



Starbank School

Starbank School BTEC Handbook: 2018 to 2019

Introduction

Welcome to the Starbank School BTEC Handbook. This guidance document has been produced owing to the presence of BTEC courses, to support the staff involved in the planning, delivery and assessment of these courses.

For Starbank School to deliver any BTEC qualification we must be an Approved BTEC Centre. As BTEC qualifications do not involve students sitting examinations and work is internally assessed, it is essential that systems and procedures are strictly followed so that necessary documentation is completed accurately and thoroughly.

Each subject area will have an allocated lead IV (OSCA) for the subject area. This person will be responsible for the internal verification of BTEC qualifications in that subject area. The lead IV (OSCA) for each subject will use the internal verification documentation in this booklet.

External Verification ceased from September 2010 and IV policies / procedures / processes are now reviewed at Quality Review and Development (QRD) – the replacement process for Centre Risk Assessment.

It is intended that this document will be used to compliment the materials provided from the examination board and all documents produced internally by the BTEC team.

It is the purpose of this guidance book to provide staff with:

- Information about the processes involved in the planning of BTEC courses
- Information about the assessment of BTEC courses
- Generic documentation which can be used to support the planning, assessment and delivery of BTEC courses.

This handbook is reviewed each academic year to reflect any changes to the BTEC courses being offered. I hope you find this handbook useful and if you have any suggested amendments or additions, please let me know.

Adam Wiles

Registration & Certification Policy

Aim:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

This policy will be reviewed every 12 months by A.Wiles. It will be reviewed next in September 2019.

Assessment Policy

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.

This policy will be reviewed every 12 months by A.Wiles. It will be reviewed next in September 2019.

Internal Verification Policy

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level-Level 3)
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions

In order to do this, the centre will:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
 - Staff are briefed and trained in the requirements for current Internal Verification procedures
 - Effective Internal Verification roles are defined, maintained and supported
 - Internal Verification is promoted as a developmental process between staff
 - Standardised Internal Verification documentation is provided and used
 - All centre assessment instruments are verified as fit for purpose
 - An annual Internal Verification schedule, linked to assessment plans, is in place
 - An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
 - Secure records of all Internal Verification activity are maintained
 - The outcome of Internal Verification is used to enhance future assessment practice.

This policy will be reviewed every 12 months by A.Wiles. It will be reviewed next in September 2019.

Appeals Policy

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

This policy will be reviewed every 12 months by A.Wiles. It will be reviewed next in September 2019.

Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
 - To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where
- Incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will be conducted by the Exam Officer. Should this be inappropriate then the Quality Nominee will conduct the investigation
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
 - Document all stages of any investigation.

Where malpractice is proven, this centre will take action on a case by case example led by the Head of Centre and inform the exam body where required.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)

- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy will be reviewed every 12 months by A.Wiles. It will be reviewed next in September 2019.

Complaints Procedure Policy

Aim

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process.
- To protect the interests of all learners.
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate.

In order to do this, the centre will:

- inform all learners of the complaints procedure at induction and make it accessible to all learners
- have a staged complaints procedure
- record, track and respond to all complaints in line with the complaints procedure
- take appropriate action to try and resolve learner concerns
- monitor complaints to inform quality improvement
- forward the complaint to the Pearson, should it not be resolved within 28 days of receipt
- keep complaints records for the appropriate document retention period.

Procedure

All complaints will go through the follow stages:

Stage 1 - Informal: learner lets an appropriate member of centre staff (e.g. teacher or exams officer) know about their concerns and the member of staff attempts to satisfactorily resolve any issues. The outcome should be documented and if unresolved, move to Stage 2.

Stage 2 - Formal review: learner submits their complaint through the formal centre complaints channel and appropriate manager at the centre investigates and addresses their concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 3.

Stage 3 - Formal review at a point of escalation: learner escalates their complaint through the formal complaints channel and Mr A. Wiles at the centre investigates and addresses their ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 4.

Stage 4 - Formal review at final point of escalation: learner escalates their complaint through the formal complaints channel and Chair of Governors reviews the case with Head of Centre to address the learner's ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 5.

Stage 5 - Escalation to Pearson for information on next steps*. Information on the Pearson complaints procedure can be found at qualifications.pearson.com/complaintsandfeedback

**Please note that once a learner has exhausted a centre's complaints procedure, there will only be certain matters Pearson can then assist with. We cannot assist with matters which are between the centre and learner, for example, fee disputes or complaints about the delivery of a qualification.*

Recording complaints: all complaints correspondence should be recorded in writing and dated. Letters of complaint and their responses should be kept for the appropriate time period.

Monitoring of complaints and outcomes: undertaken by SLT at the centre to inform development and quality improvement.

Support with the resolution of complaints: At any point during the investigation of a complaint Pearsons can be contacted for information, support or advice. This should not normally be required until Stage 5 has been reached in the complaints procedure.

Starbank School must forward Pearson a copy of all complaints received related to Pearson qualifications, which are not resolved within 28 days of receipt, and co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters.

This policy will be reviewed every 12 months by A.Wiles. It will be reviewed next in September 2019.

General Information

All members of staff teaching the BTEC qualification will have a copy of this handbook to ensure consistency in approach.

Approval for all BTEC courses is sought by the Examinations Officer via Pearson's online facility. This is following consultation at SLT / line management meetings, with teams using departmental meetings to identify courses to be offered in the school. Evidence of approval is stored electronically by the Exam Officer. Approval for new courses is completed by the Examinations Officer immediately upon the course being confirmed as an addition to the curriculum by SLT.

At the commencement of a BTEC course, students will be introduced to the structure of the BTEC courses in the initial stages of starting their studies before being registered as learners on the course via Pearson online. All students must also sign a 'BTEC Learner Agreement' which documents their commitment to the course. These are distributed and collected by BTEC teams and stored centrally for future reference.

All students are informed about malpractice and information about what malpractice entails is displayed in BTEC classrooms. Any incident of malpractice is reported immediately to the QN.

There is an appeals process in place and information about this is mentioned above in this handbook. Appeals documentation is stored securely with the Examinations Officer and is also above.

After four weeks (beginning of October), students should be securely established on their courses, and at this point, the Examinations Officer requests confirmation from the QN about the BTEC courses which are being delivered. The QN will provide this information and ensure approval is received for all new courses via the Examinations Officer, who will also electronically send a class list for each group to BTEC staff for checking. BTEC staff must CAREFULLY and THOROUGHLY check the list to ensure it is absolutely correct, also checking the registration details for each registered student against the course programme number. Any changes or amendments must be immediately e-mailed to the Examinations Officer and copied to the QN for information.

Registrations will all be processed before November 1st each year.

All BTEC courses have an IV schedule for delivery which outlines that units will be taught and when. These schedules show when units will be planned, delivered, assessed and verified. This information is to be recorded and shared using the online "mybtec" facility.

All internal verification information will be shared with subject teams.

To raise whole-school awareness of BTEC qualifications, Starbank School ensures all information is available for all staff, both on the school website and as a paper format. It includes information about the BTEC courses being delivered and the assessment methods that will be used.

All Starbank School assessment and IV procedures meet the BTEC requirements and are adhered to by all staff. These procedures are shared with all BTEC staff as a part of the staff induction process, with sample exemplar documentation shared and discussed to ensure clarification of purpose.

Staff within programme teams write assignment briefs which are fit for purpose and these are verified by the Lead IV for the subject area before being issued to learners and uploaded onto the “mybtec” facility. If the Lead IV is the only member of staff delivering a course, or has written the assignment brief, other BTEC staff within Starbank School will be designated to check that each assignment is fit for purpose. All relevant documentation is completed to evidence this process is taking place. Subject teams will comment on the assignment brief (this will act as step one for the IV process and also ensures the team is fully aware of the assignment contents) and then the Lead IV must have ‘passed’ the accreditation process by Pearson. These assignment briefs and all IV documentation are available on mybtec, ready for the Quality Review & Development process.

Internally, the deadline for BTEC staff to ensure that the correct certification claims have been passed to the Examinations Officer is 30th June, or the Friday beforehand if this falls on a weekend. The official Pearson deadline is 5th July and failure to submit these results on time may result in late certification for students which, in the case of level 3 courses, could result in the loss of conditional offers for university places.

When certificates are received by the Examinations Officer, they are checked against reported results and any anomalies will result in the certificate not being issued.

All Starbank School policies and procedures are appropriate and regularly reviewed.

The responsibility for planning and delivering the programme rests with the delivery team and this requires effective communication.

BTEC qualifications are supported by SLT who are updated as required on BTEC issues and progress in SLT meetings.

When introducing new BTEC qualifications to the curriculum, consideration is given to the GLH suggested by Pearson.

The BTEC Team at Starbank School

BTEC Team:

Satnam Dosanjh: Head of Centre

Miriam Mughal: Examinations Officer

Adam Wiles: BTEC Quality Nominee

Gemma Gurney: Teacher/Lead IV Art and Design Technology

Thomas Smerdon: Teacher/Assessor for Design Technology

Aimee Marsh: Teacher/Lead IV Music

Victoria Allen: Teacher/Lead IV for Sport and Health and Social Care

Courtney Allen: Teacher/Assessor for Sport

Suraj Parekh: Teacher/Assessor for Sport

Lyan Atterbury: Teacher/Assessor for Sport

Jordan Ebourne: Teacher/Assessor for Sport

Ellie Thomas: Teacher/Assessor for Health and Social Care and Lead IV for Functional Skills

Nikki Taylor: Teacher/Assessor for Functional Skills

Baz Adam: Teacher/Assessor for Functional Skills

Jasbinder Singh: Teacher/Lead IV for ICT

Mohammed Ilyas: Teacher/Assessor for ICT

Roles and Responsibilities

The Quality Nominee (QN)

The Quality Nominee is responsible for maintaining the quality of BTEC qualifications. This includes reviewing the centres' BTEC provision and the effectiveness of quality procedures adopted. The QN is also responsible for ensuring the secure and effective management of programmes. Pearson monitors Starbank School's quality in planning, delivery, organising and assessing BTECs through the QRD process.

Responsibilities:

The Quality Nominee should ensure that BTEC programmes are managed effectively, and actively encourage and promote good practice in your centre. They will be the main person involved with Quality Review and Development in your centre and will liaise directly with the Centre Quality Reviewer. They will liaise with the appropriate centre and Pearson staff to ensure that:

- All programmes are approved and registrations are accurate and up to date
- All staff are aware of Pearson requirements

- There is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required
- Assessment and internal verification is effective on all Pearson BTEC and vocational programmes
- Standards Verification is completed successfully
- Pearson's approval conditions and policy requirements are being implemented consistently and effectively.

Examinations Officer

The Examinations Officer is the person designated by a centre to take responsibility for the correct administration of learners with Pearson. This person normally acts as the administrator for Pearson Online, which is our system for facilitating direct access to learner administration.

Responsibilities:

- Seek approval to register the centre and all BTEC courses for the school
- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners for the correct programmes, using the feedback from BTEC staff to check that these are the specific titles and versions that learners are following
- Liaise with BTEC staff to check registrations carefully, ensuring that all data is correct and following correct procedures if amendments are required.
- For relevant programmes, give Pearson Online access to Lead IVs so that they can register on to the OSCA system. Ensure that the access granted is appropriate; that is, it should not normally include access to registration or certification of learners.

Programme manager

A programme manager is a person designated by a centre to take overall responsibility for the effective delivery and assessment of the BTECs and other Pearson qualifications within that curriculum area. At Starbank School the Quality Nominee will also undertake the responsibilities of programme manager.

Responsibilities

- Liaise with the Quality Nominee at the centre to be aware of information updates and quality assurance requirements
- Liaise with relevant Pearson appointed staff undertaking quality assurance, including Standards Verifiers
- Ensure that there are sufficient resources to deliver the programmes and units being operated. This includes ensuring that staff have the necessary expertise and, where relevant, qualifications

- Review the reports arising from quality assurance and ensure that appropriate actions are taken
- Liaise effectively with the Examinations Officer regarding the registration and certification of learners.

Lead internal Verifier (Lead IV/OSCA)

A Lead Internal Verifier (Lead IV) is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area. The Lead IV has access to accreditation and should register through the online standardisation system, OSCA.

The Lead IV should be:

- Someone with the authority to oversee assessment outcomes. Directly involved in the assessment and delivery of a programme, so that they understand the units
 - Able to coordinate across assessors and other internal verifiers for a Principal Subject Area.
- Responsibilities**
- Register with Pearson through OSCA and confirm registration every year
 - Undertake induction training through booking on to an event (you'll only need to do this once)
 - Complete the accreditation process: practice exercise and assessment exercise (normally only once every three years)
 - Make other assessors and verifiers aware of the practice exercise, for example through a team development event
 - Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Pearson's requirements
 - Sign off the plan and check that it is being followed at suitable points
 - Undertake some internal verification and/or assessment for individual units within at least one of the programmes
 - Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary. Plan to set aside examples of work that has been verified to different levels and grades
 - Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
 - Make arrangements for handover to a deputy or replacement if unable to carry out the role.

Tips for Lead Internal Verifiers

1. You will already be using internal assessment and verification records. Check whether the use may need to be adjusted to ensure that the Lead IV input is recorded

2. You don't have to do all internal verification – in fact, your assessment decisions must still be internally verified. We use the term Lead IV to emphasise the importance of proper coordination of internal verification through a single point of contact.

3. You need to allow time for induction – one session – and then four to six hours to fully complete standardisation without rushing. This is all that is new. If completed successfully, it only needs to be done every three years.

4. Read all the instructions for standardisation carefully and do the practice standardisation first; you can then use these materials with the whole team to help you instil a standardised approach to assessment.

Internal Verifiers

Internal verification is the quality assurance system you should use to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme.
- assessment instruments are fit for purpose.
- assessment decisions accurately match learner work to the unit assessment criteria.
- standardisation of assessors takes place.

For relevant programmes, one person will need to be designated as a Lead Internal Verifier and register with Pearson.

Internal Verifiers (IVs) can be anyone involved in the delivery and assessment of the programme. You cannot internally verify your own assessment. Where there is a team of assessors, it is good practice for all assessors to be involved in internally verifying each other. If there is one main person responsible for delivery and assessment, then another person will need to be identified to undertake internal verification.

As an IV, you will:

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

Unit Checklist for Staff

The checklist below should be used to check and double check that the necessary procedures have been followed and that the correct documentation has been completed and given to the Quality Nominee. These steps must be followed for all units.

Task	Complete
Has the teacher become familiar with the unit specification and requirements?	
Has the teacher written the assignments for the unit and saved onto mybtec?	
Has the assignment brief been internally verified and approve on mybtec?	
Has the teacher assessed the work as tasks are completed, using the observation sheet / witness statement if appropriate?	
When finally assessing the work, has the teacher completed the 'BTEC assessment Record Form' and attached it to the front of the students work?	
Have the results been recorded and saved onto mybtec?	
Has a sample of work been internally verified and has the internal verifier completed the 'Recording sample decisions – BTEC qualifications' document and saved onto the shared area?	
If required, has the assessor responded to IV feedback?	
Has students work been safely stored until it has been externally verified?	

Moderation of Assessments

Lead IV to have completed the BTEC Internal Verification Plan for the course prior to commencing and have it saved onto the shared area. This is to be updated by the Lead IV during the academic year following the standardisation meetings.

During the Standardisation meetings the Internal Verification form will be completed. This will then be saved onto the shared area. The QN will quality support and quality assure the meetings.

Standardisation meetings are planned onto the school calendar. It is the responsibility of the Lead IV to communicate with the QN if more planned standardisation meetings will be required over the academic year.

Evaluation of BTEC Courses

At three points during the year our learners are asked to provide student voice on how they are finding their BTEC. Below is the template we will be using:

Student Voice Questionnaire

There are fifteen statements which provide five multiple choice options – please circle one option for each statement.

Q1. I always know what I am meant to be learning in my BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q2. My Teacher always shares and explains the objectives in BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q3. I know my target grade / level and what I must achieve to progress in BTEC.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q4. My Teacher gives me targets that make me want to do better in my BTEC

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q5. My work in BTEC is regularly marked which encourages me to improve

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q6. I am encouraged by my Teacher to work independently in BTEC

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q7. I usually find work and activities in my BTEC interesting and exciting.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q8. My Teacher does new and interesting things to help me progress in my BTEC

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q9. I regularly feel challenged to try new things in BTEC to progress further.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q10. I receive regular homework from BTEC lessons that is varied / challenging

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q11. My homework in BTEC is regularly marked and given back with feedback

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q12. In BTEC lessons I can learn well because other students behave sensibly.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q13. I always know when I have done well and achieved in BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q14. In BTEC lessons I feel I am expected and supported to do my best.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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Q15. I receive regular information about how well I am doing in BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
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