

Vocational Student Handbook

2024-2025

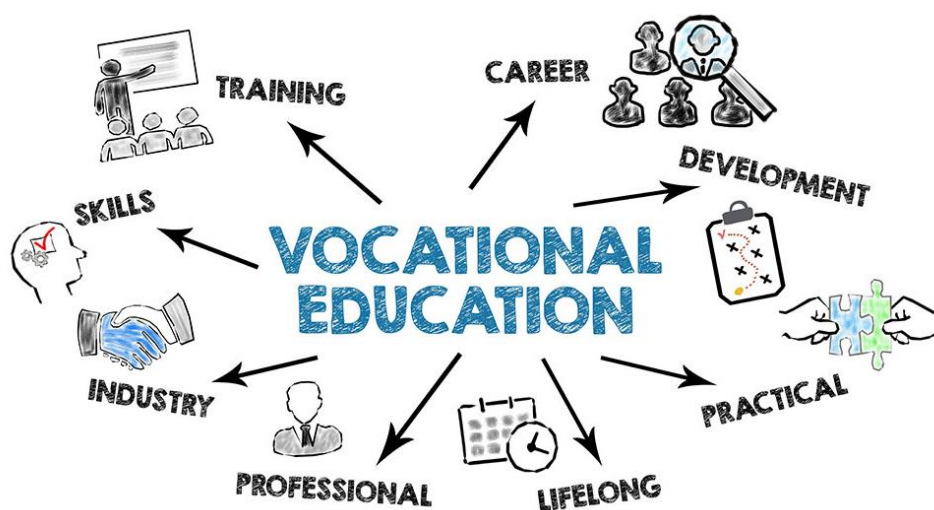
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CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

What is a Vocational Course?



A vocational course is a training programme which focuses more on practical work, rather than traditional academic exams. The 'Vocational' part of the name refers to the fact that this course prepares you for a vocation - a particular skillset required in different types of jobs.

If you feel your skills are more suited to do practical assessments and coursework assignments rather than exams, a vocational programme may be the best route for you.

Each vocational course is made up of a number of units. In order to achieve each unit, your projects have to show achievement against a set of outcomes. You will have the option to complete projects either as part of a group or individually, with the option for work placement in many programmes. Vocational courses include a variety of ways to assess your work. This involves externally assessed exam papers or assessment tasks or via witness testimonies, video coverage or from work experience/placement reports and written pieces of internally assessed assignments.

How you will be graded:

Vocational units are graded individually; each unit is graded according to how you perform against a set of criteria.

All vocational courses have a minimum of 1 externally assessed unit of work. These are marked and graded by the exam board. They are awarded points that will be used to calculate your final grade, alongside your internally assessed units of course work. Once you have completed all units, the exam board calculates an overall grade.

Levels 1 and 2 are awarded in KS4 and are the equivalent to GCSE qualification. Level 3 qualifications are the equivalent of an A Level.

Structure of the courses:

Qualification	Description
<ul style="list-style-type: none">• NCFE CACHE Level 2 Technical Award• NCFE Level 2 Technical Award• BTEC Tech Award - Level 2• OCR Level 2 Cambridge Nationals	This course is taken over a two or three year period and is the equivalent to one GCSE on successful completion.
<ul style="list-style-type: none">• BTEC Level 3 Extended Certificate• NCFE CACHE Level 3 Applied General Certificate• BTEC Level 3 Diploma (NQF)	These are two-year courses. The Extended Certificate is equivalent to one A-level on successful completion. The Extended Diploma is equivalent to two A-levels on successful completion. The courses are more practical, however, now include externally assessed units, including examinations and controlled assessments. There is still a large amount of internally assessed course work. These qualifications can lead directly to work or higher education and have been approved by universities.

Grading Equivalents:

Levels 1 and 2 BTEC, NCFE and CNAT qualifications are graded as below:

Vocational Grade	GCSE Equivalent
Level 1 Pass (L1P)	1.25
Level 1 Merit (L1M)	2
Level 1 Distinction (L1D)	3
Level 2 Pass (L2P)	4
Level 2 Merit (L2M)	5.5
Level 2 Distinction (L2D)	7
Level 2 Distinction* (L2D*)	8

Level 3:

For Level 3, the comparison is a little more complex. Each vocational grade is converted into points.

Staff responsible for Vocational Courses at Cannock Chase High School:

Senior Leadership

- Mr D Reynolds – Deputy Headteacher (Quality of Education/ Culture & Ethos/ Staffing)
- Mrs C Salehi – Assistant Headteacher (Standards and Assessment)
- Mrs H Billings – Lead of Vocational Quality
- Mrs J Fellows – Examinations Officer

Vocational Subject Leads:

Course	Subject Lead
Level 3 Applied Science	Mrs S. Platts
NCFE Level 1/2 Technical Award in Health and Fitness	Mrs K. Pearson
NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years	Mrs R. Linforth and Mrs E. Hale
NCFE CACHE Level 1/2 Technical Award in Health and Social Care	Mrs K. Ward
NCFE Level 1/2 Technical Award in Food and Cookery	Miss R. Clarke
Level 1 / 2 Cambridge Nationals OCR in Creative iMedia	Mrs L. Dale
NCFE Level 1/2 Technical Award in Business and Enterprise	Mrs L. Horner
BTEC Level 3 Extended Certificate in Applied Law	Mrs E. Fisher
BTEC Level 3 Extended Certificate in Information Technology	Mrs L. Dale
Wjec Level 3 in Criminology	Mrs E. Fisher

Appeals/Review Procedure

If you are unsure about the grade that your work has received, or concerned that your work has not been assessed correctly or fairly, there is a review process. Please note that each stage must be completed before the review can progress.

Review of internally assessed work:

Stage 1: Arrange a time to speak to your teacher for a conversation about your work.

Stage 2: Email the Subject Lead for your course and the Lead of Vocational Quality explaining your concerns.

Stage 3: If your concerns meet the criteria the Subject Lead will arrange for a review to be conducted.

Stage 4: You will be informed of the outcome of the review via email.

External Appeal

Once all stages of an internal appeal have taken place, the school can apply for an external appeal on your behalf. This appeal must be initiated to the examination board by the school, not you or your parents/guardians. This is a complicated process that can take some time to complete. In the event of an external appeal, your Lead of Vocational Quality will ensure that you fully understand the process and are kept up to date with the progress of your case.

More information on external appeals can be found on the Joint Council for Qualifications (JCQ) website at www.icq.org

What is 'Candidate Malpractice'?

'Candidate malpractice' means wrongdoing by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Examples of Candidate Malpractice (The list is not exhaustive):

- Accessing the internet or online materials during the completion of a task under examination conditions, where this is not permitted
- Use of AI to complete work
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments
- Collusion: working collaboratively with other candidates, beyond what is permitted
- Copying from another candidate (including the use of technology to aid the copying)
- Making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio



- Allowing others to assist in the production of controlled assessment, coursework, nonexamination assessment or assisting others in the production of controlled assessment, coursework or non-examination assessment
- Bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations)
- Impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment
- Plagiarism: unacknowledged copying from, or reproduction of, published sources or incomplete referencing
- The alteration or falsification of any results document, including certificates
- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations
- The misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. Exemplar materials)
- Being in possession of unauthorised confidential information about an examination or assessment



Consequences of Candidate Malpractice:

If a learner has conducted malpractice the Subject Assessor will use the following indicators on a 'best fit' model to decide the level of the malpractice – Low, Medium, or High - then the following actions will occur:

<p>Low Level Malpractice</p>	<ul style="list-style-type: none"> • First offence • Easily rectified by subject assessor 	<ul style="list-style-type: none"> • Incident will be recorded on the malpractice data base. • Subject assessor will contact home to explain the malpractice and possible consequences if further malpractice is identified.
<p>Medium Level Malpractice</p>	<ul style="list-style-type: none"> • Repeat offence • Moderately straightforward to rectify by Subject Assessor • Learner Authentication has not yet been signed by the student 	<ul style="list-style-type: none"> • Incident will be recorded on the malpractice data base. • Subject assessor will contact Lead of Vocational Quality and a C3 detention will be set. • Lead of Vocational Quality will contact parents/guardians to explain the severity of the situation. Directors of Year will also be notified.

High Level Malpractice	<ul style="list-style-type: none"> • Repeated offence • Cannot be rectified by Subject Assessor • Learner Authentication has been signed by the student 	<ul style="list-style-type: none"> • Subject Assessor will contact the Lead of Vocational Quality and the relevant members of Senior Leadership who will contact parents/guardians. • Student will be reported to the examination board who will make the decision whether the student receives a fail for the unit or is withdrawn from the programme.
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Externally Assessed Units

As all vocational courses have externally assessed units, students will be expected to complete examination papers and controlled assessments throughout the year. The timings of these external assessments may differ for each course. Each subject area will be able to give you the dates of these assessments when they are released at the start of each academic year by the exam board.

Most external assessments are completed in the January examination window or the May/June examination window. However, subject areas may plan to complete these during differing school Years. For example, some courses may complete their externally assessed units of work in Year 10, rather than in Year 11.

To ensure each student has the best possible opportunity to meet the highest grade, there are re-sit opportunities for external assessment. If a student is required to complete a re-sit of their externally assessed unit, this will be communicated to parents/guardians via letter, text message or phone call. In preparation for externally assessed units. Cannock Chase High School runs Top Tips sessions. These are offered for all vocational courses, as well as GCSE courses; attendance is imperative to ensure success.



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

If you're allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly