



مدرسة الإمارات الدولية - جميرا
Emirates International School - Jumeirah

— JUMEIRAH —

BTEC

STUDENT HANDBOOK

YOUR COURSE. YOUR FUTURE. OUR SUPPORT.



PRACTICAL
LEARNING



REAL-WORLD
SKILLS



SUPPORTIVE
COMMUNITY



GLOBAL
OPPORTUNITIES

BTEC LEVEL 2 & 3

VOCATIONAL EDUCATION.
PROFESSIONAL FUTURES.

ACADEMIC YEAR 2026-2027



Pearson
BTEC



AMBITION



RESPECT



INTEGRITY



EXCELLENCE



Pearson BTEC International

Student Handbook (Level 2 & Level 3)

1. Welcome & Purpose of This Handbook

Dear Students,

Welcome to the BTEC Programme at Emirates International School - Jumeirah.

I am delighted to welcome you to our BTEC Level 2 and Level 3 programmes and congratulate you on choosing a qualification that is respected by universities and employers around the world. BTEC qualifications provide an exciting opportunity to develop both academic knowledge and the practical skills needed for success in higher education and future careers.



As Deputy Head of Seniors, IBCP Coordinator, Quality Assurance Manager for BTEC, and Exams Officer, I am committed to ensuring that every student receives the support, guidance, and opportunities needed to achieve their full potential. Our BTEC programmes are designed to challenge you, encourage independent learning, and help you develop essential skills such as communication, collaboration, problem-solving, research, and time management.

Success in BTEC requires dedication, organisation, and consistent effort. Throughout your course, you will complete a range of assignments, projects, presentations, and assessments that reflect real-world situations and professional practices. It is therefore essential that you attend lessons regularly, meet deadlines, act with integrity, and take responsibility for your learning.

This handbook has been created to provide you with important information about your programme, assessment procedures, expectations, academic honesty, support available, and key policies. I encourage you to refer to it regularly throughout your studies.

The BTEC journey is both rewarding and transformative. It offers you the opportunity to gain valuable qualifications while developing the confidence and skills needed for future success. I encourage you to embrace every opportunity, challenge yourself, and take pride in all that you achieve.

I wish you every success and look forward to supporting you throughout your BTEC journey.

Best wishes,
Mrs Charlotte Baxter

About Pearson BTEC International qualifications

Pearson BTEC International qualifications are career-focused programmes designed to provide students with the knowledge, understanding, and practical skills required for progression to higher education, apprenticeships, and employment. Recognised by universities and employers worldwide, BTEC qualifications combine academic study with real-world application, enabling students to develop both subject-specific expertise and transferable skills.

Unlike traditional examination-based courses, BTEC programmes assess students through a variety of methods including assignments, projects, presentations, investigations, and practical activities. This approach allows learners to demonstrate their understanding in different ways while developing essential skills such as communication, teamwork, problem-solving, research, and time management.

At Emirates International School – Jumeirah, our BTEC programmes offer students the opportunity to engage in meaningful and relevant learning experiences that prepare them for success in an increasingly competitive global environment. Through continuous assessment and applied learning, students are encouraged to become independent, reflective, and confident learners ready for their next steps beyond school.

Purpose of this handbook

This handbook has been designed to provide students with essential information about their BTEC programme and to support them throughout their studies. It outlines key policies, procedures, expectations, assessment requirements, and support systems to help students achieve success.

The handbook serves as a guide for students, parents, and staff, ensuring that everyone has a clear understanding of programme requirements, deadlines, academic integrity expectations, and quality assurance processes. Students are encouraged to refer to this handbook regularly and take responsibility for familiarising themselves with its contents.

By following the guidance provided, students will be better equipped to manage their workload, meet assessment deadlines, develop effective study habits, and maximise their achievement throughout their BTEC journey.

Student responsibility to read and follow centre policies

As a student enrolled on a BTEC programme, you are responsible for reading, understanding, and adhering to all school and BTEC centre policies and procedures. These policies are in place to ensure fairness, maintain academic standards, and support a positive learning environment for all students.

Students are expected to familiarise themselves with policies relating to assessment, academic integrity, attendance, punctuality, behaviour, malpractice, appeals, and deadlines. Failure to follow centre policies may result in academic penalties or disciplinary action where appropriate.

If you are unsure about any policy or procedure, it is your responsibility to seek clarification from your teacher, Programme Leader, or the BTEC Quality Assurance Manager. By participating in the BTEC programme, students agree to uphold the standards and expectations outlined by both the school and Pearson.

How this handbook supports Pearson Quality Assurance

This handbook forms part of the centre's commitment to maintaining the high standards required by Pearson for the delivery and assessment of BTEC qualifications. It provides students with clear and consistent information regarding programme requirements, assessment procedures, academic integrity, deadlines, appeals processes, and learner expectations.

By ensuring that all students have access to the same information, the handbook promotes transparency, fairness, and consistency across all BTEC programmes. It also supports students in understanding their rights and responsibilities throughout their qualification.

The handbook works alongside the centre's BTEC policies and quality assurance procedures to help ensure that assessment decisions are valid, reliable, and in line with Pearson requirements. Students are expected to read and refer to this handbook regularly to support their successful completion of their BTEC qualification.



2. Understanding Pearson BTEC International Qualifications

2.1 What Is a BTEC International Qualification?

Career-Focused, Applied Learning Qualifications

Pearson BTEC International qualifications are designed to provide students with a practical, career-focused approach to learning. Unlike traditional programmes that rely heavily on examinations, BTEC qualifications combine theoretical knowledge with real-world application, allowing students to develop the skills, behaviours, and understanding required in higher education and the workplace.

Students complete a range of assignments, projects, presentations, investigations, and practical activities that reflect industry-relevant scenarios. This approach helps learners develop valuable transferable skills such as communication, teamwork, problem-solving, leadership, research, and time management.

Global Recognition and Academic Progression

BTEC International qualifications are recognised by universities, colleges, and employers around the world. They provide students with a strong foundation for progression to higher education, including degree programmes, as well as employment and professional training opportunities.

BTEC qualifications are valued because they equip students with both academic knowledge and practical skills, preparing them for success in an increasingly competitive global environment. Whether students choose to continue their studies or enter the workplace, a BTEC qualification demonstrates achievement, commitment, and readiness for future challenges.



**CAREER RELATED.
GLOBALLY RECOGNISED.**

BTEC qualifications are valued by employers and universities around the world, helping you build the skills and confidence to succeed in your future career, wherever it takes you.

CAREER FOCUSED **GLOBALLY RECOGNISED** **PROGRESSION OPPORTUNITIES** **YOUR FUTURE. YOUR WORLD.**

BTEC
Real Skills. Real Futures.

The graphic features a background of a globe with glowing lines connecting various points. In the foreground, four diverse students (two women and two men) are smiling and looking towards the right. They are holding laptops. The text and icons are overlaid on the image.

2.2 Levels Offered

BTEC International Level 2 Qualifications

BTEC International Level 2 qualifications are designed for students in MYP Years 10 and 11 and provide a strong foundation for further study, training, or employment. These qualifications complement the International Baccalaureate Middle Years Programme (MYP) by combining academic learning with the development of practical and transferable skills. Students gain subject-specific knowledge while building confidence, independence, and workplace-ready skills that support progression to Level 3 qualifications and future educational pathways.

BTEC International Level 3 Qualifications

BTEC International Level 3 qualifications are offered as the Career-related Study (CRS) component of the International Baccalaureate Career-related Programme (IBCP). These qualifications provide students with specialist knowledge and practical skills within their chosen career pathway while studying alongside their Diploma Programme (DP) courses and the IBCP Core.

The Level 3 BTEC qualification is internationally recognised and supports progression to university, higher education, apprenticeships, and employment. Through a combination of applied learning and continuous assessment, students develop the academic and professional skills required for success in their future studies and careers.

2.3 Qualification Structure

Units

BTEC qualifications are made up of individual units, each focusing on a specific topic or area of study within the subject. Throughout the programme, students will complete a combination of mandatory and, where applicable, optional units. Each unit is designed to develop knowledge, understanding, and practical skills that are relevant to further study and future careers.

Guided Learning Hours (GLH)

Each unit is assigned a number of Guided Learning Hours (GLH). GLH represents the estimated time a student will spend being taught, supervised, or supported by a teacher or tutor while working towards the learning outcomes of the unit. This may include classroom lessons, practical activities, workshops, tutorials, and assessment preparation.

Learning Aims and Assessment Criteria

Each BTEC unit is divided into a number of Learning Aims. Learning Aims outline the key knowledge, understanding, and skills that students are expected to develop during the unit.

Within each Learning Aim, there are specific Assessment Criteria that students must meet in order to achieve a Pass, Merit, or Distinction grade. These criteria clearly define the evidence required and provide students with a transparent understanding of how their work will be assessed. Teachers will use the published assessment criteria when making assessment decisions and providing feedback on student progress.

Understanding the Learning Aims and Assessment Criteria is essential, as they form the basis of all assignment briefs, assessment tasks, and grading decisions throughout the BTEC programme.

2.4 Grading Structure

Unit Grades

Each BTEC unit is assessed against specific assessment criteria and awarded one of the following grades:

- **Pass (P)** – Demonstrates that the required learning outcomes and assessment criteria have been met.
- **Merit (M)** – Demonstrates a higher level of understanding, application, and analysis than a Pass.
- **Distinction (D)** – Demonstrates an excellent level of performance, showing detailed understanding, effective application of knowledge, and strong evaluation or critical thinking skills.

Students should aim to achieve the highest grade possible by fully addressing all assessment criteria within their assignments and assessment tasks.

Qualification Grades

For qualifications where an overall qualification grade is awarded, unit grades are combined to determine the final qualification outcome. Depending on the qualification size and structure, overall grades may include:

- Pass
- Merit
- Distinction
- Distinction*

The final qualification grade reflects a student's overall achievement across all units completed during the programme.

3. Your Learning Programme - An overview

Pearson BTEC International Level 2 Award in Business

Unit	Unit Title	Assessment Method	Overview
Unit 1	Business Purposes	Pearson Set Assignment	Explore the purpose of businesses, different business sectors, stakeholder groups, and how businesses meet customer needs while achieving their objectives.
Unit 2	Business Organisations	Pearson Set Assignment	Investigate different types of business ownership, organisational structures, job roles, and how businesses operate effectively.
Unit 3	The Marketing Plan	Pearson Set Assignment	Develop an understanding of marketing principles, market research, promotional methods, and how businesses create effective marketing plans.
Unit 4	Financial Forecasting for Business	Pearson Set Assignment	Learn how businesses plan and manage finances through budgeting, forecasting income and expenditure, and monitoring financial performance.

Qualification Focus:

The BTEC International Level 2 Award in Business develops students' understanding of how businesses operate in the modern world. Through applied learning and real-world business scenarios, students gain valuable knowledge and transferable skills that support progression to further study, including Level 3 Business qualifications, and future career pathways.

Pearson BTEC International Level 2 Award in Sport

Unit	Unit Title	Assessment Method	Overview
Unit 1	Principles of Fitness and Fitness Testing	Set assignment	Develop knowledge of the components of fitness, methods of fitness testing, and the importance of fitness assessment for performance and health.
Unit 2	Training for Personal Fitness	Set assignment	Create and implement a personal fitness training programme, applying training principles and monitoring progress towards fitness goals.
Unit 5	Practical Sports Performance	Internal assignment brief	Develop practical skills, techniques, tactics, and performance analysis within selected sports while demonstrating safe and effective participation.

Qualification Focus:

The BTEC International Level 2 Award in Sport provides students with an introduction to the sports industry through both theoretical and practical learning. Students develop knowledge of fitness, training, and sports performance while building key skills such as communication, leadership, teamwork, and self-management. The qualification provides a strong foundation for progression to Level 3 Sport qualifications and careers within the sport, health, and fitness sectors.

What Is a Pearson Set Assignment (PSA)?

A Pearson Set Assignment (PSA) is an assessment that is written and issued by Pearson and completed by students under controlled conditions within a specified assessment window. The assignment is designed to assess the knowledge, understanding, and skills developed throughout a unit and ensures consistency of assessment across all schools and centres delivering the qualification.

Students will receive an assignment brief that outlines the tasks they must complete and the evidence they are required to produce. Teachers can provide guidance on understanding the task requirements and assessment process but cannot direct students on how to complete the work or improve their responses once the assessment has begun.

Pearson Set Assignments are marked by teachers within the centre and are subject to Pearson quality assurance procedures. The grades awarded contribute towards the final unit and qualification grade.

TEACHING AND LEARNING METHODS

BTEC qualifications use a variety of teaching and learning approaches that encourage students to apply their knowledge and skills in realistic and meaningful contexts. Learning is designed to be engaging, practical, and relevant to future education and career pathways.



APPLIED LEARNING

Applied learning is at the heart of every BTEC qualification. Students learn by applying knowledge and understanding to real-life situations, workplace scenarios, and industry-related challenges. This approach helps students see the relevance of their learning and develop skills that can be transferred to further study and employment.



PRACTICAL ACTIVITIES

Many BTEC units include practical activities that allow students to develop and demonstrate vocational skills. These activities may include investigations, presentations, workshops, fitness testing, sports performance, business simulations, research tasks, group work, and problem-solving exercises. Practical learning enables students to gain hands-on experience and build confidence in applying their skills.



PROJECTS AND ASSIGNMENTS

Assessment within BTEC qualifications is primarily completed through assignments and project-based work. Students may be required to produce reports, presentations, business plans, marketing materials, practical demonstrations, case studies, research projects, and reflective evaluations. Assignments are designed to allow students to demonstrate their achievement against the published assessment criteria.



EXPECTATIONS FOR INDEPENDENT STUDY

Successful BTEC students take responsibility for their own learning. In addition to attending lessons, students are expected to complete independent study outside the classroom. This may include conducting research, completing assignment work, reviewing lesson materials, preparing for assessments, meeting deadlines, and acting on feedback provided by teachers. Effective time management and organisation are essential skills for success.



USE OF ONLINE LEARNING PLATFORMS

Students will use a range of online learning platforms to support their studies. These may include Google Classroom, ManageBac, Google Drive, and other digital resources provided by teachers. Online platforms are used to access learning materials, submit assignments, receive feedback, track progress, and communicate important information. Students are expected to check these platforms regularly and ensure they remain up to date with all course requirements and deadlines.



4. Assessment in Pearson BTEC International

4.1 How Assessment Works

Internally Assessed Units

Most BTEC units are internally assessed by your teachers. This means that teachers assess your work using Pearson's published assessment criteria and make assessment decisions based on the evidence you produce. All assessment decisions are subject to internal quality assurance procedures and may also be reviewed by Pearson to ensure national and international standards are maintained.

Assignment-Based Assessment

BTEC qualifications are primarily assessed through assignments rather than traditional examinations. Depending on the unit, students may complete reports, presentations, projects, investigations, practical activities, case studies, business plans, fitness programmes, or other vocational tasks. Assignments are designed to reflect real-life scenarios and allow students to demonstrate their knowledge, understanding, and practical skills in meaningful contexts.

Students will be provided with an assignment brief that outlines the task requirements, deadlines, and assessment criteria. It is important that all work submitted is the student's own and completed within the agreed submission deadlines.

Assessment Against Published Learning Aims and Criteria

All BTEC assessments are based on Pearson's published Learning Aims and Assessment Criteria. Learning Aims identify the knowledge, understanding, and skills that students are expected to develop during a unit. Assessment Criteria describe the evidence required to achieve a Pass, Merit, or Distinction grade.

When assessing student work, teachers compare the evidence produced against these published criteria rather than comparing students to one another. This ensures that assessment is fair, transparent, and consistent. Students should use the Learning Aims and Assessment Criteria to guide their work and understand what is required to achieve their target grades.

Understanding Pass, Merit and Distinction Criteria

BTEC qualifications use criterion-based assessment, meaning that students are awarded grades based on how well they meet the published assessment criteria for each unit. Students are not graded in comparison to their peers; instead, their work is assessed against clearly defined standards set by Pearson.

Pass (P)

A Pass grade is awarded when a student demonstrates that they have met the essential requirements of the assessment criteria. At this level, students show a sound understanding of the knowledge and skills required and can apply them appropriately to the task.

Typically, Pass-level work will:

- Demonstrate basic understanding of the topic.
- Use appropriate knowledge and terminology.
- Complete the required tasks.
- Meet the minimum assessment requirements.

Merit (M)

A Merit grade is awarded when a student demonstrates a stronger level of understanding, application, and analysis. Students are expected to provide more detailed explanations and show greater independence in applying their knowledge and skills.

Typically, Merit-level work will:

- Demonstrate good understanding of the topic.
- Apply knowledge effectively to different situations.
- Include relevant analysis and explanation.
- Show clear organisation and development of ideas.

Distinction (D)

A Distinction grade is awarded when a student demonstrates a high level of achievement and exceeds the requirements of a Merit. Students are expected to provide detailed, well-supported responses and demonstrate strong analytical, evaluative, or problem-solving skills.

Typically, Distinction-level work will:

- Demonstrate comprehensive understanding of the topic.
- Apply knowledge confidently and accurately.
- Analyse and evaluate information effectively.
- Justify conclusions using appropriate evidence.
- Produce work that is detailed, well-structured, and professional.

Achieving Your Target Grade

To maximise achievement, students should:

- Read assignment briefs carefully.

- Understand the assessment criteria before beginning work.
- Act on teacher feedback.
- Complete independent research where appropriate.
- Meet all deadlines.
- Produce work that is accurate, detailed, and fully addresses the task requirements.

Remember, every assessment criterion achieved contributes towards your unit grade and ultimately your overall qualification outcome.



UNDERSTANDING PASS, MERIT & DISTINCTION

Your achievement is based on how well you meet the published assessment criteria.

It's about your progress, your effort and your success.

PASS



You have met the essential requirements of the assessment criteria.

PASS LEVEL WORK:

- ✓ Demonstrates basic understanding of the topic
- ✓ Uses appropriate knowledge and terminology
- ✓ Completes the required tasks
- ✓ Meets the minimum assessment requirements

MERIT



You show a stronger understanding and apply your knowledge and skills with greater confidence.

MERIT LEVEL WORK:

- ✓ Demonstrates good understanding of the topic
- ✓ Applies knowledge to different situations
- ✓ Includes relevant analysis and explanation
- ✓ Shows clear organisation and development of ideas

DISTINCTION



You demonstrate excellent achievement and exceed the requirements of Merit.

DISTINCTION LEVEL WORK:

- ✓ Demonstrates comprehensive understanding of the topic
- ✓ Applies knowledge confidently and accurately
- ✓ Analyses and evaluates information effectively
- ✓ Justifies conclusions with appropriate evidence
- ✓ Produces work that is detailed, well-structured and professional



Every step you take brings you closer to your goals.
Aim high. Work hard. Be proud.



Your BTEC journey prepares you for university, your career and life.

4.2 Assignment Briefs

Pearson-Compliant Assignment Briefs

All BTEC assignments are issued through an assignment brief that has been developed in line with Pearson requirements. Assignment briefs are designed to provide students with a clear understanding of the tasks they are required to complete and how their work will be assessed.

Each assignment brief will include:

- The unit and learning aims being assessed.
- The vocational scenario or context.
- The tasks that must be completed.
- The assessment criteria being targeted.
- Submission deadlines and assessment dates.
- Guidance on the evidence required.

Clear Deadlines and Submission Methods

Each assignment brief will clearly state the deadline for submission and the method by which work must be submitted. Students are responsible for ensuring that all work is submitted on time and in the correct format. Submission methods may include online platforms such as Google Classroom, ManageBac, Google Drive, or other systems specified by the teacher.

Failure to meet submission deadlines may affect assessment opportunities and progression within the programme.

Assessment Criteria Explained in Student-Friendly Language

Teachers will explain the assessment criteria and grading requirements before students begin an assignment. Students will be supported in understanding what is required to achieve a Pass, Merit, or Distinction grade and should use the assessment criteria as a checklist when completing their work.

The assessment criteria provide transparency and ensure that students understand how grades are awarded and what evidence is required for success.

4.3 Submission of Work

Evidence Types

BTEC qualifications allow students to demonstrate their achievement through a variety of evidence types. Depending on the unit and assessment requirements, evidence may include:

- Written reports and assignments
- Presentations
- Research projects
- Posters, leaflets, and marketing materials
- Business plans and case studies
- Practical demonstrations and observations
- Fitness programmes and training logs
- Videos and photographs
- Digital portfolios and online submissions
- Witness statements and observation records

Students should carefully follow the instructions within the assignment brief to ensure they provide the correct evidence.

Authentication of Student Work

All work submitted for assessment must be the student's own original work. The centre is required by Pearson to authenticate student work and ensure that all assessment evidence is valid and authentic.

Teachers may ask students questions about their work, review drafts, observe practical activities, or use plagiarism detection software to confirm authenticity. Students must be able to demonstrate ownership and understanding of any work submitted for assessment.

Declaration of Authenticity

Before submitting work for assessment, students may be required to complete a Declaration of Authenticity confirming that:

- The work submitted is their own.
- All sources have been acknowledged and referenced appropriately.
- They have not copied work from another student or source.
- Artificial Intelligence (AI) tools, where permitted, have been used responsibly and declared in accordance with school and Pearson guidance.

Submitting work that is not authentic may be considered academic malpractice and could result in penalties in line with school and Pearson regulations.

5. Internal Verification & Quality Assurance

Maintaining high standards of assessment is a key requirement of all Pearson BTEC qualifications. Quality assurance processes help ensure that assessment decisions are fair, accurate, consistent, and aligned with Pearson requirements.

5.1 What Is Internal Verification (IV)?

Internal Verification (IV) is a quality assurance process used within the school to ensure that assessment decisions are valid, reliable, and consistent across all students and assessors.

Internal Verification is carried out by trained Internal Verifiers who review assessment materials and assessment decisions to ensure they meet Pearson standards.

The Internal Verification process helps to:

- Ensure assignments are fit for purpose before being issued.
- Confirm assessment decisions are fair and consistent.
- Maintain the quality and integrity of the qualification.
- Support assessors in applying assessment criteria accurately.

5.2 How Internal Verification Affects Students

Students may not always see the Internal Verification process, but it plays an important role in ensuring fairness throughout the qualification.

As part of the quality assurance process:

- Assignment briefs may be internally verified before they are issued to students.
- Samples of assessed student work may be reviewed by an Internal Verifier.
- Assessment decisions and feedback may be checked for accuracy and consistency.
- Students may occasionally be asked questions about their work to support the authentication process.

Internal Verification is a routine part of BTEC delivery and helps ensure that all students are assessed against the same standards.

5.3 External Quality Assurance (EQA)

Pearson conducts External Quality Assurance to confirm that the centre is delivering and assessing qualifications in line with national and international standards.

This process is carried out by a Pearson-appointed External Quality Assurer (EQA) who reviews the centre's assessment and quality assurance procedures.

During an EQA visit, which may take place remotely or on-site, the EQA may:

- Review assignment briefs and assessment materials.
- Review assessment and internal verification records.
- Sample assessed student work.
- Meet with teachers and quality assurance staff.
- Confirm that Pearson standards are being met.

Students should be aware that their work may be selected as part of a sample reviewed by Pearson. This is a normal part of the quality assurance process and helps maintain the credibility and recognition of BTEC qualifications worldwide.

6. Feedback, Resubmissions & Retakes

Feedback

Teachers will provide feedback throughout the assessment process to support student progress and achievement. Feedback may be provided verbally, in writing, through online learning platforms, or during individual discussions.

Feedback will:

- Identify strengths in the work completed.
- Highlight areas for improvement.
- Support students in developing future assignments.
- Be provided in accordance with Pearson assessment regulations.

Once an assignment has been formally submitted and assessed, teachers cannot provide detailed coaching that would compromise the integrity of the assessment process.

Resubmissions

Pearson regulations permit one resubmission opportunity for internally assessed work where certain conditions are met.

A resubmission may only be authorised when:

- The original submission was made on time.
- The work submitted was authenticated as the student's own.
- The teacher believes that the student can improve the work through independent effort.
- The resubmission opportunity will not compromise assessment validity.

Where approved, students will receive a clear resubmission deadline and must submit the improved work by the date provided.

Only one resubmission opportunity is permitted per assignment.

Resubmission Deadlines

Students must meet all resubmission deadlines set by the teacher or programme team. Failure to submit by the resubmission deadline may result in the original grade being retained.

No additional resubmission opportunities will be provided beyond those permitted under Pearson regulations.

Retakes

In certain circumstances, a student may be offered a retake opportunity. A retake requires the student to complete a new assessment or assignment and is subject to Pearson regulations and centre approval.

Students should note that:

- Retakes are not automatically available.
- Retakes may involve different assessment tasks.
- Qualification rules and grade restrictions may apply.
- Retakes should be viewed as an exceptional opportunity rather than a standard part of the assessment process.

Maintaining Assessment Integrity

Pearson places significant importance on maintaining the integrity of the assessment process.

Students must:

- Complete all work honestly and independently.
- Meet all deadlines.
- Follow assessment instructions carefully.
- Declare all sources used.

- Adhere to the centre's Academic Integrity and Malpractice Policy.

Any attempt to gain an unfair advantage, submit non-authentic work, plagiarise, or misuse AI tools may be investigated under Pearson's malpractice procedures and could result in sanctions or disqualification from the assessment.

7. Academic Integrity & Malpractice

Academic integrity is a fundamental principle of all Pearson BTEC qualifications. Students are expected to act honestly, responsibly, and ethically when completing assessments and submitting evidence for grading.



ACADEMIC INTEGRITY & MALPRACTICE

Be Honest. Be Original. Be Proud.



WHAT IS ACADEMIC INTEGRITY?






It means doing your own work, being honest and giving credit to others for their ideas.

Your learning should show **YOUR** understanding and skills.


Integrity builds trust and prepares you for success in school, university and your future career.

WHAT COUNTS AS MALPRACTICE?

Malpractice means doing something that gives you an unfair advantage or is not honest.

 <p>PLAGIARISM Using someone else's words or ideas without credit.</p>	 <p>COLLUSION Working with others when you're not allowed to.</p>	 <p>CHEATING Trying to gain an unfair advantage in any assessment.</p>	 <p>FABRICATION Making up data, evidence or information.</p>	 <p>MISUSE OF AI TOOLS Using AI to create work that isn't your own.</p>
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USE OF AI TOOLS

 **ACCEPTABLE USE**

AI can support your learning when used responsibly.

- Research and information
- Brainstorming ideas
- Planning and structuring
- Checking spelling and grammar
- Understanding concepts

Use AI as a tool, not a shortcut!

 **UNACCEPTABLE USE**



It is not okay to:

- Generate answers or essays and submit them
- Use AI to do your assessments for you
- Copy and paste AI content without understanding
- Pretend AI work is your own


↳ Your work = Your learning = Your achievement

CONSEQUENCES OF MALPRACTICE


Malpractice is taken seriously.

-  Your work may be investigated.
-  You may be asked to redo work or lose marks.
-  Serious cases can lead to disqualification from a unit or the qualification.
-  Serious cases will be reported to Pearson.


WHAT YOU CAN DO

 Understand the assignment and criteria.	 Plan your work and manage your time.	 Do your own work and ask for help if you're unsure.	 Reference your sources correctly.	 Be honest and take pride in your achievement!
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Be proud of your own work. It shows your effort, your progress and your potential.

 If you are unsure about anything, **ASK!**
We are here to support you to succeed the right way.

Integrity today, success tomorrow.



7.1 Consequences of Malpractice

All suspected cases of malpractice will be investigated in line with school and Pearson procedures.

Investigation Procedures

Where malpractice is suspected:

- Evidence will be reviewed.
- Students may be asked to explain or authenticate their work.
- Teachers and quality assurance staff may conduct further enquiries.
- Parents may be informed where appropriate.
- Cases may be referred to Pearson when required.

Possible Sanctions

Depending on the severity of the offence, sanctions may include:

- Requirement to resubmit work (where permitted).
- Loss of assessment opportunity.
- Removal of grades for affected assessment evidence.
- Disqualification from a unit or qualification.
- Disciplinary action in accordance with school policies.

Reporting to Pearson

Serious cases of malpractice must be reported to Pearson and may result in formal investigation and sanctions imposed by the awarding organisation.

8. Attendance, Engagement & Professional Conduct

Success on a BTEC programme requires consistent attendance, active participation, and professional behaviour. As BTEC qualifications are assessed continuously throughout the course, students who miss lessons may miss important teaching, assessment preparation, and opportunities to generate evidence.

Attendance Expectations

Students are expected to attend all timetabled lessons, workshops, assessment sessions, and compulsory programme activities.

Regular attendance enables students to:

- Develop the required knowledge and skills.
- Meet assessment deadlines.
- Receive feedback and support.
- Complete practical and collaborative activities.
- Achieve their full potential.

Students should follow all school attendance procedures and provide appropriate documentation for authorised absences.

Punctuality

Students are expected to arrive on time to all lessons and assessment activities.

Punctuality demonstrates professionalism and respect for others and helps ensure that learning time is maximised. Repeated lateness may negatively affect progress and achievement.

Participation in Learning Activities

Students are expected to:

- Engage actively in lessons.
- Participate in practical and group activities.
- Complete classwork and homework.
- Contribute positively to discussions and collaborative tasks.
- Meet deadlines and respond to feedback.

Active participation is an essential part of the applied learning approach used in BTEC qualifications.

Impact of Poor Attendance on Assessment and Progression

Poor attendance, repeated lateness, or lack of engagement can have a significant impact on achievement.

Students who do not attend regularly may:

- Miss key teaching and assessment opportunities.
- Be unable to generate sufficient evidence for assessment.
- Fall behind with assignment deadlines.
- Require intervention and support measures.
- Risk underachievement or non-completion of units and qualifications.

Students are encouraged to seek support from teachers, tutors, or programme leaders if attendance or engagement concerns arise.

9. Student Code of Conduct

As a BTEC student, you are expected to demonstrate professionalism, responsibility, and respect at all times. BTEC qualifications are designed to prepare students for further education and the workplace, and students should conduct themselves in a manner that reflects these expectations.

Professional Behaviour Expectations

Students are expected to:

- Attend lessons regularly and arrive on time.
- Be prepared for learning with the necessary equipment and resources.
- Meet assessment deadlines and take responsibility for their own progress.
- Follow instructions provided by teachers and support staff.
- Maintain high standards of honesty, integrity, and academic conduct.
- Represent the school positively during all BTEC-related activities.

Developing professional behaviours is an important part of preparing for future study and employment.

Respect for Staff and Peers

All members of the school community have the right to learn and work in a safe, supportive, and respectful environment.

Students are expected to:

- Treat staff and fellow students with courtesy and respect.
- Listen to and value the opinions of others.
- Communicate appropriately both in person and online.
- Work collaboratively and supportively during group activities.
- Resolve disagreements respectfully and maturely.

Bullying, harassment, discrimination, or inappropriate behaviour towards others will not be tolerated.

Equality, Diversity and Inclusion

Emirates International School – Jumeirah is committed to creating an inclusive environment where everyone is valued and respected.

Students are expected to:

- Respect and celebrate different cultures, backgrounds, beliefs, and perspectives.
- Promote equality of opportunity for all members of the school community.
- Challenge discriminatory behaviour where appropriate.
- Contribute positively to an inclusive learning environment.

BTEC programmes encourage students to develop an understanding of equality, diversity, and inclusion as important values in education, employment, and society.

Behaviour in Practical Learning Environments

Many BTEC programmes involve practical activities, workshops, presentations, fitness testing, sports participation, and collaborative tasks.

Students must:

- Follow all health and safety instructions.
- Use equipment responsibly and safely.
- Wear appropriate clothing and equipment where required.

- Respect learning spaces, facilities, and resources.
- Behave professionally during practical activities and assessments.

Failure to follow health and safety requirements may result in students being unable to participate in certain activities.

Disciplinary Procedures

Students who fail to meet the expectations outlined in this handbook may be subject to intervention or disciplinary action in accordance with school policies.

Depending on the nature and severity of the concern, actions may include:

- Verbal or written warnings.
- Meetings with teachers, tutors, or programme leaders.
- Parent communication.
- Behaviour contracts or support plans.
- Restrictions on participation in activities where appropriate.
- Further disciplinary action in line with school procedures.

The aim of all interventions is to support students in meeting expectations and achieving success within their BTEC programme.

10. Appeals & Complaints (Pearson-Aligned)

Emirates International School – Jumeirah is committed to ensuring that all students are treated fairly and that assessment decisions are made consistently and in line with Pearson requirements. Students have the right to appeal assessment decisions and raise concerns through the appropriate procedures.

10.1 Assessment Appeals

If a student believes that an assessment decision has been made incorrectly or that procedures have not been followed appropriately, they have the right to appeal.

Informal Stage

Students are encouraged to first discuss their concerns with the assessor (teacher) as soon as possible after receiving their assessment decision. Many concerns can be resolved through clarification and discussion of the assessment criteria and evidence submitted.

Formal Appeal Process

If the concern cannot be resolved informally, students may submit a formal appeal in writing to the Programme Leader or BTEC Quality Assurance Manager within the published timeframe.

The appeal will be reviewed in accordance with the centre's Assessment Appeals Policy and may involve:

- A review of the assessment decision.
- A review of the evidence submitted.
- Consideration of whether Pearson and centre assessment procedures have been followed correctly.
- Independent review by appropriate quality assurance staff where required.

Students will be informed of the outcome of the appeal in writing.

Grounds for Appeal

An appeal may be made where a student believes:

- Assessment procedures were not followed correctly.
- The assessment criteria were applied incorrectly.
- There has been an administrative error affecting the assessment outcome.
- The assessment decision is inconsistent with the evidence submitted.

Appeals cannot be made simply because a student is dissatisfied with the grade achieved.

Timescales

Students should submit any appeal promptly following receipt of the assessment decision. Specific timescales and procedures are outlined in the school's Assessment Appeals Policy. Failure to submit an appeal within the stated timeframe may result in the appeal not being considered.

10.2 Complaints Procedure

The school aims to resolve concerns and complaints fairly, efficiently, and professionally.

How to Make a Complaint

Students who wish to make a complaint should first raise the matter with the relevant teacher, tutor, Programme Leader, or member of the senior leadership team. Many concerns can be resolved quickly through discussion and clarification.

Complaints should be:

- Raised as soon as possible.
- Clear and factual.
- Supported by relevant information where appropriate.

Escalation Process

If a concern cannot be resolved at the initial stage, it may be escalated through the school's formal complaints procedure.

Depending on the nature of the complaint, the matter may be referred to:

- Programme Leader.
- BTEC Quality Assurance Manager.
- Deputy Head of Seniors.
- Head of School.
- Principal.

The school will investigate the complaint and communicate the outcome within a reasonable timeframe.

When Pearson May Be Contacted

Pearson will normally only become involved after all centre procedures have been exhausted.

Students may be advised to contact Pearson where:

- There is evidence that the centre has not followed Pearson requirements.
- Concerns relate to the quality assurance of the qualification.
- The centre's appeals or complaints procedures have been completed without resolution.

In such cases, Pearson may review the information provided and determine whether further action is required in accordance with its published policies and procedures.

11. Certification

Successful completion of a BTEC qualification leads to the award of an official Pearson certificate, which is recognised by universities, colleges, and employers worldwide.

How and When Certificates Are Issued

Certificates are issued by Pearson once:

- All required units have been completed and assessed.
- Internal and external quality assurance processes have been completed.
- Final grades have been claimed and approved by Pearson.
- The qualification has been formally certificated.

Students will be notified by the school when certificates are received and available for collection. Certificates should be checked carefully upon receipt and stored securely.

Pearson Certification Timelines

Certification is dependent on the successful completion of all programme requirements and Pearson's verification processes. Following final grade claims by the school, Pearson typically issues certificates within several weeks, although timelines may vary depending on the qualification and certification period.

The school will keep students informed regarding expected certification dates and will notify students when certificates arrive at the centre.

Students requiring evidence of achievement before certificates are issued should speak to the BTEC Programme Team or Exams Officer.

Replacement Certificates

Students are responsible for keeping their certificates safe, as they are important documents that may be required for university applications, employment, and future study.

If a certificate is lost, damaged, or destroyed, a replacement certificate or certified statement of results may be requested directly from Pearson. A fee is usually charged for this service, and students will need to follow Pearson's application process.

Further information regarding replacement certificates can be obtained from the Exams Officer or directly from Pearson.

13. Centre Policies (Summary)

(Full policies available on request or via student portal)

- Assessment Policy
 - Internal Verification Policy
 - Malpractice Policy
 - Appeals Policy
 - Attendance Policy
 - Safeguarding Policy
 - Data Protection Policy
-

14. Key Contacts

Teacher name	Programme	Role	Email contact
Mrs Charlotte Baxter	<ul style="list-style-type: none">• BTEC Sport Level 2• BTEC Sport, Business and Management Level 3	Quality Nominee/Exam officer/Assessor /IV	cbaxter@eischools.ae
Mr Robert Cross	<ul style="list-style-type: none">• BTEC Sport Level 2• BTEC Sport, Business and Management Level 3	Assessor/IV	rjcross@eischools.ae
Ms. Melissa Wright	<ul style="list-style-type: none">• BTEC Sport Level 2• BTEC Sport, Business and Management Level 3	Assessor/IV	mwright@eischools.ae

Mr. Barratt Steward	<ul style="list-style-type: none"> • BTEC Sport Level 2 • BTEC Sport, Business and Management Level 3 	Assessor/IV	basteward@eischools.ae
Ms. Aoibheann Malone	<ul style="list-style-type: none"> • BTEC Sport Level 2 • BTEC Sport, Business and Management Level 3 	Assessor/IV	amalone@eischools.ae
Mr. Ryan Brennan	<ul style="list-style-type: none"> • BTEC Sport Level 2 • BTEC Sport, Business and Management Level 3 	Assessor/IV	rbrennan@eischools.ae
Ms. Ciara Foskin	<ul style="list-style-type: none"> • BTEC Business Level 2 • BTEC Business Level 3 	Assessor/IV	cfoskin@eichools.ae
Ms. Madhu Menezes	<ul style="list-style-type: none"> • BTEC Business Level 2 • BTEC Business Level 3 	Assessor/IV	mmenezes@eischools.ae

15. Student Declaration

By signing below, I confirm that I have read and understood the contents of this BTEC Student Handbook and agree to comply with all school and Pearson requirements relating to my BTEC programme.

I understand and acknowledge:

Assessment Rules

- Assessment decisions are based on Pearson's published assessment criteria.
- I am responsible for meeting all assignment and assessment deadlines.
- I must submit all work in the format and by the method specified by my teacher.
- I am responsible for seeking support if I am unsure about any assessment requirements.

Academic Integrity and Malpractice Regulations

- All work submitted for assessment must be my own authentic work.
- I must acknowledge all sources used appropriately.
- I must not engage in plagiarism, collusion, cheating, fabrication of evidence, or any other form of malpractice.
- I understand that misuse of Artificial Intelligence (AI) tools may constitute malpractice if it results in work that does not represent my own knowledge, understanding, and skills.

Pearson Quality Assurance Requirements

- I understand that my work may be subject to Internal Verification and Pearson quality assurance processes.
- I understand that samples of my work may be reviewed by Internal Verifiers and Pearson-appointed External Quality Assurers.
- I agree to cooperate with any authentication or quality assurance processes required by the school or Pearson.

I understand that failure to comply with the regulations and expectations outlined in this handbook may result in disciplinary action and/or sanctions in accordance with school and Pearson policies.

Student Information

Student Name: _____

Programme: _____

Year Group: _____

Student Signature: _____

Date: _____

Parent/Guardian Acknowledgement

I confirm that I have read and understood the information contained within this BTEC Student Handbook and will support my child in meeting the expectations and requirements of their BTEC programme.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Appendix A: Glossary of BTEC Terms

Term	Definition
Assessment Criteria	The specific standards that students must meet to achieve a Pass, Merit, or Distinction.
Assignment Brief	A document that outlines the assessment task, submission requirements, deadlines, and assessment criteria.
Authentication	The process of confirming that work submitted is the student's own.
BTEC	Business and Technology Education Council qualification awarded by Pearson.
Distinction (D)	The highest unit grade awarded for excellent achievement against assessment criteria.
External Quality Assurance (EQA)	A process conducted by Pearson to ensure assessment and quality assurance standards are being met by the centre.
Guided Learning Hours (GLH)	The number of hours spent in teacher-led learning activities for a qualification or unit.
Internal Verification (IV)	A quality assurance process that checks assessment decisions are fair, valid, and consistent.

Learning Aim	A statement describing the knowledge, understanding, and skills students are expected to develop within a unit.
Merit (M)	A grade awarded for achievement above Pass level, demonstrating stronger application and understanding.
Malpractice	Any action that compromises the integrity of the assessment process, such as plagiarism or cheating.
Pass (P)	A grade awarded when the required assessment criteria have been met.
Pearson Set Assignment (PSA)	An assessment task developed and issued by Pearson for specific units and completed during a designated assessment window.
Qualification Grade	The overall grade achieved across a qualification based on performance in all required units.
Resubmission	A single additional opportunity to improve assessed work where permitted by Pearson regulations.
Unit	A specific area of study within a BTEC qualification.
Vocational Learning	Learning that develops practical skills and knowledge relevant to employment and career pathways.

Appendix B: BTEC Learner Submission Checklist

Before submitting any assignment, students should use the checklist below to ensure their work is ready for assessment.

Assignment Submission Checklist

- I have read the assignment brief carefully.
- I understand the learning aims and assessment criteria being assessed.
- I have completed all required tasks.
- My work meets the requirements of the assignment brief.
- I have checked my spelling, grammar, and presentation.
- I have referenced all sources used appropriately.
- Any images, diagrams, or data used have been acknowledged.
- My work is my own and reflects my understanding and skills.
- I have reviewed my work against the Pass, Merit, and Distinction criteria.
- I have saved my work in the correct format.
- I have named my file according to my teacher's instructions.
- I have submitted my work using the correct platform or submission method.
- I have submitted my work before the deadline.
- I can explain and authenticate all work submitted if requested.
- I have retained a copy of my submitted work for my records.