etc as one's own.

Minor acts of learner malpractice: handled by the assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question.

Major acts of learner malpractice: extensive copying/plagiarism, second or subsequent offence, inappropriate for the assessor to deal with. To be referred to the Programme Leader and subsequently the Quality Nominee.

Responsibilities

Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.





Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.

Quality Nominee: required to inform Edexcel of any acts of malpractice.

Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures

Addressing learner malpractice:

- Promote positive and honest study practices.
- Learners should declare that work is their own: check the validity of their work.
- Use learner induction and handbook to inform about malpractice and outcomes.
- Ensure learners use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements.
- Use robust internal verification and audited record keeping.
- Audit learner records, assessment tracking records and certification claims.

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.





- Inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to learner and staff disciplinary procedures.

To protect the integrity of Bryntirion Comprehensive School and BTEC qualifications, the school will:

- Seek to avoid potential malpractice by using the induction period and relevant documentation to inform learners of the school'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.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation into the nature of the malpractice allegation. Such an investigation will be supported by the Senior Leadership Team and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 - Give the individual the opportunity to respond to the allegations made.
 - Inform the individual of the avenues for appealing against any judgement made.
 - Document all stages of any investigation.

