

BTEC Nationals

IVA – CENTRE GUIDANCE

Edexcel Level 3 BTEC National Certificate/Diploma

IT Practitioners (General)

Unit 9: Business IT Project

Unit 13: Database Management Systems

Issued July 2004

For use during the remainder of the duration of operation
of the specification issued May 2002



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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

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

** 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: btecassess@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

Q	<i>How much can assessors help learners?</i>
A	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.
Q	<i>What if I am not sure about the meaning of some of the assessment criteria?</i>
A	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.
Q	<i>Can I modify a task to make it more appropriate for my learners?</i>
A	The tasks set must not be changed.
Q	<i>Can a centre make braille and/or large print copies of the IVA?</i>
A	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'.
Q	<i>Can IVA point scores be submitted to Edexcel after 30 June ?</i>
A	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.
Q	<i>What happens if a learner does not submit an IVA?</i>
A	The learner cannot gain the qualification until an IVA has been submitted.

GUIDANCE FOR THIS ASSIGNMENT

The tasks of this IVA are provided in two parts to meet the full requirements of the two externally assessed units at National Certificate and National Diploma level for ITP (Software Development).

Parts A and B can be delivered separately or together, but the results **MUST** be reported at the same time, using the IVA Achievement Tracking Sheet below .

Part A provides Learners with opportunities to generate evidence that could meet the assessment and grading criteria for **Unit 9: Business IT Project**.

Tasks	Unit 9 Criteria
Task 1	P2, P1, M1
Task 2	P3, P4, P5, D1, D2
Task 3	P6, M3, M2
Task 4	P7, M4, D3

Part B provides Learners with opportunities to generate evidence that could meet the assessment and grading criteria for **Unit 13: Database Management Systems**.

Tasks	Unit 13 Criteria
Task 1	P1, D2
Task 2	P2, P3, M1, M2
Task 3	P4, P5, M3
Task 4	D1

This IVA has been designed to introduce some flexibility to the delivery of the IVA and to allow centres to consider the availability of resources and course management issues. Two alternative approaches are offered, and it is strongly recommended that **one** approach is adopted for the entire cohort of Learners to enable efficient management of the IVA process and clear presentation for external verification.

Option 1

Part A may be delivered together with Part B using the scenario provided for Part B (or a suitable alternative provided by the Centre, as outlined in the guidance for Part B below). For this option, **all** the tasks for **Part A** and **Part B** should be completed and presented together for external verification, and results recorded on the Unit Achievement Tracking Sheet provided in this document.

Option 2

Centres may allow learners to choose suitable projects for Part A which arise from their own experience or from a choice offered by the Centre. Some project ideas are offered below. Projects chosen must be suitable for allowing learners to meet all the assessment and grading criteria of Unit 9. Part B will then be completed using either the scenario provided, or a suitable alternative provided by the centre. If this option is chosen, the tasks for Parts A and B must be presented together for external verification, and results recorded together on the Unit Achievement Tracking Sheet provided in this document.

Guidance for Part A

Suggested Projects

- A horticultural company needs a warranty system to claim for repairs undertaken on equipment that has had to be repaired within its warranty period (usually one year). The company will claim from the manufacturer by listing the serial number of the machine, a description of the work undertaken, and a list of parts that have been fitted during the warranty repair.
- A mobile children's library needs a system to record books that are loaned to a number of private nurseries in a small geographical area. A van travels between these nurseries, visiting each once a week, and loans them books that they will use with the children during the intervening week. Nurseries are able to reserve books if the book they want is not available on the van during the visit.
- A manufacturing company needs a system that will record training events undertaken by its employees. The system will initially be used to record the certification of Fork Lift Truck Drivers (who have to be tested every two years) and First Aiders (who have to be tested every three years). Some employees will be registered as both Fork Lift Truck Drivers and First Aiders. The system should record details of the training courses that employees have attended and be able to flag when a re-test is required.

All practical demonstrations must be evidenced by witness statement/observation records, signed and dated by their Assessor, and the Centre must ensure that these are completed for each individual learner to include with their IVA evidence. Group/cohort statements are not suitable for this purpose.

Guidance for Part B

The tasks in Part B have been designed to be applicable to a variety of scenarios. Alternatively, the tasks for Part B may be tackled in conjunction with those for Part A, with Learners identifying appropriate projects in agreement with their tutors. If this approach is adopted, then care must be taken that the project is suitable to meet the requirements of Unit 13 as well as Unit 9. An example of a suitable scenario with associated data is given below.

All practical demonstrations must be evidenced by witness statement/observation records, signed and dated by their Assessor, and the centre must ensure that these are completed for each individual learner to include with their IVA evidence. Group/cohort statements are not suitable for this purpose.

Example Scenario

An IT training company IT4U has just completed the pilot of a series of courses at different London venues over a 2 month period. At the end of each course every attendee was asked to complete a course evaluation questionnaire. The management at IT4U require a database to store and analyse the responses.

As an employee at the training company headquarters you are asked to produce this database and extract data from it to answer specific queries and to produce formal reports for management. The results of this analysis will help IT4U decide which courses to run in the future.

Each of three courses (Starting Word Processing, Starting Spreadsheets and Starting Databases) has been run twice over the period. Three different venues (Manor Park, Belstead and Green Park) have been used and three different trainers (identified as Trainer 1, Trainer 2 and Trainer 3) have been involved. Each course has been fully booked (12 students on each course). Occasionally one person has attended more than one course.

Having carefully examined the questionnaire and the responses collected at the end of the courses, you will research the different types of databases available and your choice to solve their problem. You will then design the database and create a set of technical documents showing features such as normalisation, integrity constraints and data validation. Finally, you will evaluate your design.

IT4U Course Evaluation Questionnaire

1	Initial								
2	Second Name								
3	Age Range	18-30 (1)		31-40 (2)		41-50 (3)		51-65 (4)	
4	Sex	Male		Female					
5	Resident/Commuter	Resident		Commuter					
6	Course Title	Starting WP (1)		Starting Spreadsheets (2)		Starting Databases (3)			
7	Course Venue	Manor Park (1)		Belstead (2)		Green Park (3)			
8	Course Tutor	Trainer 1 (1)		Trainer 2 (2)		Trainer 3 (3)			
9	Date of Course								
10	The course content was thorough and appropriate	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly disagree (4)	
11	The course tutor was knowledgeable and helpful	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly disagree (4)	
12	The course materials were of a high standard	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly disagree (4)	
13	The venue and facilities were of a high standard	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly disagree (4)	
14	I would recommend this course to others	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly disagree (4)	

ID	Initial	Surname	Age range	Sex (M/F)	Residential/ Commuter	Course title	Venue ID	Trainer ID	Date of Course	Q 10	Q 11	Q 12	Q 13	Q 14
1	R	Richards	3	F	C	2	2	2	05/04/2004	1	2	2	2	2
1	R	Richards	3	F	R	1	1	1	23/03/2004	1	1	2	1	1
2	K	Okinwale	1	M	C	2	2	2	05/04/2004	1	1	3	1	1
2	K	Okinwale	1	M	C	1	2	2	24/03/2004	2	2	2	4	3
2	K	Okinwale	1	M	C	3	1	1	05/04/2004	4	3	3	4	4
3	C	Burns	3	F	C	1	1	1	23/03/2004	2	2	2	4	3
3	C	Burns	3	F	R	2	2	1	03/04/2004	3	4	4	4	3
3	C	Burns	3	F	R	3	3	3	24/03/2004	1	2	2	2	2
4	A	McTeer	1	M	R	3	1	2	04/04/2004	1	1	3	1	1
4	A	McTeer	1	M	C	2	2	1	03/04/2004	1	1	2	2	1
4	A	McTeer	1	M	C	1	1	1	23/03/2004	1	2	2	2	2
5	U	Orran	4	F	R	2	2	1	03/04/2004	3	3	2	1	3
5	U	Orran	4	F	R	3	1	3	03/04/2004	3	3	2	1	4
6	W	Kumar	1	M	R	1	2	2	24/03/2004	2	2	4	2	3
6	W	Kumar	1	M	R	2	3	1	28/03/2004	1	1	2	2	2
6	W	Kumar	1	M	R	3	1	3	03/04/2004	1	1	2	2	2
7	V	Morar	2	F	R	1	2	3	25/03/2004	1	1	3	1	1
7	V	Morar	2	F	R	3	1	3	03/04/2004	2	2	2	2	4
7	V	Morar	2	F	R	2	2	1	03/04/2004	1	1	3	1	1
8	K	Smithson	2	M	R	3	1	3	03/04/2004	4	3	3	4	3
8	K	Smithson	2	M	C	1	1	2	01/04/2004	1	2	2	2	2
9	D	Brinks	1	F	C	2	3	1	28/03/2004	4	3	3	2	1
9	D	Brinks	1	F	C	3	1	3	03/04/2004	1	2	2	2	2
10	B	Arlando	3	F	C	1	1	1	23/03/2004	4	3	2	1	1
10	B	Arlando	3	F	C	2	2	2	22/03/2004	1	1	3	1	1
10	B	Arlando	3	F	C	3	1	3	03/04/2004	1	1	2	1	1
11	S	Salam	4	M	C	2	2	1	03/04/2004	4	3	2	4	4
11	S	Salam	4	M	R	1	3	2	26/03/2004	2	3	4	4	3
12	Q	Pimintrova	2	M	C	3	2	2	31/03/2004	4	3	3	4	4
12	Q	Pimintrova	2	M	C	1	3	2	26/03/2004	1	1	2	2	2
12	Q	Pimintrova	2	M	C	2	1	3	27/03/2004	2	2	4	2	1
13	M	Carter	3	F	R	2	2	1	03/04/2004	1	2	2	3	1
13	M	Carter	3	F	R	3	1	2	04/04/2004	2	2	2	4	3

14	L	Moore	3	M	C	2	1	3	27/03/2004	4	2	3	1	3
15	K	Smetson	1	M	R	1	1	2	01/04/2004	1	4	2	2	1
15	K	Smetson	1	M	C	2	1	3	27/03/2004	1	1	2	1	1
16	M	Birk	2	M	R	3	1	1	05/04/2004	2	2	2	1	1
17	D	Byrne	2	F	C	1	3	2	26/03/2004	2	2	2	2	2
17	D	Byrne	2	F	C	3	1	1	05/04/2004	2	2	1	1	1
18	S	McDore	3	M	R	2	2	1	03/04/2004	2	4	4	2	1
19	Y	Davies	3	M	C	1	1	2	01/04/2004	1	1	4	1	2
20	R	Ricardo	1	F	C	1	3	2	26/03/2004	2	2	2	2	1
21	B	Arllano	2	F	R	2	3	1	28/03/2004	2	2	2	1	1
22	D	Johns	2	F	R	1	2	2	24/03/2004	4	3	3	3	1
23	M	Quill	2	M	R	1	2	2	24/03/2004	2	2	3	1	4
24	M	Ahmed	3	F	C	2	1	3	27/03/2004	2	2	2	1	1
25	L	French	3	M	R	3	2	2	31/03/2004	2	2	1	1	1
26	P	Hills	2	M	C	3	1	2	04/04/2004	1	1	1	2	2
26	P	Hills	2	M	R	1	2	2	24/03/2004	1	2	2	1	2
27	T	Kalin	3	M	C	2	3	1	28/03/2004	1	2	2	3	2
28	J	Larson	4	F	R	3	1	3	03/04/2004	1	1	1	2	2
29	H	Reval	3	F	C	1	3	2	26/03/2004	2	1	1	1	2
30	L	Ashling	2	M	R	1	2	2	24/03/2004	2	1	1	1	2

IVA ACHIEVEMENT TRACKING SHEET

CENTRE NAME	
LEARNER NAME	
PROGRAMME TITLE	BTEC National Certificate/National Diploma for Practitioners (General)

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 9: Business IT Project

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4					
P5								
P6								
P7								

ACHIEVEMENT FOR UNIT 9					
PASS		MERIT		DISTINCTION	

Unit 13: Database Management Systems

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3					
P4								
P5								

ACHIEVEMENT FOR UNIT 13					
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 9		POINTS FOR UNIT 13	
ACHIEVEMENT	POINTS	ACHIEVEMENT	POINTS
U	2	U	2
P	4	P	4
M	8	M	8
D	12	D	12

POINTS FOR UNIT 9		POINTS FOR UNIT 13	
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 NC/ND IT Practitioners (General) 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 NC/ND

IT Practitioners (General)

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.

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