



**Level 3
Diploma**

**COURSE
HANDBOOK
(Business and IT)**

2022/2023

Welcome note!

We hope that you have reflected on the choice of your career path and you will have a very enjoyable period of study on this BTEC programme at Light International School. We endeavor to see every learner succeed. We are here to help you achieve your dreams, and qualify in your chosen BTEC course.

The purpose of this handbook is to inform you, the learner, of what BTEC courses have to offer, as well as giving you guidance as to the way in which the course will be run. We all have key roles to play and our responsibility is to succeed. This handbook will outline our expectations.

We have a team of BTEC tutors and support staff at Light International School. If you have any further questions, please do not hesitate to talk to any of the subject Staff.

BTEC Team

Welcome to your BTEC!

BTEC has a 30-year track record of learner success, with the BTEC National widely recognised within the industry and in higher education as the signature vocational qualification. Statistics show, over 62 per cent of large companies recruit employees with BTEC qualifications and 100,000 BTEC learners apply to UK universities every year in addition to other universities across the globe.

BTEC Nationals are demanding but rewarding and will require you to complete a wide range of units and assessments, both written work to practical assignments. You will need to build a **portfolio** of the assignment work you complete, as evidence of your achievements on the BTEC. This course will be involving for you, but the rewards of success will have a huge positive impact on your plans for the future; whether that is studying further, going on to work on an apprenticeship or even setting up your own business.

Why BTEC?

BTECs are an established and highly successful alternative to general qualifications, suitable for a wide range of learners.

- ✓ As work-related qualifications, their design meets the needs of employers as well as supporting progression to university.
- ✓ BTECs are designed to provide a more practical, real-world approach to learning alongside a clearly explained and structured theoretical background. This enables you to develop the knowledge, understanding and skills to prepare you for the industry.
- ✓ BTEC National learners are expected to take responsibility for their own learning and be keen and well organised. You should enjoy having more freedom, while knowing you can still ask for help or support if you need from your tutors and mentors.

How are you assessed?

The duration for the BTEC national Diploma course is two years of study for any programme you enrol in.

There are three main modes of assessment:

- a) **External assessment:** each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 guided learning hours to allowing you to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. The styles of external assessment used for qualifications are:

- ✓ examinations – all learners take the same assessment at the same time, normally with a written outcome
- ✓ set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year and learners can have only one resit attempt during the programme.

- b) **Internal assessment:** most units in the sector are internally assessed and subject to external standards verification. This means that you will be set and assessed on assignments that provide the final summative assessment for each unit.

In line with the requirements and guidance for internal assessment, your teacher will select the most appropriate assessment styles according to the types of learning set out in the unit. This ensures that you will be assessed using a variety of styles to help you develop a broad range of transferable skills. You could be given opportunities to:

- ✓ write up the findings of their own research
- ✓ use case studies to explore complex or unfamiliar situations
- ✓ carry out projects for which they have choice over the direction and outcomes
- ✓ demonstrate practical and technical skills using appropriate (tools/processes, etc).

- c) **Synoptic assessment:** requires you to demonstrate that you can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector relevant to a key task. Normally, a synoptic assessment is one that you will take later in the programme as you will be expected to be able to draw on a range of learning. Synoptic units may be internally or externally assessed, and are specific to the qualification you are registered to study on.

The skills you need

BTECS gives you an opportunity to develop the key skills, knowledge and expertise that will make the difference to you when starting out on a new career or completing higher education. More guidance is given on:

- ✓ **Personal organisation development** – these guides will help you to build up your planning and time management skills, and will also help you to understand the starting points underlying the idea of BTEC.
- ✓ **Writing skills** – these guides will help you to develop your ability to research and prepare for writing assignments and structure your written work.

- ✓ **Personal self-development skills** – the guide enables one to prepare for working in teams and learning to review and develop your own personal skills.

How BTEC helps you?

- ✓ Today's BTEC are on demand, as it is the most respected **applied** learning qualification across the globe.
- ✓ You will choose and complete a range of units, be organised, complete external assessments that Pearson will set and mark, and produce a **portfolio** of your assignments.
- ✓ Achieve your **plans** in life – whether you decide to study further, go on to work or have an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life and fulfilment.

PEARSON BTEC NATIONAL PROGRAMMES OFFERED AT LIGHT INTERNATIONAL SCHOOL

The school offers two (2) BTEC National Diploma programmes: The programme include:

- ✓ **BTEC International Level 3 Diploma in Business, Enterprise and Entrepreneurship**
- ✓ **BTEC International Level 3 Diploma in Information Technology**

The programmes are aimed at:

- ✓ Developing and improving the interpersonal & communications skills, particularly the investigative, formal writing, formal presentation and independent working skills that are required for the workplace or further study.
- ✓ Students get to work on real-life scenarios through a variety of case studies.
- ✓ In their assessments, students are required to carry out presentations, write reports and conduct surveys.

Generally, the above courses will help you to:

- ✓ Acquire new or update existing knowledge.
- ✓ Obtain a recognized qualification.
- ✓ Equip you with knowledge, understanding and skills for success in employment in the competitive market.
- ✓ Develop your ability and creativity in academia and industry through effective use and combination of the knowledge and specialised skills gained in different parts of the programme.

- ✓ Provide an educational foundation for a range of skills and techniques,
- ✓ Personal qualities and attributes essential for successful performance in working life.
- ✓ Obtain work in the relevant industry or progress to a relevant course at the University.

BTEC INTERNATIONAL LEVEL 3 DIPLOMA IN BUSINESS, ENTERPRISE AND ENTREPRENEURSHIP

In today's world of international business, success is driven by people with the skills to balance satisfying their customers with providing great products and services. This BTEC qualifications has been developed to provide specialist work-related qualifications in this field.

BTEC International Level 3 Diploma in Business, Enterprise and Entrepreneurship is equivalent to 2A Levels.

Qualifications for BTEC Level 3 Diploma Business

- ✓ A Pass in O' Level (IGCSE).

PEARSON BTEC International Level 3 in Business, Enterprise and Entrepreneurship -UNITS OFFERED		
UNIT NUMBER	TITLE	GLH
YEAR 1		
1	Exploring Business (mandatory)	90
20	Business Ethics	60
3	Business Finance (mandatory)	90
4	Managing an Event	90
2	Research and Plan a marketing campaign (mandatory) - set externally	90
YEAR 2		
7	Business Decision Making(mandatory)- Set externally	120
9	Team building in Business	60
24	Branding	60
21	Training and Development	60
Mandatory units: 480 GLH Optional units: 240 GLH		

Total Guide Learning Hours (GHL) =720

Equivalent to = 2A Levels.

PEARSON BTEC INTERNATIONAL LEVEL 3 DIPLOMA IN INFORMATION TECHNOLOGY

The course enables learners to acquire relevant technical skills and expertise in their IT specialist areas as well as achieve corporate goals, develop and improve business processes, manage IT requests and improve organisation efficiency. Successful learners will be able to deconstruct a problem into smaller, easier solvable parts in a logical and systematic approach to problem solving. In addition, they will conformably justify their decisions and approach. Their personal skills and attributes essential for successful performance in working life will be nurtured.

Careers in this field include: software engineers, system administrators, network engineers, website developers, System Analyst, Project Managers, Data Analysts, IT Security Personnel/Managers etc with a focus on an organisation's IT infrastructure.

PEARSON BTEC International Level 3 in information Technology		
UNIT No	TITLE	CREDITS [720]
YEAR 1		
1	Information Technology Systems -Strategy, Management and Infrastructure (mandatory)	120
6	Website Development (mandatory)	60
12	IT Technical Support and Management	60
3	Using Social Media in Business	90
19	Enterprise in IT	60
YEAR 2		
2	Creating Systems to Manage Information	90
10	Big Data and Business Analytics	90
11	Cyber Security and Incident Management	120
17	Digital Animations and Effects	60
Mandatory units: 180 GLH Optional units: 540 GLH		
Total Guide Learning Hours (GHL) =720		

Equivalent to = 2A Levels.

BTEC Qualifications - What is BTEC equivalent to?

You will be assessed on the work that you undertake during your 2 years of study and will be given an overall grade at the end of the 2 years.

BTEC entry and selection criteria

To have achieved a **Grade C** or above in **English** and **Mathematics** and in the subject/s you wish to study or equivalent.

When will I get my results?

You will receive your final award (Diploma Certificate) after successful completion of the 2 years of study in the programme.

Expectations

a) What you can expect from us

Our aim is to provide a supportive learning environment. We will do our best to provide:

- Equal opportunities
- Good quality and specialist teaching
- An Individual Learning Plan which summarizes what you want to gain from your course
- Regular feedback on your progress
- Advice on your options after your course including opportunities to move onto other courses
- Opportunities to feedback your experience of our provision which include course evaluations, student surveys, learner focus groups etc

What we expect from you

To create an environment which will give you the best chance of success. We expect all learners to:

- Attend all lessons and be on time
- Let us know if you are unable to get to your class
- Behave responsibly and safely at all times
- Respect and look after all equipment
- Contribute to creating a pleasant learning environment by respecting the diverse backgrounds of other learners and staff

- Ask for assistance if you are having difficulties with any aspect of your course or feel you need help
- Make any suggestions you may have to help us improve the course

How you will be able to track your progress

Feedback – This will be given verbally throughout the course and in the form of written feedback sheets, progress reports and interim reports. Your teacher will also track your progress throughout each stage, recording your grade for each unit of work; this will be used to calculate your grades on your report that goes home.

The feedback you gain from your teacher will identify how you have progressed towards gaining this qualification, as well as giving you areas in which you can improve. Your teacher will go through this feedback with you and you will be given the opportunity to comment yourself.

Understanding and meeting the grading criteria

Your grades will be shown in abbreviated form; P = Pass, M = Merit and D = Distinction. There will also be WB = working below and WT = working towards, these are used if you have not met the criteria to pass the unit of work.

Assessment Grading

In order to pass the course, you must pass every unit. Throughout the course, you will be assessed by your tutors in order to decide your final result. BTEC courses do not rely on a single test at the end of the course, which can be very unfair.

Instead, assessments take place in all units, building up a profile of results throughout the year, which is used as a basis for the grades that appear on your certificate. This process is called 'continuous assessment'. For every assignment you encounter, you will be given a grade that indicates how well you have performed.

Distinction

This grade shows that you can provide work of a very high standard in the work area in which you are being assessed. Your work will have shown care, skill and professionalism, at National level.

Merit

To gain a merit, you will also need to have produced work that is generally of a good standard. The difference between a merit and a distinction is often either in the completeness of the coverage of the work or in the attention to detail shown.

Pass

You may often hear this grade referred to as a 'bare pass' or the 'minimum acceptable standard', but, while both these descriptions are true, they do not reflect the positive side of what a pass grade means. To achieve a pass grade, you will have basically completed the most important elements of the work to be done.

Unclassified

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Defer

A student who has mitigating circumstances and evidence to prove it, will be required to complete a MITIGATION FORM and will then be eligible for either handling the course work assessment at a later date (to be agreed by the Programme Leader. Students with DEFER will be marked at the normal grading criteria of PASS, MERIT, and DISTINCTION.

List of Command Verbs (used for SMART aims/objective setting and also for setting projects/assignments)

Pass	Meaning	Merit	Meaning	Distinction	Meaning
	<i>To achieve a pass you must usually demonstrate that you understand the important facts relating to a topic and can state these clearly and concisely</i>		<i>To obtain a merit you must prove that you can apply your knowledge in a specific way</i>		<i>To obtain a distinction you must prove that you can make a reasoned judgement based on appropriate evidence</i>
Create (or produce)	Make, invent or construct an item	Analyse	Identify separate factors, say how they relate to each other and how each one relates to the topic	Analyse	Identify the key factors, show how they are linked, and explain the importance and relevance of each
Describe	Give a clear, straightforward description that includes all the main points and link these together logically	Classify	Sort your information into appropriate categories before presenting or explaining it	Assess	Give careful consideration to all the factors or events that apply, and identify which are the most important and relevant, with reasons
Define	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean	Compare/ Contrast	Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages	Comprehensively explain	Give a very detailed explanation that covers all the relevant points, and give reasons for your views or actions
Explain (how/why)	Set out in detail the meaning of something, with reasons. It is often helpful to give an example of what you mean. Start with the topic then give the 'how' or 'why'	Demonstrate	Provide several relevant examples or appropriate evidence which support the arguments you are making. In some vocational areas this may also mean giving a practical performance	Critically comment	Give your view after you have considered all the evidence, particularly the importance of all the relevant positive and negative aspects
Identify	Distinguish and state the main features or basic facts relating to a topic	Discuss	Provide a thoughtful and logical argument to support the case you are making	Evaluate	Review the information then bring it together to form a conclusion. Give evidence to support each of your views or statements
Illustrate	Give examples to show what you mean	Explain (in detail)	Provide details and give reasons and/or evidence to clearly support the argument you are making	Evaluate critically	Review the information to decide the degree to which something is true, important or valuable. Then assess possible alternatives, taking into account their strengths and weaknesses if they were applied instead. The give a precise and detailed account to explain your opinion.
Interpret	Define or explain the meaning of something	Implement	Put into practice or operation. You may also have to interpret or justify the effect or result	Summarise	Identify/review the main relevant factors and/or arguments so that these are explained in a clear and concise manner
List	Provide the information required in a list, rather than in continuous writing	Interpret	Understand and explain an effect or result		
Outline	Write a clear description that includes all the main points but avoid going into too much detail	Justify	Give appropriate reasons to support your opinion or views and show how you arrived at these conclusions		
Plan (or devise)	Work out and explain how you would carry out a task or activity	Relate/report	Give a full account, with reasons		
Select (and present) information	Identify relevant information to support the argument you are making and communicate this in an appropriate way	Research	Carry out a full investigation		
State	Write a clear and full account	Specify	Provide full details and descriptions of selected items or activities		
Undertake	Carry out a specific activity				