

STUDENT HANDBOOK BTEC

INTRODUCTION

Welcome to the BTEC program at Deltion College Zwolle. Already more than 25 years Deltion College delivers bilingual vocational courses of BTEC. The BTEC courses have been designed to be vocational courses. The courses cover a wide range of units and will allow you to develop your skills and broaden your knowledge within this subject.

Some of you will have lots of experience in your chosen subject, others may not, do not worry (!), this course will allow you to achieve and succeed. Most BTEC courses are 100% portfolios, although the new specification contain elements of external assessment. Due to the high proportion of coursework involved in these courses, it is vital that the work produced is your own and that you feel that the grade awarded is a fair assessment of your work. To that end, your attention to the procedures for malpractice and learner appeal.

The course will give you the opportunity to work in a professional manner and get hands-on experience. The team teachers will be able to offer their knowledge on specialist areas. We will also arrange people of industry and branches to come in and The BTEC program is a practical, work-related course and when you have finished the course this qualification can help you to get a job straight away or proceed into further or higher education.



The BTEC Courses at Deltion College

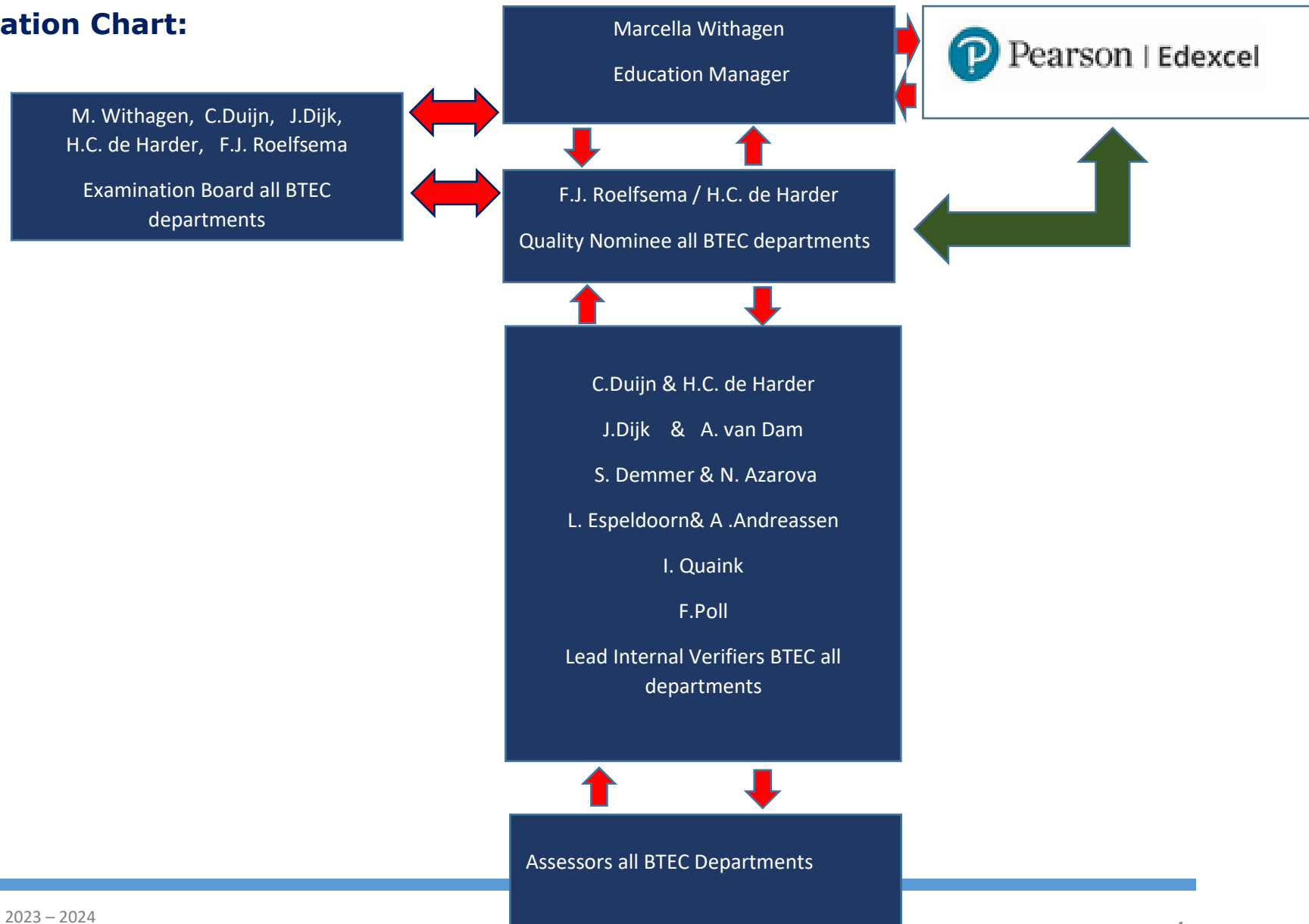
The following Vocational BTEC Courses level 3 and level 4/5 are available at Deltion College:

- International Aviation Studies
- International Beauty Therapist Studies (international certificates)
- International Business Studies
- International Marketing Studies
- International Enterprise & Entrepreneurship Studies by Peter Jones
- International Hospitality Studies
- International Vehicle Engineering Motorsport
- Higher National Certificate in Hospitality Management level 4/5

For each course is an information sheet available with details about the study. Further its good to know that each BTEC course is integrated into the Dutch Education Qualification. All BTEC studies are at international level 3 which are compare to the Dutch Level 4 Qualifications. Only the national Higher Vocational Diploma which compare to the Dutch level 5/6.

ONE STUDY, TWO DIPLOMA'S

BTEC Organization Chart:





Roles and Responsibilities in BTEC:

Quality Nominee

The Quality Nominee remains the main point of contact for Pearson staff and must coordinate quality assurance activity undertaken by Deltion College staff.

The Quality Nominee who is the Manager of Studies, also has overarching responsibility for BTEC, allocating roles to colleagues at Deltion College.

Responsibilities

The Quality Nominee should:

- ensure the effective management of BTEC programs and actively encourage and promote good practice.
- be the main person involved with Quality Review & Development and will liaise directly with the program manager.
- be the initial point of contact for our Standards Verifiers, making sure that they are put in touch with the relevant (Lead) Internal Verifier to conduct sampling.
- ensure that all programs are approved and registrations are accurate and up-to-date.
- ensure approval conditions and policy requirements are being implemented consistently and effectively.
- ensure that all staff are aware of all support and guidance available and understand requirements.
- ensure that assessment and internal verification is effective on all Pearson BTEC programs
- ensure that there is a registered (Lead) Internal Verifier in place for each Principal Subject Area.
- where required, Standards Verification is completed successfully.

- Liaise with program leaders to maintain information on which programs are running and when they start and finish.
- check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required in relation with (lead) Internal Verifiers.
- give Edexcel Online access to the Quality Nominee.
- for relevant programs, give Edexcel Online access to (Lead) Internal Verifiers so that they can register onto the OSCA system and access standardization materials.
- give Edexcel Online basic access to all other BTEC staff as necessary.
- for programs that include externally assessed units, ensure that all exam entries are made according to Pearson requirements.

*Where is mentioned Edexcel it is also called Pearson

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Lead Internal Verifier

Responsibilities

- ensure that there is an assessment and verification plan for your programs which is fit for purpose and meets requirements.
- sign off the plan and check that it is being followed at suitable points.
- where possible, undertake some internal verification and/or assessment for individual units within at least one of the programs.
- ensure that assessment plans, records of assessment and samples of learner work are retained for Standards Verification if necessary. Plan to set aside examples of work verified to different levels and grades.
- liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- make arrangements for handover to a colleague if unable to carry out the role.
- Lead Internal Verifier accreditation: BTEC Level 3 (QCF)
- register via OSCA and confirm registration every year if asked by Pearson International Department.
- undertake induction training (London training Unit 17 Level 4 & London training Unit 1 & 2 Level 4/5 2019/2020).
- access practice standardization materials (available annually for use with program teams).
- complete the accreditation process by undertaking online standardization (normally once every three years).
- agree an assessment and verification plan for each program.

- check the quality of assessment instruments to ensure they are fit for purpose.
- ensure an effective system of recording learner achievement is in place.
- keep accurate and up-to-date records of the internal verification process
- advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable.
- ensure your own assessment decisions are sampled when teaching on the program.
- ensure that appropriate corrective action is taken where necessary.
- take part in the formal stages of any appeal.

An assessor is anyone responsible for the assessment of learners.

Responsibilities

- ensure that you have read and understood the program specifications and the requirements of all units being assessed.
- teach learners the knowledge and skills required to achieve the qualification.
- design assessment activities which guide learners to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content.
- provide formative feedback to learners on work in progress, identifying areas for improvement.
- provide summative assessment of the completed work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content.
- accurately record all summative assessment decisions.
- follow up any advice from your internal verifier.

Roles at program level for team members

The program team consists of the assessors who are responsible for the delivery, assessment and internal verification of BTEC programs. All team members should:

- read and understand the program specification and assessment guidance.
- understand the construction of the units.
- identify opportunities to generate evidence.
- create and agree a plan of assessment activities, with timescales.
- read and understand the relevant chapters of the Deltion College Quality Assurance Handbook.



Summary:

Program Manager

Has an overview of the implementation of the BTEC program within a subject area. Liaises between Assessors and the Lead Internal Verifier / Quality Nominee.

Quality Nominee

Manages and develops the strategies for effective implementation of the BTEC programs. Receives feedback on the effectiveness of and any issues regarding the progression and integration between the Dutch Qualifications and BTEC Qualifications. Innovate and develop excellent learning processes.

Lead Internal Verifier

Must have completed OSCA training if necessary. Implements the corporate strategy of quality control/assurance. Checks that assignments meet the grading criteria. Produces the framework for student work sampling, allocates Internal Verifiers and records evidence of the process. Summarizes the issues and feeds back to the Quality Nominee.

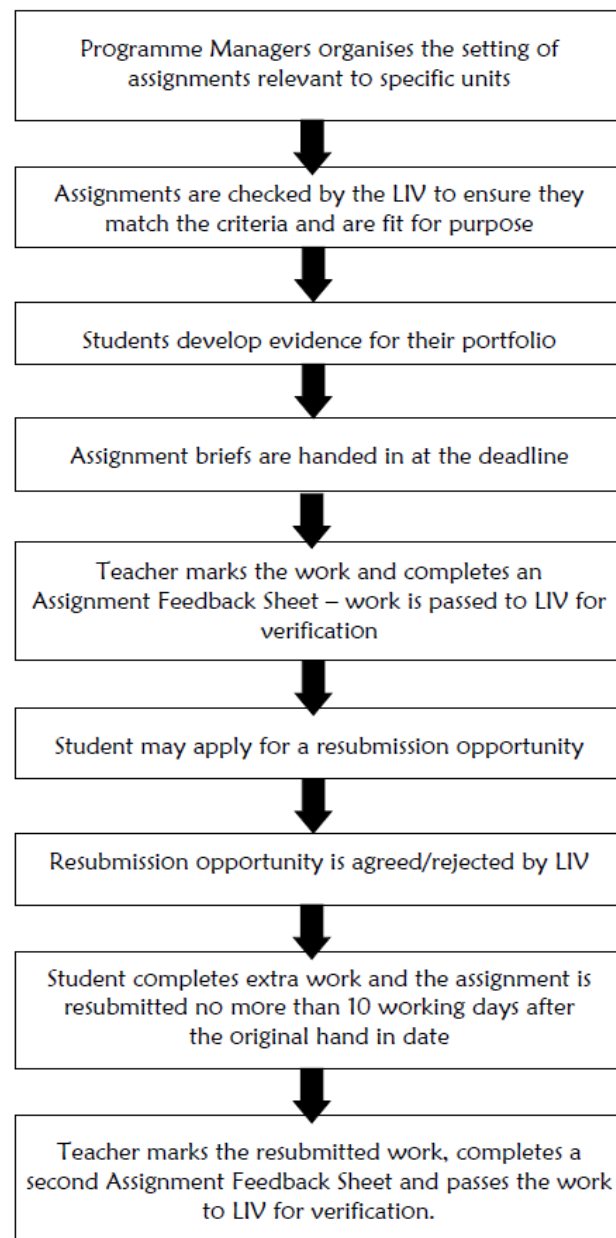
Checks that assessment on student portfolios/assignments meets the required standards. Reports to the Lead Internal Verifier.

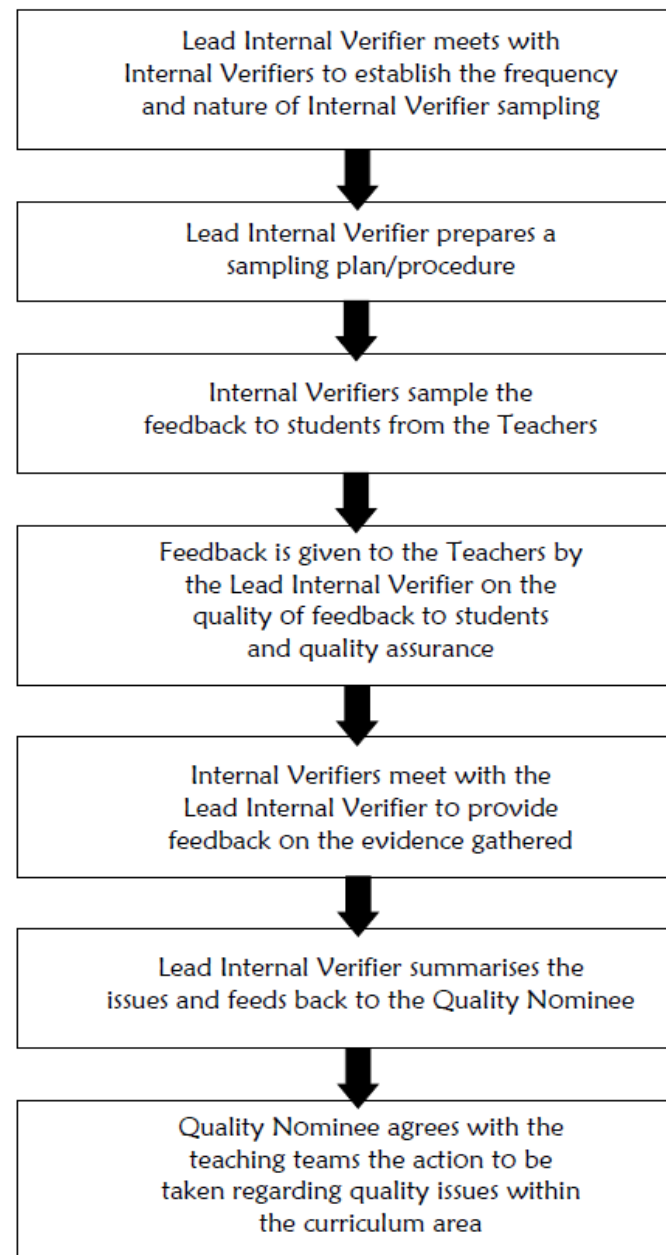
Assessor

Writing assignments to meet the grading criteria. Teaches the module. Marks / assesses students' work to the grading criteria. Records student grading decisions and pass it to Lead Internal Verifier when requested.

Internal Verification Process:

*see also short organization chart





Examination Board:

It is a formal Pearson requirement that centres hold Examination Boards for all of their BTEC Higher National programmes. Centres are not required to hold Examination Boards for their BTEC Professional programmes at level 3, but Deltion College decide to do this also. Uniform Quality Assurance at all international departments.

The main purpose of an Examination Board is to make recommendations on:

- The grades achieved by students on the individual modules or units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students onto the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.
- Examination Boards may also monitor academic standards.

All members of the Examination Boards must be aware of the associated policies and procedures prior to the meetings taking place. Written information should be provided about:

- Membership
- How the views of those unable to attend might be recorded
- The quorum for meetings and how to deal with the meeting being inquorate

- Provision for Chair's action, its limitations and the recording and reporting of such decisions
- The exercise of discretion in a consistent manner, for example in relation to extenuating/mitigating circumstances, and orderline cases.

It is essential that center's develop these policies prior to organising an Examination Board and that they have been accepted by the formal structures of the center's quality assurance systems. Good preparation prior to the Examination Board is essential if it is to be effective. Ways of ensuring this are to:

- Plan meeting dates for the academic year and circulate them to the members of the Examination Board
- Ensure that these dates are after the External Examiners' (EEs') visit
- Collate all information regarding students' achievement and ask appropriate staff to indicate which students will need discussion at the Examination Board, for example because of mitigating circumstances (this will save time during the meeting)
- Circulate an agenda in good time before the Examination Board meeting and ask members to confirm their attendance. This is important as meetings must be quorate in accordance with the Deltion College policies
- Include a declaration of Conflicts of Interest as a standing agenda item so that members can abstain from specific discussions if they need to
- Identify who will minute the meeting and that he/she is aware of the responsibilities of this role.



The Assignment Brief & Unit modules and Assessment:

Assessment has two purposes

- To provide you with regular feedback about how your work is progressing
- To measure and record your achievement of units towards the qualification

You should regard all assessment marks as provisional until the assessment board has agreed results.

What are assignments & Unit Modules?

Assignments & Unit Modules are projects that are written by your assessors. During each assignment & Unit Module you will be given an assignment sheet, which explains everything for that project. You will find that the course is in a way that within each unit you will be given between four to six assignments to achieve the criteria needed to pass the unit. For some units you may have the opportunity in the second year of the course to achieve higher grades.

- Assignment sheets will explain exactly what tasks you will need to do to meet the criteria and within each subject area, the same basic format will be used.
- An assignment can take from one day to over a period of weeks.
- It is really important to know exactly what you are looking for when reading an assignment sheet. Your teacher will always through the assignment, and there will always be an opportunity to ask any questions.
- At the beginning of each assignment you will be given the unit description and the criteria that grade with it. You should always be of what you exactly need what it is you need to do to get: a 'PASS', 'MERIT' or 'DISTINCTION' grade.

Assignment Briefs & Unit Modules:

Your assessment is carried out through various types of assignments. Assignment briefs & Unit Modules are issued at the start of a unit. They are your reference point for assessment throughout the unit and therefore should always be at hand; especially when writing your assignments.

Each assignment brief & Unit Module will tell you:

- Assignment number and title
- Which unit(s) the assignment relates to
- What the assignment is about
- What tasks you have to complete with a relevant scenario for you which informs you how to work out the assignment
- The grading criteria and learning outcomes the assessment will help you produce evidence for
- Suggestions and ideas on how to achieve the grading criteria
- Hand in date
- Your assessors name

if you have any doubt about the requirements of an assignment, you should ask your assessor for clarification, well before the deadline.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore promotional activities in hospitality businesses		
A.P1 Explain how two contrasting hospitality businesses promote their businesses.	A.M1 Compare how two contrasting hospitality businesses use promotional activities and the benefits to each.	A.D1 Evaluate the success of the promotional activities used by two chosen hospitality businesses.
A.P2 Explain the benefits of promotional activities for two contrasting hospitality businesses.		

Submitted Work

Always check the brief to ensure you have completed all the necessary tasks. Work should be word processed unless otherwise stated on the assignment brief. You should always keep an electronic copy of each completed assignment for your reference.

All assignments graded and returned to you must be placed in your own student file which must remain in school.

All work within the assignments must be your own work. It should not be copied from another student nor cut & pasted from articles on the internet. This is regarded to malpractice. More details on what constitutes malpractice can be found on the following pages.

Deadlines

Assessments have to be handed in by the pre-set deadline. Approval of late submission is at the discretion of your teacher, and will only be granted for genuine reasons.

Pearson Set Assignments (PSA)

The Pearson Set Assignment will be assessed internally by the center using the unit Assessment Criteria detailed in the qualification specification. The assignment will be sampled by the Standards Verifier as part of the standards verification annual center visit.

The Pearson Set Assignment should be undertaken in conditions that assure the authenticity of outcome. This may require supervision. The Pearson Set Assignment should be completed in sessions that come to a total of 20 hours. Students must complete this set assignment on a computer using appropriate software, in our case at Deltion College It's Learning. Students must save their work regularly and ensure that all materials can be identified as their work. Students must submit their own, independent work as detailed in the set assignment.

The start of a Task with a PSA is marked with this logo:  Pearson | Edexcel

General Information PSA's

- According to PSA's, Deltion College's Exam Regulations are applied
- Theory is offered through stepstones
- Scenario's may be adjusted to the local area
- Tasks must be delivered through a report, stepstones may be included to strengthen the work
- Tasks are offered in a restricted period of time in 1 week (Monday- Friday). Before and after this period, the task is not visible
- Participation of the tasks and Case Study is only allowed after completing previous stepstones/tasks
- Students will be added personally to tasks/case studies/repairs/resits
- If necessary, tasks may be repaired and finally repaired (restricted period of time) see before
- Case Studies are set. Possible exceptions for units in combination with Dutch Exams / Final Qualifications. Alternatives must be approved by the Lead Internal Verifier / Quality Nominee beforehand, in cooperation with Pearson's Standard Verifier / External Examiner
- Case Studies may be adjusted to the local currency together with accurate numbers
- Case Studies cannot be repaired, only by a resit



Marking and Moderation

All assignments are marked by your teacher in relation to the set criteria appropriate to each unit learning outcome. You will be awarded with a Pass, Merit or Distinction for each assignment. The assessment process is then subject to internal verification from a second marker within the department. Lead internal verifiers second mark samples of work to ensure that marking is consistent and reflects appropriate standards of achievement.

If you are don't agree with the result, you will have the opportunity to make an appeal to your teacher – a detailed appeal procedure can be found in this handbook. Pearson will also check the grading of randomly selected assignments, and the general operation of the assessment process.



What to do with completed units?

In a certain period of time you should finish your portfolio of the unit (see schedule)



Step 1: Deliver the unit – 1^e delivery

Timeline: Deadline is mentioned in the learning path of It's Learning. (see handout in the Program)

Before you deliver your unit and evidence you must have contact with your assessor, and the unit has to contain the following items.

- Signed statement of authenticity
- Assignment
- Content of unit
- Headers & Footers with name, unit number, class and date
- Witness statements
- Photographs with explanation
- Completed in a portfolio map
- Sources (Harvard Guide to Using Sources)

The assessor will check your unit.

When you don't deliver your unit, it automatically is a fail and the second deadline (repair) is the new hand in date. In RIS there will be don't. In Dutch N.G. (niet geweest).

Step 2: Result.

Timeline: After a maximum of 10 working days the unit result is available and you will be contacted by the assessor.

The result: Pass, Merit of Distinction, but also a Fail.

- If a P, M or D; the unit is finished in time. You may choose to upgrade your mark P or M.
- If a F of Fail see step 3.

Step 3: Repair - second submission

Timeline: deadline is mentioned at another date mentioned in It's Learning.

You should deliver the repaired unit after 10 working days to your assessor. This new submission included the new front sheet is on top of the yellow front sheet. The new work or repaired work is you only hand in the changed work.

Step 4: Result.

Timeline: After a maximum of 10 working days the unit result is available and you will be contacted by the assessor.

The result: Pass, Merit of Distinction, but also a Fail again.

- If a P, M or D; the unit is finished in the repair time. You may choose to upgrade your mark P or M. This is only possible in cooperation with your assessor.
- If a F of Fail see step 5.

Step 5: Final repair (3^d submission) not for Pearson Set Assignments

The last possible chance for you to deliver your unit is the final repair. But?

On the Friday before the first examination week or “bufferweek” (see schedule schoolyear plan).

The deadline is always Friday 12.00 hours or 23.55 hours in It’s Learning (see the own program at your department for details).

For the final repair there is a final date mentioned in It’s Learning.

Step 6: Final Result.

Timeline: After a maximum of 10 working days the unit result is available and you will be contacted by the assessor.

The result: Pass, Merit of Distinction, but also a Fail again for the second time.

- If a P, M or D; the unit is finished in the repair time. You may choose to upgrade your mark P or M. This is only possible in cooperation with your assessor.
- If a F or Fail this will be the end of your international studies* and go to step 7.

*If there are certain circumstances or exceptional circumstances the education manager could take another decision.

Step 7: Education manager (Opleidingsmanager)

You need to write a request for the Examination Board. They will, together with the mentor/tutor/LLB discuss the possibilities and action that can be taken. In most cases the decision gives you the advice to choose another education path in the Deltion College Center, for example the Dutch qualification.

***note for the Standard Verifier: Deltion College is following the legislation of the Dutch Government for Education and Culture.**



Statement of Authenticity

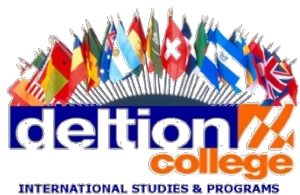
When delivering your BTEC unit you will automatically sign at the beginning the statement of authenticity. By signing off you declare that the work in the electronic portfolio (It's Learning) is your own work. (see also malpractice) In It's Learning it will be at the start of each year. Without signing and completed, the learning path will not start for you as a student.

If the assessor concludes that the work is not your own, a second check is done by the Lead Internal Verifier. If it is malpractice, the procedure will be followed in steps with the Quality Nominee , Examination Board and Education Manager.

In all cases, in which there is no solution, the Education manager will decide.

Authenticity
requires
vulnerability
transparency
& integrity.

Janet Louise Stephenson



Assessment Malpractice by Students:

All assessments should be completed by you. To copy someone else's work is plagiarism and will not be accepted in any part of your assessment.

Any work which is downloaded and used as evidence of research should be referenced to acknowledge the author.

On completion of each assignment you will sign a front cover sheet which declares all work submitted is your own work.

Instances of malpractice include:

- Copying some or all of another person's written work with or without their consent
- Getting someone else to help you complete the assignment
- Deliberate failure to reference work properly

Procedure in dealing with plagiarism and malpractice

Student Malpractice Stage One

Program manager and quality nominee are informed of the malpractice

You will be given the opportunity to remove the plagiarized material from the assignment and produce your own work.

Student Malpractice Stage Two

If you fail to remove plagiarized material, parents will be contacted and a meeting will be arranged between you, your parents, your assessor and Quality Nominee to discuss the situation. (Deltion 18+ rules are respected).

You can only be assessed and graded for the assignment if your teacher is completely convinced that the work produced is your own.



What happens if the assignment is completed and the work has been marked?

When you have completed the assignment and handed in all the evidence (work) required the assessor will mark it and the verifier may also second mark some of the group's work.

You then will be given your work back with feedback on top of your work. This sheet is included within the 'Assignment Brief'. This sheet will have the criteria you have been awarded.

Providing feedback to Students

Feedback should be given to you within two weeks of the submission date. The feedback needs to prove that the assignment as well as the feedback sheet. You will be provided with positive and encouraging comments that will stimulate the interest in improving the quality of your written and/or practical work. All students will be given clear guidance on how improvements can be made and if necessary a time frame if the work is to be resubmitted.

Feedback on the assignment & Unit Module will take the form of:

- Clarification of misconceptions – in the case comments will be designed to improve understanding of your work. Your teacher may wish to talk directly to you. Good references or other support materials could be used as evidence.
- Comments on spelling, punctuation and grammar. There may also be comments on composition, layout and presentation. (not for grade)
- You will be given concise and accurate explanation.
- You will be praised for good work especially where there is evidence of selective and applied research or balanced arguments or interesting examples.
- You will receive written statements that are readable

Feedback on the assignment & Unit Module It's Learning column:

- Must identify how your work meets the grading criteria for that assignment.
- Should indicate strengths and weaknesses of the evidence.
- Indicate the level of research carried out by you.
- Encouraging comments should be made to motivate you in terms of improvement and success.
- Where necessary dates for resubmission and details of additional work required should be made known to you.
- To encourage you to gain the fullest benefit from the feedback you will be asked to make comments on the feedback sheet.
- Your assessor should allow sufficient time for this in his / hers feedback sessions.

What happens if I did not meet all of the work at least at a 'pass' level?

In our BTEC courses the assessors will make sure that an assignment explains exactly what you need to do for the 'pass' criteria. If you do not manage to meet all of the tasks with at least Pass level the work will be given back to you and you will be asked to re-submit the work, normal within ten days. Each assignment and brief will go through the following procedure, before it is graded and after the work is handed in. If after having re-submitted the work and the work still does not meet the criteria at pass level, your case will be discussed between your assessor and other BTEC assessors in order to make a final decision. You do have the right to appeal against assessment decisions, if you feel grades are wrong.





APPEALS

Students have the right to appeal against the grading decision for their assignments. This is in line with Pearson policy. The appeals procedure will be outlined in the student handbook and will be fully explained to the students during their introduction using the following information.

Assignment/coursework Grades for all BTEC courses:

You have the right to appeal against the marking of assignments or coursework.

Why?

You believe that the assessor may not have taken full account of all the evidence available.

You believe that the assessor did not follow the correct procedures.

Reasons for Appeal:

- 1) The student feels that there has been a misinterpretation of the evidence submitted.
- 2) The student feels that the teacher has misinterpreted the grading criteria.

Assignments are verified before being given and the assignments will be fully explained by the teacher. This will include explanation of the tasks and how they match to the grading criteria. Support from the teacher will be available throughout the assignment period.

Disputes over grades should only arise when a student feels their work matches higher criteria. It should be stressed that with the above appeals should be very infrequent.

The table at the next page gives you the FOUR STAGES you can go through when making an appeal.

The Four Stages of the Appeals Process for ALL BTEC Courses

STAGE ONE

You disagree with your grading – you should discuss your work with the assessor so that you are clear about the marking procedure and how your final grade was established.

STAGE TWO

If you disagree about the grading – you need to make an appointment to see the internal verifier within one week of the grade being given. The verifier should then meet with you within one week of your request.

STAGE THREE

If a satisfactory outcome has still not been reached you make an appointment to see the Quality Nominee . Your assessments will be assessed by a panel of the exams officer, the internal verifier, the Quality Nominee. You will then be notified of the decision.

STAGE FOUR

If still unsatisfied by the outcome of stage three you must make an appeal to the Program manager who will check that the appeal process has been thorough and in accordance with the exam board guidelines.

Full details of any appeal will be made available to the exam board Pearson on request.





Verification

Internal Verification and Sampling Procedure:

This is dealing with monitoring the quality of the outcomes. Your work will be verified to check that the criteria are being met and that standards are being applied.

Internal verification are integral parts of the course. This on-going process requires sufficient time for:

- Looking at assignment briefs
- Sampling assignments (random with the assessment plan student work pieces)
- Monitoring assessment practice
- Standardizing assessment practice.

For each unit a minimum of ten students will be selected at random for sampling. The unit assessor will mark the work. The selected students work will then be passed on to the internal verifier. The work will be marked independently of the unit assessor.

There are two possible outcomes from internal verification:

1. The IV agrees with the unit teachers assessment therefore the grade is upheld;
2. The IV feels that the grading by the unit teacher is too low/high therefore the work is referred to a second IV. If the second IV agrees with the unit teacher then the grade is up held. However, if they agree with the first IV then the grade will be changed accordingly.



DEADLINES

Late Submission of Assignments.

You need to be clear that meeting submission deadlines is critical. This will help you to keep up with your course, plan your research and develop good practice. Time management and organisation are good skills for work and higher study. Meeting deadlines also allows your teachers to monitor your progress.

The assessor team at the start of each academic year will present an assignment calendar. This should prevent both staff and students being overburdened at any time. The assessors will use a variety of assessment methods and this too should prevent overload. Work submitted must be marked against the grading criteria.

Extension of the submission dates should be allowed for the following reasons: illness, legitimate absence (medical, funeral, etc). These can be negotiated with the assessors of the units concerned. The extension form must be completed and copies kept by student and assessor. This will be done in the system RIS.

If you hand in work late without permission from the assessor of that unit will notify your SLB er or Mentor and you will be issued with a verbal warning.

Non-Submission of Assignment Work.

If you do not submit your work by the deadline and you have not received an extension then this will be viewed seriously. The unit assessor will notify the SLB er / Mentor and discuss the issue. This could give the first written warning where a letter will be sent home to parents/guardians. The very nature of the course requires that you keep up to date if you are to complete the course. As a result non-submission of work will be very quickly monitored and responded to.

If you are having genuine difficulties with an assignment due to illness or other special circumstances then you should apply for an extension and extra support using the extension policy.

What should you do when an extension is needed?

If you are in desperate need for some extra time on an assignment you are permitted to enquire about getting an extension.

If you want to enquire about an extension you need to request your assessor five days prior to the deadline, you will need to have a valid reason and the final decision will be at the discretion of your teacher. You will need to agree a new deadline that cannot be broken. Both the student and assessor will then date and sign a copy of a form detailing this agreement.



How are marks added up?

When you finish each internally assessed unit your assessor will be able to tell you what grade you have achieved – Fail, Pass, Merit or Distinction. To ensure that your internally assessed work has been marked fairly the exam board Pearson checks samples of the assessor's marking. This process usually takes place in February, March, April or May and the grades for your internally assessed units can change as a result. For the Pearson Set Assignment (PSA) the marks will be controlled by an External Examiner / Standard Verifier. He or she will be the final part of the grading process.

Pearson will confirm your final grades for the units when the re-marking has taken place. When you have completed all the units of the course you will receive overall grades for your qualification – Pass, Merit, Distinction or Distinction*. These are the grades that will be shown on your certificate/diploma and that you should give when you apply for employment or further / higher education.



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RULES

Are there any general classroom rules that I should know about?

- All mobile phones must be switched off and inside bags before the lesson begins
- No food or drinks – including chewing gum
- No swearing
- No stealing
- No fighting – verbal or physical
- Show respect for the workplace
- Meet deadlines – complete all homework
- All criticism must be constructive
- Allow others to contribute
- Treat others, as you would wish to be treated yourself
- Keep personal issues outside the classroom



**KEEP
CALM
&
FOLLOW
THE RULES**