**BTEC Business Assessment Policy 2022-2024**

**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.

There 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, your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG.

The ARG is important in forming the basis for the predicted grade. For the BTEC Business course we will have some of the unit grades by the end of the first year, but will need to wait for the August results day to know the grades of the externally assessed units. Therefore, predicted grades will be confirmed at the very start of year 2 of your course. These will be used for university and other applications.

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 will be taken into consideration alongside other factors like your coursework grades and approach to learning.
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.

**Assessment**

Assessment is continuous throughout the two years of study on the course. Each course is broken down into units, as detailed in the course handbook. Each unit is assessed at the time of delivery and includes a mixture of coursework units (marked by teachers and verified by the exam board) and externally assessed units (marked by the exam board) as follows:

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| --- | --- | --- | --- | --- | --- |
| **Course Title** | | | **Unit** | **Weighting of Unit** | **Method of Assessment** |
| National Diploma | National Extended Certificate | National Certificate | Unit 1: Exploring Business | 90 credits | Coursework |
| Unit 2: Marketing | 90 credits | External Assessment |
|  | Unit 3: Personal and Business Finance | 120 credits | External Assessment |
| Unit 8: Recruitment and Selection | 60 credits | Coursework |
|  | Unit 4: Planning an Event | 90 credits | Coursework |
| Unit 5: International Business | 90 credits | Coursework |
| Unit 6: Principles of Management | 120 credits | External Assessment |
| Unit 19: Pitching for a new Business | 60 credits | Coursework |

In summary, and noting the different weighting of units, the balance of coursework to external assessments for each course is:

National Certificate: 50% coursework, 50% external assessment

National Extended Certificate 42% coursework, 58% external assessment

National Diploma 54% coursework, 46% external assessment

**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.
* *ACCESS ARRANGEMENTS:* If you qualify for any exam concessions, all access arrangements will be honoured in timed exercises such as mocks and benchmarks.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2022-24**

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.

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| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Nov 2022 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit  Some assignment grades may be available |
| **Parents Evening (For All)** | Oct/Nov 2022 | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to BTEC Level 3 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 2023 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit |
| **Student Review 1** | Jan 2023 | **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 2023 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.** |
| **Benchmark 3 Checkpoint** | Mar 2023 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit |
| **EASTER BREAK** |  |  |
| **Benchmark 4 Checkpoint** | June 2023 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit |
| **Student Review 2** | June 2023 | **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 2023 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit |
| **Parents Evening (All)** | Oct/Nov 2023 | **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 2023 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit |
| **Student Review 3** | Dec 2023 | **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 2024 | Review of assignment progress to date and/or tested work if working towards an externally assessed unit |
| **Student Review 4** | Mar 2024 | **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 2024 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |

**Rationale for Assessment Programme**

It is really important that when you come to sit your final assessment, you are prepared and able to perform at your highest ability.  Therefore, the benchmarks on this course are designed to allow students to improve their skills for external assessments and show their skills in coursework units.

**Grade Boundaries**

Benchmarks will be based upon published grade boundaries from the exam board ‘Pearson’. These will be adjusted to better represent the statistical ability level and performance of the year’s cohort.