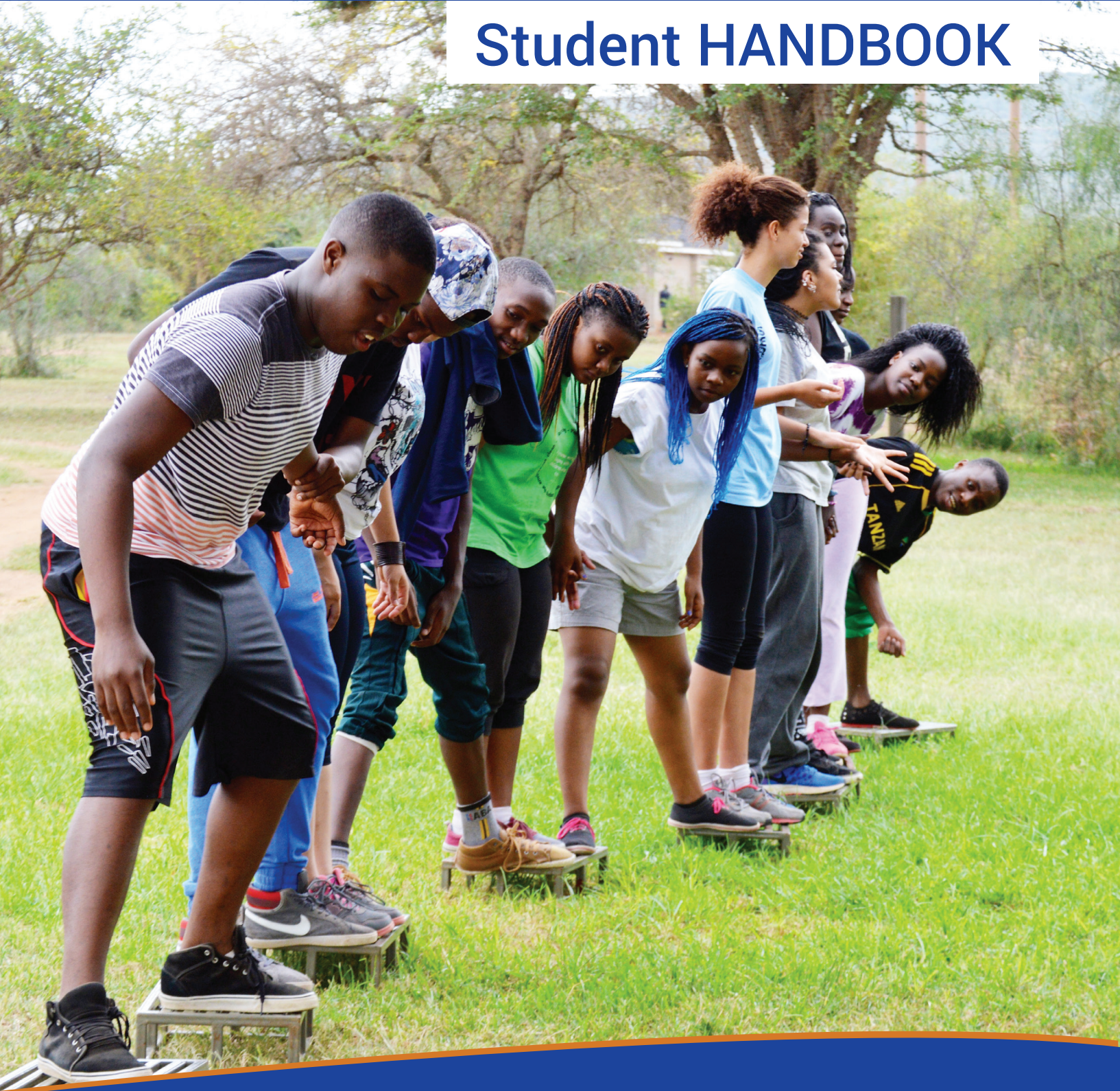




# Student HANDBOOK



Braeburn International  
School Arusha





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## Congratulations!

Congratulations for choosing one of Braeburn Arusha's BTEC courses. We are sure that you will enjoy the practical and vocational style of working. It is very different from the way you were used to in IGCSE or NECTA, as our BTEC courses are designed to prepare you for the world of work. As a result, we hope this handbook will help you to know what to expect.

### What does BTEC stand for?

The Business and Technology Education Council (BTEC) was formed in 1983 through a merger of:

- Business Education Council (BEC)
- Technician Education Council (TEC)

The exam company that certifies the award is Pearson from the UK. We offer the International Level 2 or 3 BTEC qualifications.

BTEC qualifications have been around for over 33 years and are recognised by most universities worldwide. More and more students are applying to universities with BTECs, which is a clear sign that institutions have recognised the value of a BTEC qualification. According to an article by the higher Education Liaison Officers Association, 95% of universities in the UK accept BTEC students including universities from the Russell Group.

### What is the course equivalent to?

At Braeburn Arusha, we offer BTEC Level 2 and 3 courses. Level 2 courses are equivalent to IGCSEs and Level 3 courses are equivalent to A level and IB courses. This means that like an A level, you will study the course for two years. Once you have completed the course you will be able to gain entry onto a Bachelor degree course in most world-wide universities.

### How does the BTEC course work?

For all of the BTEC courses, you will study complete, stand-alone units. The units are divided into guided learning hours. As a rough guide you can expect to complete 6 guided learning hours of a unit per week. Students collect units over the two years. Each mark for each unit will be added together at the end of the course, to give a final grade for each of your chosen subjects.

### BTEC Units

BTECs are flexible. You can choose how many units you want to study. Most students study three subjects. If these are three BTEC subjects then you would study three units a term eg. You may take a BTEC music unit alongside other BTEC subjects such as Performing Arts, Art or Business, or you could combine your BTEC with A levels such as Literature or History.

What your final BTEC qualification will be worth will depend on the number of guided learning hours that you take.

| Edexcel BTEC Level 3 Qualification | No of Credits | Equivalent to                |
|------------------------------------|---------------|------------------------------|
| Certificate                        | 180 GLH       | One AS Level                 |
| Subsidiary Diploma                 | 360 GLH       | One A Level                  |
| Foundation Diploma                 | 510 GLH       | One A level and one AS Level |
| Diploma                            | 720 GLH       | Two A Levels                 |
| Extended Diploma                   | 1080 GLH      | Three A Levels               |



**BTEC**  
Approved Centre

## What do the grades mean?

All the tasks set in your assignments will be marked. The marks that you receive will be different for each unit that you work through, depending on the Guided Learning Hours of the unit as seen in the grid below:

|                    | Assessment unit, weighted size |        |        |        |
|--------------------|--------------------------------|--------|--------|--------|
|                    | 150 GLH                        | 90 GLH | 60 GLH | 30 GLH |
| <b>U</b>           | 0                              | 0      | 0      | 0      |
| <b>Pass</b>        | 15                             | 9      | 6      | 3      |
| <b>Merit</b>       | 25                             | 15     | 10     | 5      |
| <b>Distinction</b> | 40                             | 24     | 16     | 8      |

## What mark do you need to get to achieve your final overall grade?

You will be able to keep a record of your marks as you go through the course so that you can see what final overall grade you are likely to get at the end of the two year course, using the grade conversion chart below.

The highest mark is a distinction\* and this is equivalent to an A\* at A level.

| Certificate  |                  | Subsidiary Diploma |                  | Foundation Diploma |                  | Diploma |                  | Extended Diploma |                  |
|--------------|------------------|--------------------|------------------|--------------------|------------------|---------|------------------|------------------|------------------|
| 180 GLH      |                  | 360 GLH            |                  | 510 GLH            |                  | 720 GLH |                  | 1080 GLH         |                  |
| Grade        | Points Threshold | Grade              | Points Threshold | Grade              | Points Threshold | Grade   | Points Threshold | Grade            | Points Threshold |
| U            | 0                | U                  | 0                | U                  | 0                | U       | 0                | U                | 0                |
| Pass         | 18               | P                  | 36               | P                  | 54               | PP      | 72               | PPP              | 108              |
|              |                  |                    |                  |                    |                  | MP      | 88               | MPP              | 124              |
| Merit        | 26               | M                  | 52               | M                  | 78               | MM      | 104              | MMM              | 156              |
|              |                  |                    |                  |                    |                  | DM      | 124              | DMM              | 176              |
|              |                  |                    |                  |                    |                  |         |                  | DDM              | 196              |
| Distinction  | 42               | D                  | 74               | D                  | 108              | DD      | 144              | DDD              | 218              |
|              |                  |                    |                  |                    |                  | D*D     | 162              | D*DD             | 234              |
|              |                  |                    |                  |                    |                  |         |                  | D*D*D            | 252              |
| Distinction* | 48               | D*                 | 90               | D*                 | 138              | D*D*    | 180              | D*D*D*           | 270              |

## How will I be assessed?

You will be continuously assessed throughout the course. For each unit national standards are laid down, in which you have to show you are competent. Your tutors will ensure that you are given opportunities to show your competency through projects, performances, rehearsals, assignments, case studies, written reports, role play activities, presentations, essays, research and problem-

solving situations. Assessment is focused on the unit. For each unit there is only one method of assessment, which is a portfolio of evidence or coursework. When you have completed all the units of the course you will receive an overall grade for your qualification – Pass, Merit or Distinction. This is the grade that will be shown on your certificate that you should give when you apply for higher education or employment.



## UCAS Point/tariff score for BTEC qualifications

The British system gives points to grades gained at BTEC and A level. Many British universities offer places based on these points. The table below shows how BTECs compare to A levels. Eg. If the university you wished to go to, asked you for 96 points, you would need 3 merits at BTEC OR 3 grade Cs at A level OR one merit at BTEC and two grade Cs at A level.

### What are these grades equivalent to?

| GCE Qualifications |         | International Level 3 BTEC |                    |                   |         |                  | Points |
|--------------------|---------|----------------------------|--------------------|-------------------|---------|------------------|--------|
| AS Level           | A Level | Certificate                | Subsidiary Diploma | 90 Credit Diploma | Diploma | Extended Diploma |        |
|                    |         |                            |                    |                   |         | D*D*D*           | 168    |
|                    |         |                            |                    |                   |         | D*D*D            | 160    |
|                    |         |                            |                    |                   |         | D*DD             | 152    |
|                    |         |                            |                    |                   |         | DDD              | 144    |
|                    |         |                            |                    |                   |         | DDM              | 128    |
|                    |         |                            |                    |                   | D*D*    | DMM              | 112    |
|                    |         |                            |                    |                   | D*D     |                  | 104    |
|                    |         |                            |                    |                   | DD      | MMM              | 96     |
|                    |         |                            |                    |                   | DM      | MMP              | 80     |
|                    |         |                            |                    | D*D               |         |                  | 76     |
|                    |         |                            |                    | DD                |         |                  | 68     |
|                    |         |                            |                    | DM                | MM      | MPP              | 64     |
|                    | A*      |                            | D*                 |                   |         |                  | 56     |
|                    | A       |                            | D                  |                   | MP      | PPP              | 48     |
|                    |         |                            |                    | MM                |         |                  | 44     |
|                    | B       |                            |                    | MP                |         |                  | 40     |
|                    | C       |                            | M                  |                   | PP      |                  | 32     |
|                    |         | D*                         |                    |                   |         |                  | 28     |
|                    | D       | D                          |                    |                   |         |                  | 24     |
|                    |         |                            |                    | PP                |         |                  | 22     |
| A                  |         |                            |                    |                   |         |                  | 20     |
| B                  | E       | M                          | P                  |                   |         |                  | 16     |
| C                  |         |                            |                    |                   |         |                  | 12     |
| D                  |         |                            |                    |                   |         |                  | 10     |
|                    |         | P                          |                    |                   |         |                  | 8      |
| E                  |         |                            |                    |                   |         |                  | 6      |



Where in the world have our students progressed onto with their BTECs?

- UK
- USA
- Canada
- Dubai
- Turkey
- Kenya
- Cyprus
- India
- Spain
- Mauritius
- Denmark
- South Africa
- Tanzania
- Sweden
- Holland

*Pearson BTEC International Level 3*

# UNIVERSITY RECOGNITION LIST





# BTEC INTERNATIONAL LEVEL 3 UNIVERSITY RECOGNITION

These universities have indicated that they accept one or more of the International Level 3 BTEC qualifications as an entry qualification to relevant courses. Students should be aware that university admission criteria are always subject to change and understand the course entry requirements for both subject and grade before applying.

This list is continually being updated as we receive acceptances from Universities. Please let us know if you need us to discuss acceptance with a university. Email us on [internationalproduct@pearson.com](mailto:internationalproduct@pearson.com)

|  |             |  |    |
|--|-------------|--|----|
| Central Queensland University              | Australia   | John Moores University                   | UK |
| Curtin University                          | Australia   | Keele University                         | UK |
| University of New England                  | Australia   | Lincoln University                       | UK |
| University of Tasmania                     | Australia   | London Metropolitan University           | UK |
| Acadia University                          | Canada      | London South Bank University             | UK |
| Brock University                           | Canada      | Northwood University                     | UK |
| Mount Saint Vincent University             | Canada      | Queen Mary's London                      | UK |
| University of Lethbridge                   | Canada      | St Mary's University                     | UK |
| City Unity College                         | Cyprus      | University of Aberdeen                   | UK |
| University of Central Lancashire Cyprus    | Cyprus      | University of Huddersfield               | UK |
| EEGP Design Institute                      | France      | University of South Wales                | UK |
| Hong Kong Shue Yan University              | Hong Kong   | University of the West of England        | UK |
| Al Hussain Technical Universities          | Jordan      | University of Wolverhampton              | UK |
| Luminus Technical University College       | Jordan      | University of York                       | UK |
| Riara University                           | Kenya       | Columbia College Chicago                 | US |
| University of Saint Joseph                 | Macao       | Johnson and Wales University             | US |
| Auckland Institute of Studies              | New Zealand | Miami University Ohio                    | US |
| Massey University                          | New Zealand | Miami University Ohio                    | US |
| Northwestern University in Qatar           | Qatar       | Northwood University                     | US |
| American University of Dubai               | UAE         | Slippery Rock University                 | US |
| University of Bolton Ras Al Khaimah Campus | UAE         | Suffolk University, Boston Massachusetts | US |
| Aberystwyth University                     | UK          | Temple University                        | US |
| Bangor University                          | UK          | Texas Wesleyan University                | US |
| Brunel University                          | UK          | Western New England University           | US |
| Cardiff Metropolitan University            | UK          |  |    |
| City, University of London                 | UK          |  |    |
| Falmouth University                        | UK          |  |    |

## How are the BTEC level 3 courses different to studying for A levels?

- They are assessed continuously through coursework
- They have a work-related focus
- They cover key knowledge and practical skills

### Will BTEC suit me?

This course is great for those who:

- do not perform well under the pressure of exams.
- who like to work consistently hard throughout the year.
- are organised.

### Courses Available

We offer many different courses including:

- Business
- Management
- Marketing
- Law
- Hospitality
- PE
- Performing Arts
- Dance
- Music (Performing)
- Creative Media Production (Film & TV)
- Art and Design

### Before Starting the Course

You and your parents will be asked to sign a contract stating that you are clear about the following:

1. You cannot swap courses or the number of units you are doing without your parents' permission. You will need to fill in the 'course alteration form' (see appendix). This is important to ensure that we get your entries right and to ensure that we are sure you have studied the right number of units to get a university offer.
2. You recognise the importance of attendance. Missing lessons will let others in your team down. As a result, if your attendance falls below 90% you may be asked to drop your chosen course.
3. You need to up-load your assignment before the deadline. Late work cannot be accepted and re-sits are in July for Year 12 and May/June for Year 13.
4. You can apply for an extension to a deadline 3 days before the deadline in writing. Spoken requests or requests on the day of the deadline will not be considered. It is unlikely that more than one request a year will be accepted – so it is important that you are organised with your work.









## Course Outlines

### Subsidiary Diploma in Art and Design

|        | Term 1                                  | Term 2  | Term 3                                  |
|--------|---|---|---|
| YEAR 1 | A1: Skills Development<br>Telling Tales |   | A1: Skills Development<br>Point of View |
| YEAR 2 | A1: Skills Development<br>Point of View | A2: Responding to a brief<br>Pearson set assignment |   |



### Subsidiary Diploma in Hospitality

|        | Sept-Jan   | Feb-April  | YEAR 13s LEAVE | May – June |
|--------|--|--|----------------|------------|
| YEAR 1 | <b>Unit 3</b><br>Customer Service Provision &<br><b>Unit 11</b><br>Contemporary Global Cuisine<br><b>Work Experience</b><br>Bonfire Night – Customer Service<br>Prefect Thank-you meal | <b>Unit 19</b><br>Events in Hospitality<br><b>Work Experience</b><br>Early Years Easter Bunny Party<br>Family Evening Dinner (Y13)<br>(Feb)                        |                |            |
| YEAR 2 | <b>Unit 1</b><br>The Hospitality Industry &<br><b>Unit 13</b><br>European Food<br><b>Work Experience</b><br>Bonfire Night – Selling snacks<br>Christmas Carols (Themed event)          | <b>Unit 22</b><br>Planning and Managing a<br>Hospitality Event<br><b>Work Experience</b><br>Colour Fest<br>Y13 Leavers Buffet (Y12)<br>Family Evening Dinner (Y13) |                |            |





## Course Outlines

### Subsidiary Diploma in Creative Media Production

|        | Sept - Jan   | Feb - June   |
|--------|--|--|
| YEAR 1 | <p><b>Unit A1</b><br/>Learning about Pre-Production Techniques and the importance of communication whilst making a TV advert to add to your portfolio.</p>           | <p><b>Unit A1</b><br/>Learning about Single Camera and editing techniques whilst producing a Music Video to add to your portfolio.</p> |
| YEAR 2 | <p><b>Unit A1</b><br/>Learning about the importance of research skills whilst producing a Social Action and Community Media Production to add to your portfolio.</p> | <p><b>Unit A2</b><br/>Responding to a Brief<br/>A brief set by the exam board and carried out in controlled conditions.</p>            |



### Subsidiary Diploma in Music

|        | Sept-April   | Y13s leave | May – June   |
|--------|--|------------|--|
| YEAR 1 | <p><b>Unit A1 Performing as an Ensemble [150GLH]</b><br/>Learners develop and apply knowledge and skills related to musicality, technique and performance. They will also develop key complementary skills for musicians, such as professional skills and critical reflection.</p> |            | <p><b>Unit C7 Planning a Career in the Industry [60GLH]</b><br/>Learners explore the main issues and opportunities that face the global music industry and the freelance world, and how these issues affect the future in relation to an individual's own practice into context.</p> |
| YEAR 2 | <p><b>Unit A3 Using Musical Styles [150 GLH]</b><br/>Learners practically explore musical styles and the development of musical genres from different parts of the world.</p>  |            |  |



## Course Outlines

### Subsidiary Diploma in Sport

|                      | Term  |  | Term 2   | Term 3   |
|----------------------|---|--|--|--|
| Year 12<br>2020-2021 | <b>Unit 35</b><br>30 GLH<br><b>Practical Sports</b>                       | <b>Unit 33</b><br>30 GLH<br><b>Rules, Regulations and Officiating in Sport</b> | <b>Unit 1</b> 90 GLH<br><b>Health, Wellbeing and Sports</b><br><b>Unit 38</b> 30 GLH<br><b>Coaching Football the Liverpool Way</b> |  |
| Year 13<br>2021-2022 | <b>Unit 29</b><br>60 GLH<br><b>Technical and Tactical Skills in Sport</b> |  | <b>Unit 17</b><br>60 GLH<br><b>Inclusive Coaching</b>  | <b>Unit 28</b><br>60 GLH<br><b>Fitness Testing</b> |



### Subsidiary/Foundation Diploma in Performing Arts

|   | YEAR 1  |  |                 | YEAR 13s LEAVE | May/June (Term 3)                                    |
|---|---|--|-----------------|----------------|--|
|   | Sept – Dec (Term 1)   | Jan/Feb (Term 2a)  | March (Term 2b) |                |  |
| <b>Lessons &amp; Arts Evenings- exploring performance styles A1</b> | <b>A1</b> Exploring performance style 1<br>Black Box Theatre                  | <b>A1</b> Exploring performance style 2 (Forum Theatre – Theatre of the Oppressed)<br>Assembly |                 |                | <b>Unit F16</b><br>Planning a Career in the Industry |
| <b>After school rehearsals</b>                                      | <b>Unit A3</b><br>Performing for An Audience                                  |  |                 |                | LAMDA/<br>Auditions                                  |
|   | YEAR 2  |  |                 |                |  |
|   | Sept – Dec (Term 1)   | Jan/Feb (Term 2a)  | March (Term 2b) |                | <b>May/June (Term 3)</b>                             |
| <b>Lessons and After School</b>                                     | <b>Unit A2</b><br>Creating Performance material (Straight Play)               |  |                 |                | <b>Unit F16</b><br>Planning a Career in the Industry |
| <b>Arts Evenings- exploring performance styles A1</b>               | <b>A1</b> Exploring Performance Style 3<br>Artaud?<br>Promenade/site specific | <b>A1</b> Exploring Performance Style 4<br>Physical Theatre?<br>Black Box/Amphitheatre         |                 |                | LAMDA/<br>Auditions                                  |



## Course Outlines

### Business

|        | Term | 12/13 Core 1 (PJO)  | 12/13 Core 2 (SSU)  | Management (SSU)  | Marketing (PJO)  |
|--------|------|---|---|---|--|
| YEAR 1 | 1    | Unit 1 (90GLH)<br>Exploring Business<br>& Unit 4 (90GLH)<br>Managing an Event<br>Linked to the School<br>Play | Unit 2 (90 GLH)<br>Research and Plan a<br>Marketing Campaign<br>Pearson Controlled<br>Assignment              | Unit 9 (60 GLH)<br>Team Building in<br>Business   | Unit 18 (60 GLH)<br>Creative Promotion                                       |
|        | 2    |   | Unit 7 (120 GLH)<br>Business Decision<br>Making<br>Pearson Controlled<br>Assignment                           | Unit 6 (60 GLH)<br>Principles of<br>Management<br>Pearson Controlled<br>Assignment              | Unit 22 (60 GLH)<br>Market Research  |
|        | 3    | Unit 3 (90 GLH)<br>Business Finance   |   | Unit 30 (60GLH)<br>Career Planning  | Unit 29 (60 GLH)<br>Health and Safety in<br>the Workplace                    |
| YEAR 2 |      | 12/13 Core 1 (SSU)  | 12/13 Core 2 (SSU)  | 1Management (SSU)   | Marketing (PJO)  |
|        | 1    | Unit 2 (90 GLH)<br>Research and Plan a<br>Marketing Campaign<br>Pearson Controlled<br>Assignment              | Unit 1 (90GLH)<br>Exploring Business<br>& Unit 4 (90GLH)<br>Managing an Event<br>Linked to the School<br>Play | Unit 20 (60 GLH)<br>Business Ethics<br>&<br>Unit 34 (90 GLH)<br>Launch and Run an<br>Enterprise | Unit 24 (60GLH)<br>Branding<br>&<br>Unit 16 (60 GLH)<br>Visual Merchandising |
|        | 2    | Unit 7 (120 GLH)<br>Business Decision<br>Making<br>Pearson Controlled<br>Assignment                           |   | <b>Y13s Leave</b>   | <b>Y13s Leave</b>  |
|        | 3    |   | Unit 3 (90 GLH)<br>Business Finance   | Unit 30 (60GLH)<br>Career Planning  | Unit 25 (60 GLH)<br>Relationship Marketing                                   |

If you have met all the deadlines over the two years, you will have completed most of the course by 1st May in your second year, at the same time that the A level students go on study leave. This means that if you are studying A levels alongside a BTEC course, you will get more time to revise. For those students who have failed any task from any unit, you may be required to stay on for one more month to re-submit missed work. Students who have completed all their work by 1st May can be given a 4 week work experience internship.

## Keeping a Record

It is very important that you keep a record of your progress in each of your subjects. Make sure you know your minimum grade and try to ensure that you do not fall beneath it.

Check your marks on each report and look at the grades you are likely to get if you continue to work at your current standard.

Most universities will offer you a place, conditional on your grades. They will state the grades they need you to get: eg. DDM, to gain acceptance. You need to keep checking that you are likely to get these grades by adding up your scores, as you go along. You will then notice before the end, if you need to put more time or effort into your work. This way no-one should be disappointed at the end of their course.

### How will I learn?

All of our BTEC courses are practical. You will learn by doing. This will involve you in researching information, working with others and presenting your material effectively. While there is some formal teaching, the emphasis is on individual and group work assignments, using realistic work situations and performances to help you to develop your skills. Depending on your choice of subject, you may be asked to do any of the following activities:

- Practice regularly and keep a reflective log or a diary of your practice sessions and how you work towards your targets over time
- Work individually and in a group on creating and performing music, art work or a play.
- Filmed evidence of a performance eg. play, music, dance or of coaching, doing an experiment or playing different sports etc
- Write a report or an essay.
- Reflect on your work experience.
- Record a discussion.
- Recorded data eg. From questionnaires or from data taken from fitness tests
- PowerPoint presentations
- Practical demonstrations
- Voice overs on films to show analysis
- Create a storyboard

- Edit a film
- Research
- Interviews
- Annotated photos
- Tutor observations
- Witness statements
- Evaluations
- Posters, flyers or advertising on Social Media sites.
- Projects
- Case studies
- Problem solving situations
- Attend workshops

### Attendance

As many of the BTEC courses are practical, others may rely on you to gain their marks. E.g. If you miss a lot of rehearsals for a Performing Arts or Music course, others on your team will also be affected. As a result, in some cases, students whose attendance drops below 90% may be asked to transfer to a different course.

### Organisation

It is important that you are very organised as if you are studying a couple of BTEC subjects, you will be given a lot of different deadlines. Make sure that you write the different deadlines and tasks that you are given in your planners. The final deadline (shown on the assignment brief) is FINAL. In this way, we are similar to universities. Assignments cannot be submitted or improved after this date, unless in the rare case, the Lead IV authorizes a resubmission.



### How will your work be given?

Your tasks will be given to you on an Assignment Brief. This will clearly state:

- The final date that your work is due in.
- The criteria that you will be assessed on in your task.
- Key words you should use.
- Where you can find useful information eg. Websites, CDs and books.

### How will I submit my work?

You will need to submit your work on-line using 'Turn it In.' This website helps us to check that your work has not been plagiarised. Once the deadline has been reached, you will no longer be able to up-load your work and Your work will no longer be accepted.

### How can I extend a Deadline?

It is very important that if you are struggling to meet a deadline for any reason, that you are proactive and go to see/email your teacher at least three working days in advance. You will need to explain your problem and fill in the form: 'Request for an Extension to a Deadline' (found in the appendix). Explain why you are requesting an extension; give the form to your subject teacher to verify and then bring it to the Lead IV to get approved. If the Lead IV does not approve your extension BEFORE the deadline, then you will have failed the task set and you will not be able to resubmit the work after the deadline.

### What happens if I miss a deadline?

Missing a deadline is a very serious situation. It is like missing an exam. This means that you would need to 'resit' another task in July (Year 12s) or in May/June (Year 13s). A letter would be sent home to your parents explaining the need to 'resit' later on in the year. If you have missed a deadline please do not book your holiday until you have re-sat the new task, otherwise you will not be able to pass your qualification or gain your certificate. The highest mark that you can get in this situation would be a PASS. Work that is re-submitted for being late would be printed on green paper.

### How quickly will I get my work back?

Once your work has been submitted, it will be marked, moderated and checked before it is handed back to you. As a result, you can expect to get your final mark no longer than 28 days after you have handed it in.

### Why may I sometimes be asked to re-submit part of a task?

Occasionally, you may be asked to re-do part of your assignment. This is usually because the Lead IV feels you may be able to make a difference to your overall grade with a little more time. This situation may occur when you have missed just one of the criteria in the next band up. The Lead IV will give you 15 days to improve your work. When you print out the additional work, please print it out on yellow paper – to clearly show it is a resubmission or if it is an electronic copy – please clearly identify any work that has been re-submitted in fond of a different colour. If you are given the opportunity to re-submit your work by the lead IV, you should make the most of it, as it may make a full grade's difference.

### What happens if I disagree with the grade I have been given?

You are allowed to appeal against a decision. Please use the form found in the appendix of this booklet on which to appeal. You have 14 days, from receiving your work back, to make your appeal. Your case will then be looked at by the Head teacher, Deputy Head of Academics and the BTEC Lead IV. They will reach a decision and respond to your appeal within 7 working days. You are allowed to bring a parent, guardian or friend to the appeal meeting if you should wish. The result of the appeal will be recorded and you will get a copy of the decision.

### What happens if I have to move when I am in the middle of the course?

We can transfer your BTEC course to a new centre very easily so you will not lose any of the credits that you have achieved. You can take 5 years over your BTEC qualification, which means that you can also take time off should you need to mid-course, and you will not lose your credits.

## Core Skills Lessons

In the first term of Year 12, your PSHE sessions will introduce you to the 'Core Skills' that you need to thrive on a BTEC course. You will study the following 4 topics, in three week blocks:

**Introduction (NGI):** Understanding the Brief; Organising your Tasks; Time Management; Writing a Log; How to Research; Avoiding Plagiarism and Referencing.

**Working as a Team (DMA) :** The Importance of Team Work; Clear Roles and Responsibilities; Constructive Peer Feedback; Identifying Strengths and Weaknesses in your Team; Improving Communication Skills and Empathy; Creating a clear agenda; chairing a meeting and keeping minutes.

**Presentations and Preparing for the World of Work (MMA):** The Basics of a Good Power Point Presentation; Visual Representation of Data; Good Presentation Techniques eg. Dress, Timing, Introductions, Projection, Q&A, Individual and group techniques, rehearsals

**Planning Ahead (SSU):** Networking; Portfolios; CVs; Personal Statements; Preparing for Interviews; Getting the Most from Work Experience.



1. **On your laptop**, open and label a new folder for each new unit. **Insert a header** with your official candidate name and assignment details and insert page numbers as a **footer**.

2. Fill in an electronic copy of the **Assignment Front Cover** sheet (Found in the appendix at the back of this booklet)- ask your teacher to send you an electronic copy.

The front sheet of your assignment should include the following:

- a) The assignment title
- b) Your name (the candidate name)

Remember that the cover sheet is the first image of your assignment, so keep it neat.

3. **Read** carefully what the unit covers and in particular the **key words** section.

4. Look carefully at the **command verbs** in the assignment brief that your teacher will give you. Check that you understand exactly what you have to do before you start.



## Command Verbs

**Analyse** Identify separate factors, say how they are related and how each one contributes to the topic.

**Appraise** Consider the positive and negative points and give a reasoned Judgement.

**Assess** Give careful consideration to all the factors or events that apply and

identify which are the most important or relevant; to determine the importance, size, or value of something.

**Comment** Give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects.

**Compare** Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages.

**Contrast** Show differences.

**Criticise** Review a topic or issue objectively and weigh up both positive and negative points before making a decision.

**Define** Clearly explain what a particular term means and give an example, if appropriate, to show what you mean.

**Demonstrate** Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills.

**Describe** Give a clear description that includes all the relevant features - think of it as 'painting a picture with words' or a detailed account.

**Design** Create a plan, proposal or outline to illustrate a straightforward concept or idea,

**Draw Conclusions** Use the evidence you have provided to reach a reasoned judgement.

**Explain** Set out in detail the meaning of something, with reasons. More difficult than describe or list; it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'. You could provide details and give reasons and/or evidence to clearly support the argument you are making.

**Evaluate** Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.

**Evaluate critically** Make clear; intelligible; a definite and precise account for.

**Identify** Point out or choose the right one / give a list of the main features.

**Illustrate** Include examples or a diagram to show what you mean.

**Interpret** Define or explain the meaning of something (words, actions).

**Investigate (Explore)** Inquire into; examine; investigate by going through it.

**Justify** Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions. Prove right; vindicate.

**List** Provide the information in a list, rather than in continuous writing.

**Outline** Write a clear description; give a summary of or a general plan showing essential features but no detail.

**Plan** Work out and plan how you would carry out a task or activity.

**State** Provide a clear and full account in speech or writing.

**Summarise** Write down or articulate briefly the main points or essential features.

5. You will need to research a topic either through desk research or through a field visit. Look at the following list to see the different ways that you can find out information:

- Borrow books from the School Library or from the teachers in your department.
- Visit relevant web sites. Websites specific to your unit will listed on the assignment brief of each unit and in the topic outline sheets that you will be given.
- Read newspaper articles.
- For practical subjects, see as many live performances or exhibitions as possible over the two years.
- Talk to people working in the line of business that you are investigating.
- Work Experience.

6. Once you have the information and are clear about what the tasks demand you to do, you are ready to start preparing for them.

7. Open your saved document and make sure you clearly label each task with the criteria you targeting.

## Tackling the Assignment



### Tackling the Assignment

1. Look at the assessment evidence in the Pass grade; make sure each task you have included, covers them all. These are essential to pass the unit.

2. In each assignment your teacher uses abbreviation of the assessment grades.

- P Pass
- M Merit
- D Distinction

3. **Make sure** that tasks are cross-referenced to the assessment evidence in the **Pass** grade.

For example (**Task 1 - P1**)

4. **Label** each **task** clearly.

5. **Be aware** that sometimes the order of the assignment tasks does not necessarily follow the order of the **Pass, Merit or Distinction** assessment evidence. For example (**Task 5 might cover P2, M2, D1**)

6. Some tasks might cover some of assessment evidence of the **pass** grade and perhaps one or two more of the **merit or distinction** grade. Your teacher will make sure that this is clearly stated in the assignment. For example (**Task 4- P3, M1, D3**)

7. Read all the research work that you have collected and make notes from it. Make sure that you **DO NOT COPY** work from the internet, from publications or from your friends. This is called **plagiarism** and if you have included work that is not your own and you have not acknowledged a quote you have copied, you can be **disqualified**.

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

### Using IT

When writing up and researching your assignment you will need to use a lot of IT resources. Make sure you use them wisely, sensibly and professionally. This means

that school computers in school time should be used for school work. As, with the rest of the school you will be expected to sign the Internet Use Agreement Form. (*Found in the appendix*).

### At the end of your Assignment

At the end of your assignment you need to include the following:

#### Front Sheet

The front sheet should be the last thing for you to do.

**Write and cross-reference** the page numbers to the tasks and the assessment evidence on your assignment front sheet. (See example in the appendix) This will help you to reflect on your work and make sure that all assessment evidences are covered in the tasks. This should include the following:

- a) The main headings of your assignment e.g. introduction, headings, conclusions, recommendations and evaluation.
- b) Location of videos/ audios, presentations, and other audio visual evidence.
- c) Your official names as a header.
- d) Page numbers, course title, unit number and title as footers

#### References

This is a list of references, which you have referred to in your project e.g. newspaper articles, books, web sites, magazines, music, films. You need to reference them at the end of your work in a clear **Bibliography**. Even if you have only read a part of a particular book or article, you should refer to it. It should consist of the relevant details about the edition used. This will clearly show the assessor that you have used nothing other than the text itself and it will also give information about the particular edition that



you have used.

At Braeburn, we use the Harvard Referencing system, which is arranged in the following format.

The surname of the author (authors listed alphabetically). The initials of the author. The title of the book (underlined) or article (inverted commas) and source. The publisher's name. The date of publication (usually the date when first published)

Here is the bibliography from a student's essay on Hamlet:

### Bibliography

Baker, S., 'Hamlet's Bloody Thoughts and the Illusion of Inwardness' in Comparative Drama (Vol. 21. No. 4) Winter, 1987-88

Bradley, A.C., Shakespearian Tragedy Macmillan, 1904

Brooks, J., Hamlet Macmillan Master Guides, 1986

Look at the reading list on the unit brief as a model for how to lay out your Bibliography.

### Footnotes

When you quote from a source you need to include the quotation in quotation marks and acknowledge who said it. You need to acknowledge the page, film or website referred to in a footnote. To do this, after your quote click on 'References' and then click on 'insert footnote'. This will enable you to acknowledge your source and page number etc at the bottom of the page.

### Appendices

This section includes all materials, evidence that you referred to in your project, and were not included in the actual body of your study e.g. a piece of music, photos, a copy of a questionnaire or a programme, an interview, or a filmed recording of a performance.

**Don't** 'pad out' your project with unnecessary data; the appendices should be reasonably brief and directly relevant to the project.

### Learner Assessment Submission and Declaration Form

Fill in the form to confirm that the work is your own. Sign it, and date it before attaching it to your work. Please only sign this form if you are sure that **all the work in your assignment is your own**, unless you have stated that it is a quote from somewhere else. Please do not sign this if some of the work is copied. If you sign this sheet, and the assessor discovers some of your work is copied and unacknowledged as such, your assignment will be immediately disqualified.

Ensure that you **meet the deadline** for each task of the assignment. Late work cannot be accepted unless it has been agreed by the lead IV and a completely new assignment task or unit would have to be produced in July (Year 12s) or May/June (after study leave) for Year 13s.

Check your work before you hand it in to ensure that you have included the following.

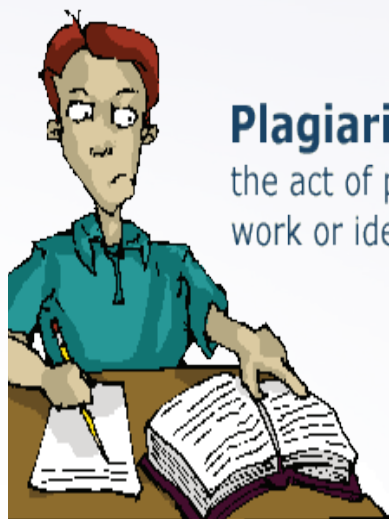
| I have....   | Y/N |
|--|-----|
| included a title page which looks professional. It includes my names.  |     |
| ensured all my work is presented in Arial font size 12.  |     |
| ensured my headings do not exceed font size 16 and are bold and underlined.  |     |
| used clear section headings that are underlined.   |     |
| divided my portfolio into logical areas.   |     |
| included a front sheet page  |     |
| numbered all my pages and have put my name and unit details in the footer of the page in font size 10.   |     |
| included a clear introduction. I have outlined what my project is about and how I went about producing it.   |     |
| included a Bibliography at the end. This contains all the reference sources used including titles of books, magazines, websites etc with the author and date of the publication. |     |
| proof read my work and have spell and grammar checked it, paragraphed and capitalized appropriately.   |     |
| not copied any one else's work.  |     |
| acknowledged any quote I have used.  |     |
| applied the theory I know to the topic situations I have studied.  |     |



Ensure that you allocate enough time to type up your work so that you can hand it in on time. **Deadlines cannot be extended** without prior permission from the Lead IV, so please make sure that you stick to each deadline set.

Also remember to save your work on the google drive or other cloud based storage, USB, on the PC at home and at school. Your work should always be available on the school system.

We as a school want everyone to achieve the highest grade possible, BUT that will only happen if you take the responsibility for your own learning.



**Plagiarism:**  
the act of presenting another's  
work or ideas as your own.

### What is plagiarism?

Plagiarism is attempting to pass off other people's work and ideas as your own.

Plagiarism can include:

- copying from another learner copying from books or the internet
- paraphrasing
- subcontracting the work to someone else
- submitting the same piece of work for two different purposes

### Why is plagiarism wrong?

- It is fundamentally dishonest
- Learners who commit plagiarism are seeking an unfair advantage over other learners
- Learners who commit plagiarism are devaluing the value of the qualification they seek
- It is disrespectful to the Assessors, and a betrayal of their trust

### What are the consequences of plagiarism?

- Learners who commit plagiarism learn far less than those who do not
- Assessment procedures are compromised if the work submitted is not the learner's own
- Assessors are unable to form correct decisions on

the progress of individual learners

- It may result in legal action due to infringement of copyright laws
- It may be penalised by failure in one or more components of a course
- It could be unfairly interpreted as professional incompetence on the part of the Assessor.

### Why does plagiarism happen?

There are many reasons. You may:

- not understand what is meant by plagiarism, because it has never been explained to them
- not believe plagiarism to be wrong: they download music, video clips and games all the time
- not understand the concept of individual ownership of ideas and words
- have misconceptions about the ownership of electronic material
- struggle to differentiate between intellectual property rights and common knowledge
- regard the conventions of academic documentation as unimportant or irrelevant to them
- lack referencing skills, and therefore be unable to record and cite sources correctly
- lack the study skills, research skills and writing skills needed to produce the work required
- not know how to adapt published literature sources so that they do not require citation
- regard plagiarism as a short cut to success.

### What will happen if you are caught plagiarizing?

You will get a written warning first and the chance to re-write the section that has been plagiarized. The problem and action will be documented in a meeting with your assessor and the Lead IV.

If plagiarized work is identified a second time, then a letter will be sent home and your parents will be informed that if you make the same mistake again, you will fail the task. Once again you will be given time to remedy the problem by re-writing the section that you plagiarized and the problem and action will be documented in a meeting with your assessor and the Lead IV.

If plagiarized work is identified a third time, then you will fail the task, your parents will be informed and you will need to sit for a new task in July (Y12s) or May/June (Year 13s.) Once again the action will be documented in a meeting with your assessor and the Lead IV.





# Appendix



### STUDENT CONTRACT

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the courses being studied:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I know that if I would like to change any of the courses I am studying, I need to bring a letter from my parents.

I know that BTEC is a practical subject and that if I miss a lesson, I could be letting down others in my team. As a result, if my attendance drops below 90%, I could be asked to drop the course I have chosen.

I recognise that the deadlines written on the briefs are non-negotiable. If I miss them, I know it is like missing an exam. I know that the re-sits are in July, after school has closed. I know that new tasks will not be issued at any other time.

I know that I can apply for an extension to a deadline up to three days before the deadline. I know I need to do this by filling in the 'Extension to a Deadline' form. I know that spoken requests or requests on the day of the deadline will not be considered. I know that it is unlikely that more than one request a year will be accepted.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# Braeburn Schools

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## Assignment Front Sheet

|                      |                         |                              |  |
|----------------------|-------------------------|------------------------------|--|
| <b>Qualification</b> |                         | <b>Unit number and title</b> |  |
|                      |                         |                              |  |
| <b>Learner name</b>  |                         | <b>Assessor name</b>         |  |
|                      |                         |                              |  |
| <b>Date issued</b>   | <b>Hand in deadline</b> | <b>Submitted on</b>          |  |
|                      |                         |                              |  |

|  |  |
|--|--|
| <b>Assignment title</b>  |  |
| <p>In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.</p> |  |

| Criteria reference | To achieve the criteria the evidence must show that the learner is able to: | Task no. | Evidence |
|--------------------|---|----------|----------|
|                    |   |          |          |
|                    |   |          |          |

|   |       |
|---|-------|
| <b>Learner declaration</b>  |       |
| <p>I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> |       |
| Learner signature:  | Date: |



## LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

|                                 |                  |                |  |
|---------------------------------|------------------|----------------|--|
| Learner name:                   |                  | Assessor name: |  |
| Issue date:                     | Submission date: | Submitted on:  |  |
| Programme:                      |                  |                |  |
| Unit:                           |                  |                |  |
| Assignment reference and title: |                  |                |  |

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

| Task ref.                            | Evidence submitted | Page numbers or description |
|--------------------------------------|--------------------|-----------------------------|
|                                      |                    |                             |
|                                      |                    |                             |
|                                      |                    |                             |
| Additional comments to the Assessor: |                    |                             |

### Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date:



## Unit xxxxxxxxxxxxxxxxxxxxxxxx

Student Name: \_\_\_\_\_

Start date: \_\_\_\_\_

Deadline: \_\_\_\_\_

Key

Evidences:

|  |   |  |   |  |   |
|--|---|--|---|--|---|
|  | ✓ |  | ✓ |  | ✓ |
|--|---|--|---|--|---|

| To achieve a pass grade the evidence must show that the learner is able to: | Tick if met | To achieve a merit grade the evidence must show that the learner is able to: | Tick if met | To achieve a distinction grade the evidence must show that the learner is able to: | Tick if met |
|---|-------------|--|-------------|--|-------------|
|   | ✓           |  | ✓           |  | ✓           |
|   | ✓           |  | ✓           |  | ✓           |
|   | ✓           |  | ✓           |  | ✓           |

Student  
Signature

Assessor  
Signature

GRADE

POINTS

Internal  
Verification

Grade

Points



Braeburn Schools

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### ASSESSMENT RECORD SHEET

|   |  |                             |  |
|---|--|-----------------------------|--|
| <b>Programme</b>  |  | <b>Learner name</b>         |  |
| <b>Assignment title</b>   |  | <b>Assessor name</b>        |  |
| <b>Unit no. &amp; title</b>   |  | <b>Target learning aims</b> |  |
| <b>Issue date</b>   |  | <b>Submission date</b>      |  |
| <b>First submission / resubmission?*</b>  |  | <b>Resubmission date**</b>  |  |
| <b>Resubmission authorisation by Lead Internal Verifier*</b>  |  | <b>Date</b>                 |  |
| <small>* All resubmissions must be authorised by the <b>Lead Internal Verifier</b>. Only <b>one</b> resubmission is possible per assignment, providing:                 <ul style="list-style-type: none"> <li>The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.</li> <li>The tutor considers that the learner will be able to provide improved evidence without further guidance.</li> <li>Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.</li> </ul>                 **Any resubmission evidence <b>must</b> be submitted within 10 working days of receipt of results of assessment.             </small> |  |                             |  |
| <b>Target criteria</b>  | <b>Criteria achieved? (Yes / No)</b>   | <b>Assessment comments</b>  |  |
|   |  |                             |  |
| <b>General comments</b>   |  |                             |  |
|   |  |                             |  |
| <b>Assessor declaration</b>   | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. |                             |  |
| <b>Assessor signature</b>   |  | <b>Date</b>                 |  |
| <b>Learner comments</b>   |  |                             |  |
| <b>Learner signature</b>  |  | <b>Date</b>                 |  |



### Assignment Brief

|                              |  |
|------------------------------|--|
| <b>Qualification</b>         |  |
| <b>Unit number and title</b> |  |
| <b>Assessor name</b>         |  |
| <b>Date issued</b>           |  |
| <b>Hand in deadline</b>      |  |

|  |  |              |
|--|--|--------------|
| <b>Assignment title</b>  |  |              |
| Purpose of this assignment   |  |              |
| Scenario   |  |              |
| Task 1   | This provides evidence for [e.g. P2, P4] |              |
| Task 2   | This provides evidence for [e.g. P2, P4] |              |
| <b>Evidence checklist</b>  |  |              |
| [Summarise evidence required, e.g. 'leaflet', 'presentation notes' etc.] |  | [tick boxes] |
|  |  |              |
|  |  |              |
| <b>Sources of information</b>  |  |              |
| [insert useful publications, websites, etc.]                             |  |              |





### Student Self-Evaluation

Please evaluate your performance on this course. Tick the answer you think fits the question best. Wherever, you think necessary, please add a comment to suggest ways we could support you better to achieve.

Name \_\_\_\_\_ Date \_\_\_\_\_

|   | Yes | No | Comment |
|---|-----|----|---------|
| Am I punctual to lessons?   |     |    |         |
| Do I learn something new in every lesson?                         |     |    |         |
| Am I confident in researching topics?                             |     |    |         |
| Do I understand what I need to do to improve my work?             |     |    |         |
| Do I always meet deadlines for assignments?                       |     |    |         |
| Do I actively participate in class activities?                    |     |    |         |
| Do I enjoy my lessons?  |     |    |         |
| Are my lessons relevant to the world of work?                     |     |    |         |
| Do I prepare for assignments properly?                            |     |    |         |
| Do I manage my time well?   |     |    |         |
| Do I have adequate records and notes covering all topics covered? |     |    |         |

What am I good at?

---



---

What do I need to do to improve my performance?

---



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What could the school could in place to support me better?

---



---



**REQUEST FOR AN EXTENSION TO A DEADLINE**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Course: \_\_\_\_\_

Unit Title: \_\_\_\_\_

Assessment Title: \_\_\_\_\_

Date due in: \_\_\_\_\_

Date of request: \_\_\_\_\_

Reasons for requesting a deadline: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tutor Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approved:  Not Approved:

Signed by the Lead IV: \_\_\_\_\_ Date: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





**STUDENT ASSESSMENT APPEAL FORM**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Course: \_\_\_\_\_

Unit Title: \_\_\_\_\_

Assessment Title: \_\_\_\_\_

Points which I do not accept from the assessor in the unit:  
\_\_\_\_\_  
\_\_\_\_\_

First Assessor's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Programme Leader's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Conclusions made by the first assessor in discussion with the student:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Student: \_\_\_\_\_

Date: \_\_\_\_\_



## RESPONSIBLE INTERNET USE AGREEMENT

When I am using a computer or other technologies, I want to feel safe.

### I agree that whilst in school I will:

- Always keep my passwords a secret.
- Only visit sites which are appropriate to my work at the time (ie not chat sites or social networking sites)
- Tell a responsible adult straight away if anything makes me feel scared or uncomfortable online.
- Make sure that all messages I send are respectful.
- Show a responsible adult if I get an offensive or unsettling message or get sent anything that makes me feel uncomfortable.
- Not reply to any offensive or unsettling message or anything which makes me feel uncomfortable.
- Not give my mobile number to anyone who is not a friend.
- Only e-mail people I know or those approved by a responsible adult.
- Only use e-mail which has been provided by school.
- Always keep my personal details private. (My name, family information, journey to school, my pets and hobbies are all details of personal details.)
- Always check with a responsible adult and/or my parents before I show photos of myself.
- I know that once I post a message or an item on the internet then it is completely out of my control.

### I agree that I will not:

- Visit internet sites, make post, download, upload or pass on material, remarks, proposals or comments that contain or relate to:
  - Pornography
  - Promoting discrimination of any kind
  - Promoting racial or religious hatred
  - Promoting illegal acts
  - Forward chain letters
  - Breach copyright law
  - Do anything which exposes other children to danger.
- Use foul or abusive language in any language
- Take part in illegal activities such as hacking
- Download games, music or software without permission from a member of staff.

### I accept that:

My use of the school ICT facilities may be monitored and the outcomes of the monitoring may be used for a variety of purposes.





**Braeburn Schools**  
S u m m u m A p p e t o

I understand the Responsible Use Agreement and agree to abide by its principles. Failure to abide by these guidelines will result in access being withdrawn and appropriate disciplinary measures taken. I understand this might include legal proceedings.

|             |                      |
|-------------|----------------------|
| User's name | <input type="text"/> |
| Signature   | <input type="text"/> |
| Date        | <input type="text"/> |

As the parents of this pupil I understand the reasonable use agreement, that access through school is for educational purposes and although the school will try to ensure proper use, responsibility rests with my child. I hereby give permission for my child to be given access to the Internet in accordance with the information set out on this form.

|                                  |                      |
|----------------------------------|----------------------|
| Parent/Guardian's name ( Print ) | <input type="text"/> |
| Signature                        | <input type="text"/> |
| Date                             | <input type="text"/> |



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## Request for Reconsideration of Library Resources

If you wish to request reconsideration of library material or resources, please return the completed form to: The Librarian

Name \_\_\_\_\_

Date \_\_\_\_\_ Phone \_\_\_\_\_

Are you a student \_\_\_\_\_ or employee \_\_\_\_\_ parent? \_\_\_\_\_ Do you represent yourself?  
\_\_\_\_\_ your son/daughter? \_\_\_\_\_

1. Resource on which you are commenting:

|                  |                       |                       |  |
|------------------|-----------------------|-----------------------|--|
| Title:           |                       |                       |  |
| Author/Producer: |                       |                       |  |
| Book _____       | Textbook _____        | Video _____           | Other (please specify):                          |
| Magazine _____   | Library Program _____ | Audio Recording _____ | Electronic information/network (please specify): |
| Display _____    |                       |                       |  |

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? Please be specific:

5. What of value is there in this work?

6. Are you aware of the reviews of this work by critics?

7. What do you believe is the theme or purpose of this work?

8. What do you feel might be the result of reading, viewing, or listening to this work?

9. Are there other resources you suggest which might provide additional information and/or other viewpoints on this topic?

10. What action do you request the Library to take?



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### A-LEVEL/BTEC COURSE ALTERATION FORM

STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Course being dropped: \_\_\_\_\_ Teacher sign: \_\_\_\_\_

New Course: \_\_\_\_\_ Teacher sign: \_\_\_\_\_

REASONS FOR COURSE ALTERATION:

---



---

Approved by:

Head of School:  
(Ms. Rogers)

DATE: \_\_\_\_\_

Head of 6<sup>th</sup> Form:  
( Ms. Griffith )

DATE: \_\_\_\_\_

Lead IV:  
(Ms. Noela)

DATE: \_\_\_\_\_

OTHER 6<sup>TH</sup> FORM COURSES:

SUBJECT 2: \_\_\_\_\_

SUBJECT 3: \_\_\_\_\_

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**Instructions:**

1. You must have consent from the teachers of the course you are dropping and the course you are picking up.
2. You must get permission from Ms. Rogers with a letter from your parents/guardians.
3. Your form must be signed by the Head of Sixth Form (Mr. Flanagan) and the Lead IV (Ms. Noela).
4. Once the form is completed, return to Mr. Flanagan for final authorisation.
5. Unless all these steps have been taken, you will not be allowed to change course.



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