

**BTEC Nationals**

## **IVA – CENTRE GUIDANCE**

**Edexcel Level 3 BTEC National Award/Certificate**

**E-Business**

**E-Business (Applied)**

Unit 1: Introduction to the Internet and e-Business

Unit 2: Internet Marketing

**Issued June 2004**

For use during the remainder of the duration of operation  
of the specification issued for September 2002

**edexcel** 

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## DEFINITIONS AND KEY TERMS

The Integrated Vocational Assignment (IVA) is an assessment provided by Edexcel that covers the whole of either one or two units as set out in the unit specification for the programme. It provides a standard set of tasks ensuring that all learners nationally are being benchmarked identically, thus exemplifying the standards required throughout all the remaining units pertaining to a qualification.

The IVA is assessed by centres using the published unit assessment criteria. The centre assessment of the unit(s) is reported to Edexcel using points that are used to award unit grade(s) and the overall qualification grade.

Centre assessment is sampled by an external verifier (EV) appointed by Edexcel and the EV either confirms that assessment has been carried out to national standards or requires remedial action by the centre prior to final points scores being reported.

IVAs may be taken at any time during the learner's programme when it is appropriate. Sampling by the EV may take place at any time agreed with the EV, provided that a full sample of completed and fully assessed IVAs is available. Centres must make arrangements as far in advance of the deadline dates as possible in order to ensure that the EV can make time available.

## KEY DATES

<b>1 November</b>	<b>Closing date for registering learners on BTEC programmes (Firsts and Nationals).</b>  <b>Where a programme begins at any other time of the year learners must be registered within 4 weeks of starting the programme.</b>
<b>1 January</b>	<b>External sampling window for EV commences.</b>
<b>31 May</b>	<b>Final deadline for EV to report on IVA sampling.</b>
<b>30 June</b>	<b>Final deadline for points scores to be submitted to BTEC Registrations and Certification Services for summer certification.</b>

\*\* Centres that fail to meet the deadlines for learner registration, or IVA sampling or for submission of IVA points scores to Edexcel, may delay the issue of certification for learners completing at the end of the summer term.

*If a programme is running within a non-standard delivery period, centres may not need to comply with the specific timings above. Centres should refer to the Information Manual and may contact the BTEC Assessment Team by email at: [bteccassess@edexcel.org.uk](mailto:bteccassess@edexcel.org.uk) for further guidance.*

# **GUIDANCE FOR SUPPORTING LEARNERS, ASSESSING IVAs AND REPORTING ACHIEVEMENT**

## **Requirements**

Edexcel requires that centres comply with the following, that:

- each learner has been taught the content of the unit(s) to which the IVA relates.
- each learner has their own copy of the IVA Learner Instructions with a completed Centre IVA Issue Sheet, giving information on key dates, resources, support, etc. Centres may use the sheet provided in Appendix 1 or use their own.
- contact is maintained with the learner during the IVA period so that assessors are able to sign the declaration that learner's work is genuinely their own on the IVA Coversheet. Centres must use the form provided in Appendix 2.
- it is not acceptable to provide model answers, to accept work from a group as that of each individual within the group, or to mass-produce information in any form that is then presented by learners as their own evidence for an IVA task.
- all learner work is assessed and internally standardised
- appropriate arrangements are made by the centre for sampling of learner work by the EV and for undertaking any remedial action required.
- points scores are reported for all learners by the stipulated deadline.

## **Delivery period**

The organisation of the IVA period is left to the centre's discretion. The IVA may be taken at any time during the delivery of the programme. If an IVA covers two units then work may be produced for some tasks and then subsequently for the remainder, but the two units will be sampled by the EV together.

The centre should set its own internal deadlines for both formative and summative review of learner work and should ensure that this is consistent with arrangements for EV sampling. For example, a centre may require several weeks to assess, check and record learner work before it can be supplied to an EV.

## **Registrations and transfers**

All learners must be registered with Edexcel on the correct programme before taking the IVA.

Where learners have transferred between programmes, centres must ensure they have completed the correct IVA. If a learner is to transfer having completed the IVA, then generally IVA outcomes should be reported first.

Learners who transfer from a National Award with a one-unit IVA to a related National Certificate/National Diploma will not be credited with the unit covered in the award. However, the learner may make use of evidence originally presented for the IVA when submitting for the two-unit IVA.

## **Introducing the IVA to the learners**

As part of the set-up phase:

- centres should provide learners with copies of the IVA Learner Instructions and the Centre IVA Issue Sheet.
- centre staff may wish to structure the use of available resources or to plan for the delivery of practical activities.

## **Review and support**

Centre staff may give support and guidance to their learners as they would during the conduct of any internally set assignment. This may include commenting on draft work by learners so that the final work presented is as complete as possible. Centres may wish to set a formal date for draft work to be submitted for review or to have other formalised review activities.

The focus of review and support should be to check that learners understand what is expected of them and complete all tasks fully.

## **Use of Observation Records and Witness Statements**

Observation Records should be used to provide a formal record of an assessor's judgement of learner performance when required. The assessor must complete the Observation Record, sign and date it before submission as part of the IVA evidence.

A Witness Statement should be used to provide a record of learner performance against criteria, when required. Assessors must actively take steps to ensure that any Witness Statement submitted, as part of the IVA evidence is authentic.

## **Assessing the IVA**

Centres may use any number of assessors for the IVAs. The centre must internally standardise, through assessing an initial sample, prior to final assessment of all learner work. Please refer to the `Handbook for NQF BTEC Qualifications Levels 1 - 3' for information on the conduct of standardisation. It is the centre's responsibility to standardise across sites where there are different cohorts on a number of sites.

When assessing a learner's work, the script should be annotated to show where criteria have been achieved or have not been achieved. It is advisable to provide detailed feedback to learners separately. If learners resubmit work or provide additional work after formative assessment, this may require further annotation.

Prior to the centre's deadline for final assessment, assessors should provide formative assessment and feedback to learners. This should show which criteria have been achieved and which are still to be achieved. The centre should stipulate what further evidence would be considered. It is important that centre standardisation takes place during this process to ensure that the feedback given to learners is valid. Evidence of standardisation must be supplied to the EV.

Summative assessment takes place once the centre's final deadline is reached. The centre should complete the Grade/Points Recording Sheet(s) for each learner, ticking appropriate assessment criteria achieved and calculating the points awarded in the total boxes.

## **Sampling the IVA**

The centre must make a sample of work available to the EV that is completed, assessed according to the centre's standardised interpretation of the criteria, and submitted with the Grade/Points Reporting Sheet(s) for each learner and the overall record of standardisation.

The sample must be of learners with a range of points scores. Full details of sample size and sample selection will be provided. The EV may request further samples if necessary. The EV will give either a Yes or a No to certification on the basis of the sample.

Centres will be required to take remedial action and submit a further sample where a No is given. Certification will be delayed until remedial action has been effected.

## **Reporting achievement**

Once the EV has assessed a sample and agreed that the IVA has been delivered to national standards, the centre may submit points scores to Edexcel. The total points should be transferred to the overprinted centre points sheets for submission to Edexcel. This should be not later than 30 June for August certification.

## FREQUENTLY ASKED QUESTIONS

<b>Q</b>	<i>How much can assessors help learners?</i>
<b>A</b>	Assessors should guide learners in the same way and to the same extent as if the IVA were an assessment that had been internally set. The work provided by the learners should be their own and should accurately demonstrate their level of achievement.
<b>Q</b>	<i>What if I am not sure about the meaning of some of the assessment criteria?</i>
<b>A</b>	The terminology used in assessment criteria is generally explained in the detailed content of the unit. Where terms such as "analyse" or "evaluate" are used, then the specific context may be given in the IVA.
<b>Q</b>	<i>Can I modify a task to make it more appropriate for my learners?</i>
<b>A</b>	The tasks set must not be changed.
<b>Q</b>	<i>Can a centre make braille and/or large print copies of the IVA?</i>
<b>A</b>	Yes. For learners with special requirements, centres may provide the IVA to learners in an amended format, such as in Braille or in large print. Centres should refer to the guidance document on 'Special Requirements for Learners on BTEC Programmes'.
<b>Q</b>	<i>Can IVA point scores be submitted to Edexcel after 30 June ?</i>
<b>A</b>	Certification in August cannot be guaranteed if point scores are received after the deadline. If centres are offering programmes over non-standard periods, they may submit points scores at the agreed time.
<b>Q</b>	<i>What happens if a learner does not submit an IVA?</i>
<b>A</b>	The learner cannot gain the qualification until an IVA has been submitted.

# **GUIDANCE FOR THIS ASSIGNMENT**

## **Assignment context**

This assignment is set in the context of preparing information for the Dymouth Tourist Board on how e-business and e-marketing is relevant to organisations in the tourism context.

Learners are required to produce a report, which they can illustrate, to cover the questions that have been posed. It should be divided into the sections as shown. It may be appropriate to include additional materials such as handouts or presentation materials as appendices to the main report.

The assignment context is not compulsory. Centres may choose to use one of the previously published contexts for IVAs or to substitute one of their own. If they do so they should be confident that learners can access sufficient information related to the chosen context. The tasks (as defined by the a-c points under each heading) should not be altered.

## **Selecting/structuring content**

Centres should advise learners to select the on-line organisations they plan to investigate in advance. They should undertake preliminary research to ensure that sufficient data is available to produce comprehensive responses. This may be as a result of secondary research, via the Internet, work experience, a visit organised by the centre, a visit organised by the learner, a presentation by a representative of an organisation or references from trade journals.

It is important that learners' answers are sufficient to meet the assessment criteria and learners should not feel constrained to giving brief answers or answers only in writing.

In order to satisfy most assessment criteria learners are expected to be able to draw on examples from three organisations. However, there are some criteria – particularly related to Unit 1 P1, M1, D1 – where learners have to make reference to more than three organisations. It is generally easier and better for learners to use more than 3-5 organisations throughout the IVA as a whole. It is perfectly valid for the learner to make reference to the same or different organisations for different parts of the IVA, provided that three appropriate contrasting organisations are used at each point. The first part provides a structure to enable the learner to consider the range of Internet use and the selection of contrasting organisations, as a precursor for the remaining investigation. The value of this is in directing learners to look at a variety of organisations that can be used for the other activities.

The use of the context of tourism on the Internet has been chosen as an aspect of business that most learners can readily relate to. However, learners need not confine themselves to looking narrowly at this sector. Equally, if they choose to focus narrowly, then this would be perfectly acceptable, provided that they were able to find sufficient contrast to fully illustrate the use of the Internet and of Internet marketing.

## **Conducting/using practical activities/undertaking the tasks**

Centres may prefer learners to undertake some of their research in groups, particularly if it involves visits to on-line organisations. This may be desirable to maintain the support of industry links. Where research is undertaken in groups, it is essential that each learner then assesses the relevance of the outcomes of the research, analyses the findings and presents their own, individual conclusions. Work must be presented individually by each learner.

The use of mass produced/centre produced handouts or unannotated downloads from the Internet is not seen as acceptable evidence for the IVA. Centres and learners should ensure that the information to be submitted is not confidential or commercially sensitive.

The assessment is presented in terms of a report divided into sections. Each section can be considered as a separate sub-task.

### **Presenting the evidence**

Learners are requested to present a report. If an electronic report is produced then a copy must be printed out for the work to be sampled. Where appropriate written work could be supplemented by practical demonstrations, presentations, etc, provided that observation records are made available.

Learner work should ideally be word-processed and contain appropriate visual illustration – charts, diagrams, acknowledged downloads from websites, etc – selected to support the points made. Learners should avoid including materials unrelated to the specified criteria.

It is perfectly appropriate for learners to include electronic materials as supporting information for the report. However, there are no specific criteria for the quality of the presentation as such. All learners must have printed or written materials marked in a way that the External Verifier can sample.

Section 1 requires learners to briefly refer to a range of organisations. This component is intended to assist learners in structuring their research and selecting appropriate contrasting organisations for subsequent tasks. Learners are only expected to complete a summary and not to give detailed information on any of the organisations.

### **Tracking achievement**

Sheets are provided on which centres can record the final achievement for reporting to Edexcel. External Verifiers will expect to see appropriately completed sheets with learner work for sampling. **Note: centres must use the correct tracking sheets for Awards and Certificates.**

# IVA ACHIEVEMENT TRACKING SHEET

## BTEC National Awards in E-Business

<b>CENTRE NAME</b>	
<b>LEARNER NAME</b>	
<b>PROGRAMME TITLE</b>	

To gain a Pass, all Pass criteria must be achieved.

To gain Merit, all Pass and all Merit criteria must be achieved.

To gain a Distinction, all Pass, all Merit and all Distinction criteria must be achieved.

### UNIT 1: INTRODUCTION TO THE INTERNET AND E-BUSINESS

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

### UNIT 2: INTERNET MARKETING

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

The number of points allocated to each IVA unit is determined by the final achievement for the unit. The total number of points for the IVA is the sum of the points for the two units.

POINTS FOR UNIT		POINTS FOR UNIT	
ACHIEVEMENT	POINTS	ACHIEVEMENT	POINTS
P	2	P	2
M	4	M	4
D	6	D	6

POINTS FOR UNIT		POINTS FOR UNIT	
POINTS		POINTS	

TOTAL POINTS FOR THIS IVA	
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POINTS	GRADES AWARDED	
4	P	P
8	M	M
12	D	D

Note: The IVA must be passed in order for the qualification to be achieved.

# IVA ACHIEVEMENT TRACKING SHEET

## BTEC National Certificates in E-Business

<b>CENTRE NAME</b>	
<b>LEARNER NAME</b>	
<b>PROGRAMME TITLE</b>	

To gain a Pass, all Pass criteria must be achieved.

To gain a Merit, all Pass and all Merit criteria must be achieved.

To gain a Distinction, all Pass, all Merit and all Distinction criteria must be achieved.

### UNIT 1: INTRODUCTION TO THE INTERNET AND E-BUSINESS

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

### UNIT 2: INTERNET MARKETING

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

To achieve an overall qualification grade learners must attempt all of the internal and external assessments set for the essential number of units that form each qualification. Learners must attempt the assessment of a unit to show that they have some of the knowledge, skill and understanding of the unit's pass criteria.

If the learner attempted these units but has insufficient evidence to be awarded a pass grade, then the units are completed units and can be graded as Unclassified.

The number of points allocated to each IVA unit is determined by the final achievement for the unit. The total number of points for the IVA is the sum of the points for the two units.

POINTS FOR UNIT		POINTS FOR UNIT	
ACHIEVEMENT	POINTS	ACHIEVEMENT	POINTS
U	2	U	2
P	4	P	4
M	8	M	8
D	12	D	12

POINTS FOR UNIT		POINTS FOR UNIT	
POINTS		POINTS	

TOTAL POINTS FOR THIS IVA	
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POINTS	GRADES AWARDED	
8	P	P
16	M	M
24	D	D

# CENTRE IVA ISSUE SHEET

to be completed by the centre

## Edexcel Level 3 BTEC NA/NC E-BUSINESS / E-BUSINESS (APPLIED) INTEGRATED VOCATIONAL ASSIGNMENT

Centre Name		
Centre Number		
Learner Name		
Learner Registration Number		
Start date	Initial briefing	Review Date
All completed work must be handed in by		

*If you do not complete your assignment by the given date you will not be assessed.  
If you are experiencing problems you should contact your course tutors immediately.*

**SPECIFIC INFORMATION ON THE COMPLETION OF THIS ASSIGNMENT (e.g. resource availability, research opportunities, dates or events/practicals)**

# IVA COVER SHEET

to be completed by the learner

## Edexcel Level 3 BTEC NA/NC E-BUSINESS / E-BUSINESS (APPLIED) INTEGRATED VOCATIONAL ASSIGNMENT

Centre Name \_\_\_\_\_ Centre No \_\_\_\_\_

Learner Name \_\_\_\_\_ Learner Reg. No \_\_\_\_\_

- Label all your work and use page numbers or references to identify all components.
- Sign the declaration of authenticity.

<b>Learner's Declaration</b>		
I certify that the work submitted for this Integrated Vocational Assignment is my own.		
<b>Signed:</b>		<b>Date:</b>
<b>Assessor's Declaration</b>		
I certify that the work submitted by the learner named above is original and has been completed independently.		
<b>Name of Assessor:</b>	<b>Signed:</b>	<b>Date:</b>