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**BTEC Level 3 National Diploma & Extended Certificate**

Pearson Edexcel RQF Level 3 Qualification

BTEC Business

 **Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to the Business Department and the BTEC Business Course. We hope that you enjoy your time in the department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

The Business department is situated in the ILC on the ground floor. If you have any questions at all, please do not hesitate to contact one of us, by e-mail, MS Teams or in person (department office room 202).

**Teaching Staff:**Ellen Bateman
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**Head of Department:**Anne Lomas

**Director of Faculty (Humanities and Social Sciences):**Deborah Haggar

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**Approach to remote teaching and learning**

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation the department would run lessons, as normal and all of the expectations of students and teachers on the page before would apply

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home
* **Recorded content** – tutorials, demonstrations, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks
* **Structured independent work –** students may be longer project-style work, or work that is made up of several structured tasks and asked to work on this independently for a period of time, during which their teacher will be available for support
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lesson, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks
1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, group work, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour physical lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams or through Godalming Online
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically it is expected that students will:

* Attend all remote lessons unless told otherwise by their teacher
* Actively take part in remote lessons e.g. contribute questions and answers, take part in group work, turn webcams on (with the background blurred) when asked to by their teacher
* Submit all work via Godalming Online or Microsoft Teams by the deadline set
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or Teams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

|  |  |
| --- | --- |
| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc without attaching them to emails  |  |
| Access Godalming Online course pages and download files |  |
| Upload work onto Godalming Online  |  |
| Access E-textbooks available for the course  |  |
| Log on to any magazines or websites needed on the course  |  |
| Access Estream to watch films/documentaries/pre-recorded content  |  |



**There are lots of places you can go to get help with the skills listed above.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally IT are also contactable via ITsupport@godaming.ac.uk

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**COURSE OVERVIEW**

**We offer 2 BTEC Level 3 course options, the Extended Certificate (equivalent to 1 A level) and the National Diploma (equivalent to 2 A levels)**

**Extended Certificate**

This course consists of 4 units over two years. Some are coursework, which is internally assessed, other units take the form of a controlled assessment or a written exam. At the end of year one, students will have completed sufficient units to achieve the equivalent of 1 AS level. At the end of year 2, students will have completed sufficient units to achieve the equivalent of 1 A level.

|  |
| --- |
| **Extended Certificate (RQF)** |
| **YEAR ONE****(3BS6)** | **Unit 1**: Exploring Business(coursework 90 credits) | **Unit 3**: Personal & Business Finance (written exam 120 credits) |
| **YEAR TWO****(4BS6)** | **Unit 2:** Developing a Marketing Campaign (externally assessed set task 90 credits) | **Unit 8**: Recruitment & Selection Process (coursework 60 credits) |

**National Diploma**

The course consists of 8 units over two years. Some are coursework, which is internally assessed, other units take the form of a controlled assessment or a written exam. At the end of year one, students will have completed sufficient units to achieve the equivalent of 1 A level. At the end of year 2, students will have completed sufficient units to achieve the equivalent of 2 A levels.

|  |
| --- |
| **National Diploma (RQF)** |
| **YEAR ONE****(3BS8)** | **Unit 1**: Exploring Business(coursework 90 credits) | **Unit 3**: Personal & Business Finance (written exam 120 credits) |
|  | **Unit 2:** Developing a Marketing Campaign (externally assessed set task 90 credits) | **Unit 8**: Recruitment & Selection Process (coursework 60 credits) |
|  |  |  |
| **\*YEAR TWO****(4BS8)** | **Unit 5**: International Business (coursework 90 credits) | **Unit 6:** Principles of Management (externally assessed set task 120 credits) |
|  | **Unit 4**: Managing an event (coursework 90 credits) | **Unit 19:** Pitching for a New Business (coursework 60 credits) |

\*Unit choices and or order of delivery may be subject to change at the discretion of the department and the exam board.

## **BTEC Study Skills**

The learning process for this course is student centred. Students are therefore required to take responsibility for the preparatory work and supplementary reading that is essential for the achievement of high grades.

Students will need to gather information and research a variety of sources in order to demonstrate their understanding of topics.

Students must word process work. In support of this there are a number of open access computer facilities around the college which students can use regularly.

## **Marking and Grading of work**

## Students will be set work on a regular basis to be completed within agreed set deadlines. This will be marked and returned within a maximum of two working weeks.

Students will be given feedback on classwork which indicates the standard to which they are working and guidance can be given on how work can be improved.

Grades and summative comments on completed work will be recorded onto an assessment record sheet which is kept with the student work. All submitted and assessed work remains in college until the final grades are released by the exam board in August.

**Resubmissions**

Should the work not meet the required standard the student may resubmit once only.

The Resubmission may be to achieve a Pass grade or to move the grade up.

The Lead IV can authorise a resubmission provided that

1. The hand in deadline was met

2. The resubmitted work can be completed without further guidance

3. The correct paperwork is completed (Declaration of Authenticity and Resubmission form)

There is only ONE resubmission per assignment (so if the entire unit is assessed in one assignment then one resubmission would be possible, if the unit is broken down into 3 assignments then 3 resubmissions would be possible)

A resubmission hand in date must be within 10 working days of return of work to the student and recorded on the Assessment Grid (the schedule of dates and hand-ins for the year)

**Failure to hand in**

If a student is unable to hand in work through illness or other valid reason they must contact the teacher via email or MS Teams and work will be collected on the first day back.

**If the work is not submitted on time it will be treated as a non-submission and the student may fail the course. Handing in work is like taking an exam – if you do not turn up at the correct time you will not gain the marks.**

**Assessment**

The coursework units are generally broken down into 3 assignments; for Unit 1 we undertake assignments 1.1, 1.2 and 1.3. Each assignment will offer opportunities to meet Pass, Merit and Distinction criteria. Students are always encouraged to attempt all criteria.

The Extended Certificate comprises 4 units of work over the 2 Year course, the Diploma 8 units. To gain a Pass in any given Unit the student must achieve all the Pass criteria across each assignment in that unit. To gain a Merit, all the Merit criteria in a given unit must be met and so on. Points are awarded for each unit (as shown below) and the final grade will be the result of points accumulated at the end of the course.

Some of the Units are worth more than others (eg Unit 3 Finance exam is worth twice as much as Unit 8 Human Resources coursework). Coursework units are marked internally (current deadline schedule) and the Finance Exam (Unit 3) and the External Set Tasks (Units 2 & 6) are marked by Pearson Edexcel. There are opportunities to resubmit a piece of coursework once in order to improve a grade and to resit an external assessment if required (see external assessment schedule)

The BTEC grades achieve UCAS points in line with A levels, ie a Distinction will receive the same points as an A grade, a Merit is equal to a C grade and a Pass is an E. The Diploma results in a double grade eg DM (Distinction Merit therefore equivalent to 2 B’s at A level)

**Points available for internal and external units:**

|  |  |
| --- | --- |
|  | **Unit Size** |
|  | **60 GLH****Units 8 & 19** | **90 GLH****Units 1, 2, 4 & 5** | **120 GLH****Units 3 & 6** |
| **U** | 0 | 0 | 0 |
| **N (Externals)** | - | 6 | 8 |
| **Pass** | 6 | 9 | 12 |
| **Merit** | 10 | 15 | 20 |
| **Distinction** | 16 | 24 | 32 |

Calculation of Qualification Grade:

|  |  |  |
| --- | --- | --- |
| **Certificate** | **Extended Certificate** | **Diploma** |
| **180 GLH** | **360 GLH** | **720 GLH** |
| **Grade** | **Points Threshold** | **Grade** | **Points Threshold** | **Grade** | **Points Threshold** |
| U | 0 | U | 0 | U | 0 |
| P | 18 | P | 36 | PP | 72 |
| MP | 88 |
| M | 26 | M | 52 | MM | 104 |
| DM | 124 |
| D | 42 | D | 74 | DD | 144 |
| D\*D | 162 |
| D\* | 48 | D\* | 90 | D\*D\* | 180 |
| Max Marks | 48 | Max Marks | 96 | Max Marks | 192 |

**BTEC BUSINESS deadlines & Key dates**

Below is a summary internal and external assessment dates and how they fit into the approximately 66 weeks of teaching time over the two years of your BTEC course. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand with BTEC units of work, is that the standard must be met on each unit and the units are of equal difficulty whether they are taught in Year 1 or Year 2. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed

**BTEC Business Hand-in deadlines 2022/23**

**(All work to be UPLOADED by 1.30 on the day to Godalming Online unless otherwise advised)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  **4BS4**  | **B1 (AEL)** **D1 (EGB, VYK)** |  | **4BS8** | **M1 (SON)****M2 (VYK)** |  | **4BS8** | **M1 (SAB)****M2 (SAB)** |
| 8.1 | 27/02/2023 |  | 5.3 | 06/06/2022 |  | 19.1 | 27/02/2023 |
| 8.2 | 02/05/2023 |  | 5.1 | 31/10/2022 |  | 19.2 | 24/04/2023 Part A |
|  |  |  | 5.2 | 03/01/2023 |  | 19.2 | 08/05/2023 Part B |
|  |  |  |  |  |  |  |  |
|  |  |  | 4.1 | 23/01/2023 |  |  |  |
|  |  |  | 4.2 | 20/03/2023 |  |  |  |
|  |  |  | 4.3 | 02/05/2023 |  |  |  |
|  |  |  |  |  |  |  |  |
|  **3BS4**  | **B1 (VYK)****D1 (BAW, VYK)** |  | **3BS8** | **M1 (BMK)****M2 (SON)** |  | **3BS8** | **M1 (IFR)****M2 (IFR)** |
| 1.3 | 03/10/2022 |  | 1.3 | 03/10/2022 |  | 8.1 | 17/10/2022 |
| 1.1 | 21/11/2022 |  | 1.1 | 21/11/2022 |  | 8.2 | 12/12/2022 |
| 1.2 | 23/01/2023 |  | 1.2 | 23/01/2023 |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**External Assessment Schedule 2021-22**

Exam dates are to be confirmed

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course/Paper** | **Qualification** | **January Written Exam** | **January Set Task** | **May Written Exam** | **May Set Task** |
| **UDR 41**L6 3;BSE*(1 year students on Ext Cert 3;BS4)* | **Certificate** (180 GLH) NQF | N/A | N/A | N/A | **Unit 2 Marketing** 31489H**FIRST SIT** |
| **UDR 42**U6 4;BS4 | **Ext. Certificate** (360 GLH) NQF | **Unit 3 Finance** 31463H**FIRST SIT** | **Unit 2 Marketing** 31489H**RE- SIT** | **Unit 3 Finance** 31463H**RE-SIT** | N/A |
| **UDR 42**L6 3;BS4 | **Ext. Certificate** (360 GLH) NQF | N/A | N/A | N/A | **Unit 2 Marketing** 31489H**FIRST SIT** |
| **UDR 44**U6 4;BS8 | **Diploma**(720 GLH) NQF | **Unit 3 Finance** 31463H**RE-SIT** | **Unit 6 Principles of Management** 31588H**FIRST SIT.** **Unit 2 Marketing** 31489H**RE-SIT**  | N/A | **Unit 6 Principles of Management** 31588H**RE-SIT**  |
| **UDR 44**L6 3;BS8 | **Diploma**(720 GLH) NQF | N/A | N/A | **Unit 3 Finance** 31463H**FIRST SIT** | **Unit 2 Marketing** 31489H**FIRST SIT** |

**BTEC Business Assessment Policy 2020-2022**

Updated May 2020 for Covid-19 Situation

 **The Importance of Feedback and Learning Outside the Classroom – 50:50**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning.  In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes.  Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).  BTEC Coursework units are only permitted summative feedback but considerable time is spent on an individual basis discussing the work whilst the student is preparing for the coursework hand-in.

 here are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments.  The classes may be single teacher or be shared between two teachers; if so one of your teachers will be the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

 In line with the College’s ’50-50’ initiative, each week, homework can be set and could take up to 4.5 hours/week.

If your homework takes less than this time you should use the extra time to conduct further reading and consolidate learning. When we are working on externally assessed units there is likely to be traditional style homework of practice questions and preparation, during coursework units there may be work from the week to complete prior to the next lesson or reading that you could do in advance to prepare for the next lesson.

 **Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

 If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with you to try and get you back on track in a supportive way

 **Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year! For the BTEC course we will have most of the unit grades by the time that we need to confirm predictions and we will be able to calculate the best possible grade that a student could achieve based on the points accumulated to date.

The ARG is determined by your teacher/s and will rely on the following evidence base:

1. **Benchmarks/Checkpoints.** Practice papers (for the externally assessed units 2&3 only) and other classwork tasks that have been carried out remotely under the current Covid-19 scenario, although still valid, will be taken into consideration alongside other factors like your coursework grades and approach to learning before and after lockdown to signal your academic potential.
2. **Approach to Learning (in college):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (remote learning):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines with quality work, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

 **Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts.  Please be warned that a failure to meet the final coursework deadline is the equivalent to missing an exam and it will be recommended that the student should be removed from the course.  Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom.  A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no formative feedback should be given on official coursework submissions. Grades for assignments will be made clear to the students but are subject to external standardisation by the exam board.
* *PLAGIARISIM:* Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source.  If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place.  If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**50:50 Help and Advice**



Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**improve your weekly coursework *(Suggested time = 1.5-3 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail. If further research is needed, take time to do this and return to your work to add depth or detail to make sure that you meet the criteria on first hand in.

**watch the news *(Suggested time = 30 minutes per day)***

Watching the news and having an awareness of current affairs is really useful in Business and will support your learning and improve your understanding of the concepts.

Equally useful, you could listen to the news on the radio on your way in to college each morning. Radio 4 at 8am is short, informative and will keep you up to date very effectively!

**Use the resources on godalming online *(use this every day!)***

We have an excellent set of resources on Godalming Online for you to practice skills (if you are taking an examined unit), to look at past papers or student assessed work (for the External Set Tasks) or to improve knowledge for a coursework unit. Getting to know your way round the resources available is really beneficial for consolidating understanding or catching up if you fall behind

**Past Question practice for unit 3 *(during the teaching of this unit only)***

Use the selection of past questions from the department’s Godalming Online pages (or straight from the exam board: Edexcel (Pearson) RQF BTEC Nationals Level 3) to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.

**watch a documentary on planet estream *(Suggested time = once a week)***

There are plenty of really interesting and relevant documentaries on estream which will improve your understanding of business such as the Inside the Factory series as well as Horizon, Panorama and a range of organisation specific programmes such as Inside Ikea. These are all very accessible and you can watch them in any order.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2021-23**

Below is an overview of all the key assessment checkpoints. BTEC students will only take a specific benchmark test if they are working towards an externally assessed unit. Otherwise continually assessed coursework assignments will provide the data needed to check a student’s progress and set targets.

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT**  | **DATE**  | **DETAILS**  |
| **Benchmark 1 Checkpoint**  | Nov 2021  | Review of assignment progress to date and/or tested work if working towards an externally assessed unitSome assignment grades may be available  |
| **Parents Evening (For All)**  | Nov 2021  | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:** 1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers)
2. **Performance Grade** for coursework completed to date
 |
| **XMAS BREAK**  |   |   |
| **Benchmark 2 Checkpoint**  | Jan 2022  | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  |
| **Student Review 1**  | Jan 2022  | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:** 1. **Performance grade (Pass/Merit/Distinction)** (based on current assignment achievement and/or homework tasks)
2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers).
 |
| **Parents Evening (Targeted)**  | Mar 2022  | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.**  |
| **Benchmark 3 Checkpoint**  | Mar 2022 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  |
| **EASTER BREAK**  |   |   |
| **Benchmark 4 Checkpoint**  | June 2022  | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  |
| **Student Review 2**  | June 2022  | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor** 1. Approach to Learning
2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year
3. Predicted Grade
 |
| **SUMMER BREAK**  |   |   |
| **Benchmark 5 Checkpoint**  | Oct 2022  | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  |
| **Parents Evening (All)**  | Oct 2022  | **Meetings with your parents to discuss how you have settled in to the second phase of learning:** 1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher)
2. **Performance**with reference to your coursework grades
3. **How to support you:**Discuss how parents can further support you and what is coming up in this year
 |
| **Benchmark 6 Checkpoint**  | Dec 2022  | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  |
| **Student Review 3**  | Dec 2022  | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor** 1. Approach to Learning
2. Performance Grade (based upon benchmark 6 and current coursework) compared to Predicted Grade
 |
| **XMAS BREAK**  |   |   |
| **Benchmark 7 Checkpoint**  | Feb 2023  | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  |
| **Student Review 4**  | Mar 2023  | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)** 1. Approach to Learning
2. Performance Grade compared to Predicted Grade
 |
| **Parents Evening (Targeted)**  | Mar 2023  | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.**  |