



BBE
TRAINING



A CITRUS GROUP
COMPANY

Student Handbook

Welcome to BBE Training!

Delivering online, accredited training with the flexibility to suit you. We support people in their future development and help businesses achieve their corporate ambitions.

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Welcome to BBE Training

BBE Training is run by a dedicated and experienced team that has a wealth of industry knowledge. The management team is composed of Learning and Development professionals, experienced and highly qualified assessors and internal quality assurers along with a team of tutors that are recognised within their sectors. The senior management team have come from various backgrounds with quality being the focus of everything we do.

We have a proven track record and a vast amount of experience in guiding and supporting our clients in the learning and development of their people. With an annual group turnover of over ten million, BBE Training are experienced in working with delegates across a range of industries.

BBE Training courses will help you develop you or your teams competencies and skill sets, encouraging reflection as part of the learning process from both the courses attended and from personal experience in the work place.

Our clients come from a diverse range of industries and professions. However, they all have one thing in common, they recognise the importance of quality training and up-skilling and need a convenient way for this to be delivered. Our online learning suits everyone that requires flexibility, support and an understanding of their business needs.

With the provision of subject specialist links and mentors, specific focus will be given to your development. We hope that you will be able to make the most of the opportunities offered, to step back from the immediate demands of the workplace in order to reflect on your profession as well as your job. Furthermore, we hope that you will enjoy your own professional development and will consider continuing to further studies, experience and research as part of a professional philosophy of lifelong learning.





The Citrus Group



Citrus Group:
44,000 Safety and Training
Solutions, 3 Companies,
1 Group.

With a Group turnover of more than £16 million and a client base of more than 35,000, Citrus Group offers truly extensive and multi-faceted provision.

The Group consists of three companies; Altitude Safety, BBE Training and Citrus Training and our aim is that we keep our respective focuses in Safety Equipment, Education and Training, whilst also combining to provide an effective and complete safety and training solution, which is trusted by industry.

BBE Training spearhead the Further Education focus of the Group but combine with our other businesses to offer our clients over 25 national accreditations and professional standards, across 192 training centres via 200 training staff.



Bespoke Training

We understand that an off-the-peg solution isn't always the right one so many of our customers find in-company training programmes work better for them.

Programme Leader's Welcome

Training in any profession is a precious entitlement. Our courses will help you develop your competences and skill sets. We will encourage you to reflect on your learning from both the course and from your own experiences, and help you plan for your future development.

With the provision of subject specialist links and mentors, specific focus will be given to your development.

We hope that you will be able to make the most of the opportunities offered, to step back from the immediate demands of the workplace in order to reflect on your profession as well as your job. We hope that you will enjoy your own professional development and will consider continuing to further studies, experience and research as part of a professional philosophy of lifelong learning.

We look forward to working with you and wish you success with your studies.

Recognition of prior learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. We will look at areas including the following to assess your prior learning:

- Existing level of academic qualifications
- Current vocational/professional qualifications
- Current level of personal literacy/language and numeracy
- Teaching experience (where appropriate)
- Access to teaching/training opportunities (where appropriate)
- Personal/professional goals and appropriate timescales
- Motivation for undertaking the course
- Potential support needs.

If you believe you have qualifications or skills which cover some of the requirements of this course you will need to discuss this prior to purchasing the course, or during your induction with your tutor before your course is activated, before (or soon after) the course starts. We will then look at the evidence that you can provide for this prior learning and decide if it is sufficient, reliable and valid.

Attendance Requirements (Classroom)

Students should attend all scheduled classes and prescribed activities. Where their attendance fails to meet the minimum required to meet the learning outcomes of the module (85%) they may be excluded from the assessment and be deferred on the programme. If they are deferred, they may have the opportunity of retaking the programme if BBE have the course arranged. We look forward to working with you and wish you success with your studies.

Policy on late arrival

It is the professional responsibility of every student to arrive on time for the sessions, tutorials and mentoring meetings. This will avoid unnecessary and discourteous disruption to the class and members of staff. Students are also expected to stay for the duration of the session.

Assessment Schedule

Specific details will be provided by the course tutors and BBE student support.

Assessment Support

Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances which mean you need to defer your assessment, please contact BBE student support who will guide you through the process. Any holidays or periods that you think may have an impact on your studies must be given to your tutor during your induction, BBE Training will not except this information once the course has commenced unless this falls under the special consideration policy. <https://www.bbetraining.co.uk/contact-us/policies/>



Learning, Teaching and Assessment

The Learning, Teaching and Assessment approaches used throughout our various courses and programmes, will encourage you to be actively involved in your learning and to work with your colleagues where possible. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Being an online training provider our online learning platform (Moodle) is available 24/7 ensuring that you can take part in online learning activities from wherever you are studying. Your tutors will provide any support you may need whilst learning online.

BBE is committed to the process of enhancing the quality of learning, teaching and assessment and supporting greater learner autonomy. The programme strategy seeks to enhance the quality of provision through a range of support throughout the full programme.

Teaching and learning strategies include:

Guided reading, self-guided study and research, teaching and peer observations, specialist links, case study analysis, personal and mentoring support and guidance.

Assessment Strategies Include

Initial assessment, diagnostic, formative and summative assessments are the methods used throughout the programme.

Assessment is an integral part of learning and you may hear it referred to as formative or summative. Formative assessment is developmental in nature and is designed to give feedback to students on their performance and how it can be improved. Formative assessment is an important part of the learning process, and has been shown to contribute to the enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed solely to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve “self, peer or group approaches”. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another’s work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

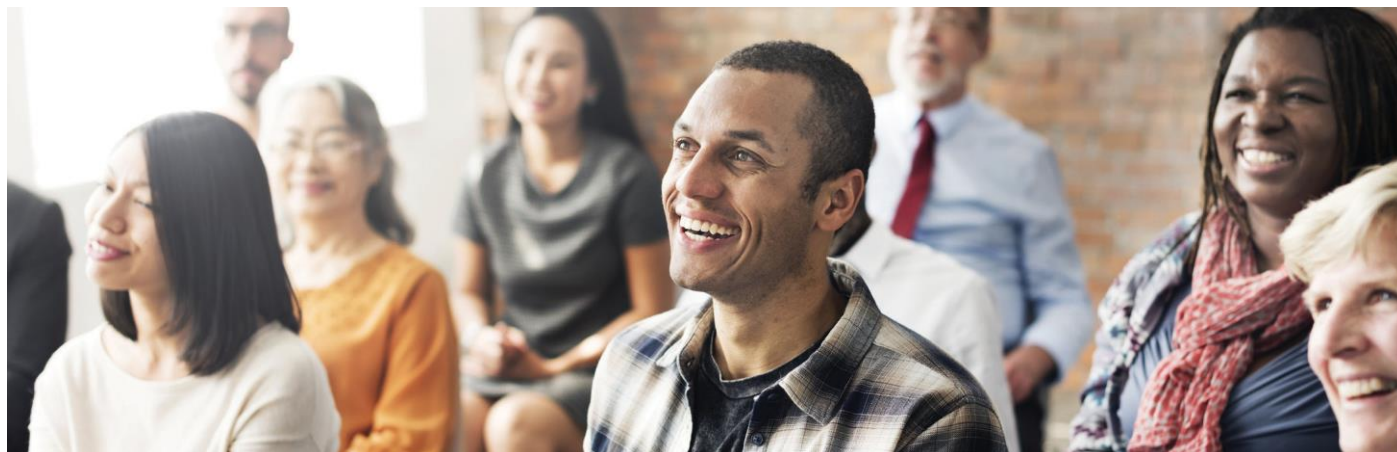
This programme is bound by the Awarding Body and BBE Regulations.

Assessment on the course will be based on the programme syllabus and learning outcomes, which are identified for each module in the course specification. The set criteria for each assignment will be mapped against the learning outcomes of the module and these criteria will be clearly identified. Students will be required to provide satisfactory evidence of the specified knowledge and skills of all the criteria.

Assessment strategies for different aspects of the programme are specific and carry unit credits. Written feedback to students will be given on assessment sheets. Feedback will refer to the specific criteria relating to that assignment and students are advised to check these criteria prior to submission. Feedback will specifically address these criteria and offer other general comments on the standard of the work.

The Assessment Process

- Students submit work for assessment on the agreed date (classroom) or within their timeframe (online learning).
- Assessors assess the work and will endeavour to return marked work *within 2 weeks (14 working days)
- Assessed work is internally verified and feedback provided to your tutor.
- A random sample of assessed work is externally examined on behalf of the Awarding Body by the External Examiner.



Further Information on Assessment Requirements

In addition to meeting the specific criteria of each assignment, submitted work must meet a professional level of communication skills and presentation.

All work should show the following characteristics::

- Designation - assignment title, your name and centre, total number of words. (Level 4 or above)
- Structured and acceptable presentation - introduction, development, conclusion, headings, paragraphing for any piece of continuous prose and page numbering.
- Evidence of thorough proofreading.
- Professional level of expression - attention to sentence structure, punctuation and spelling.
- Tables, diagrams and imported text should be appropriately referenced. Substantial amounts of imported text will not be acceptable. Tables/diagrams are not included within word counts.
- The Harvard Referencing System should be used if course level requires. (Level 4 or above)
- Legible word-processed script.
- Appendices should be numbered.

Students **MUST** keep a copy of submitted work. Tutors will not be responsible for work lost in transit. Work lost prior to assessment must be done again if no copy exists.

Students will receive feedback from tutors on their work on assessment feedback sheets within the online portal. You must retain this completed sheet until the work has been internally and externally verified i.e. the end of the course.

Students should be aware that their work may be read by the team in your centre, the internal verifier, and the External Examiner. Please maintain confidentiality where appropriate in your writing e.g. removing names of students whom they discuss. Professional titles of personnel, rather than names should be used.

Students must keep to the deadlines proposed by tutors or negotiated.

In the case of re-submitted work, ensure that the original submission is included together with the tutor feedback sheet and the re-submission is labelled as such.

Assessment Grades

The main grades available are Complete/Refer only.

Complete - Work accepted for a pass should show the following characteristics:

- It meets the specific criteria laid down by the module tutor/specification.
- All components of the assignment must be submitted.
- It has a clearly stated purpose, reflected in the title, and is developed in line with that purpose.
- It shows evidence of reading relevant to the purpose; sources are accurately identified.
- It shows a critical approach to the work of others; their views are examined as well as quoted.
- The significance of the investigation to the writer's teaching situation is made clear.
- Arguments are set out logically, critical analysis has taken place, and conclusions are based on findings.

Refer - When an assignment does not meet the specified criteria a referral grade will be awarded. Clear feedback from the Tutor will be given in writing via a feedback sheet as to what aspect of the criteria has not been met, and why.

If the Internal Verifier supports the judgement of the original assessor, the student will be given an opportunity to resubmit the work with the changes advised by the Module Tutor.

If after 2 resubmission's the work is still deemed to be unsatisfactory, it will be considered as a fail. All failed work will be reported to the Internal Verifier where consideration may be given to a final submission opportunity.

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on your work and to use this feedback as the basis for learning and improvement.

Feedback can take many forms, and may be informal, for example it may be offered and discussed in classroom sessions either collectively or individually.

It may also be more formal and delivered for example in written or recorded audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your course tutor, peers and academic staff.

Receiving feedback on your work is an essential and important part of your learning and therefore all programmes provide regular opportunities for formative assessment. The purpose of this is to get just, detailed feedback on your performance so that you can get a regular update on how you are developing.

You will normally be provided with feedback *within 14 working days of the your successful submission of completed work to the Moodle platform. You will be provided with individual and collective feedback on the assessed work.

*during busy periods this marking/assessment time can be longer than 14 days.

'Artificial Intelligence (AI)' use in the context of assessment, refers to the use of AI tools and technologies to acquire information and content which might be used in work produced for assessments which lead towards a qualification. This may involve the application of AI-powered algorithms, machine learning models, and data-driven processes to gather, analyse, and generate relevant data, insights, or assessment content that can enhance the quality and effectiveness of work produced by learners. AI chatbots are AI tools which generate text in response to user prompts and questions.

Feedback on Coursework

Students can expect the following forms of feedback whilst on the course:

Written comments on feedback sheets for written coursework within the online platform, interim verbal feedback immediately after a teaching observation, verbal feedback during group sessions, verbal feedback during individual tutorials.

Return of Coursework

Students are expected to keep a copy of their coursework. (See previous section on the responsibility for coursework) The module tutors will return re-marked coursework feed- back to students via Moodle.

Electronic Receipt of Coursework

All work is expected to be submitted as and when it is completed- please do not submit multiple assignments/ units at once for marking. All work must be submitted to our online learning portal directly to mark, and must be submitted no later than 7 days before your course expiry date.

Marking, second marking and marking moderation

Samples of the assessed coursework are internally and externally verified.

Teaching observation reports will also be sampled to ensure consistency of assessment across the programme. On occasion, the Programme Leader/other Personal Tutor and the External Verifier will also accompany a Personal Tutor and /or mentor.

Personal Development Planning (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It is intended for both undergraduate and postgraduate students. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

On our validated teacher training programme, reflective practice is embedded within all the modules across the Certificate and the Diploma. CPD should be logged with the SET (Society for Education & Training). In addition to your own personal development on the programme.

Academic Misconduct

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced.

Forms of plagiarism:

- **Verbatim. Word for Word content:** It must be clear to the assessor what words are your own independent work or where have used someone else's quotation's or ideas.
- **Paraphrasing:** Using someone else's work and changing only a few words to pass this as your own. You must give acknowledgement to the author of whose work you are using.
- **Collusion:** This is when students have between themselves collaborated to use work that is not entirely their own and failed to make reference.
- **Copying from The Internet:** Information from the internet must be correctly referenced and included in the bibliography. You must also check the accuracy of the material used from the internet.

Students work will be checked using a plagiarism checker and any acts of plagiarism will be deemed as academic misconduct and you maybe removed from the course.



Appeals

If you are unhappy with the assessment grade or feedback given to you by your tutor you have 14 days to appeal in writing to the internal verifier at the centre address. See appeals policy at <https://www.bbetraining.co.uk/contact-us/policies/>

Communication

Assessment outcomes will use both written and verbal feedback and learners can request an informal tutorial when required.

Documentation and Letter Requests

The information that you provide at enrolment is held on a secure computerised database and maintained in accordance with GDPR. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law.

Academic Support

Students are expected to be independent and to take responsibility for their own learning. However, there is help available to them, your Personal Tutor will provide advice and guidance during the course duration should you require it. Support from other BBE staff who are involved in the programme will also be available. Students can seek brief advice from staff either after the session or by appointment with either their trainer or the tutor during their office hours.

Disability Support Service

If a student has a need which they feel is not being met, or experiences difficulties because of the way the programme is organised or conducted, they are advised to contact their Personal Tutor or the trainer.

It is extremely beneficial to both staff and students if particular learning needs and difficulties can be identified prior to registering or during induction to ensure we are supporting the needs of the learner from the offset.

Health, Safety & Welfare

BBE has responsibilities under the Equality Act 2010 to ensure that risks to Health and Safety are properly controlled. The Health & Safety policy can be found in the centre you attend.

External Examiner's

External Examiners are a central part of the quality assurance and enhancement of your programme. Their role is to act as independent moderators and to consider student attainment with impartiality. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of the regulations.

The duties of External Examiners include the following:

- To comment when consulted on the content and form of all assessments.
- To advise on the appropriateness and effectiveness of the internal assessment processes, the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

Additionally each External Examiner attend standardisation meetings at the centre in which they comment on:

- Programme design, content and standards
- Student performance (general comments, no individuals are named) Personal/professional goals and appropriate timescales
- Assessments: structure, design and marking
- Effectiveness and quality of feedback to students on their work
- Assessment Boards; organisation and operation
- Role of the External Examiner
- Recommendations or actions for change and areas of good practice which should be shared

Suggestions, Complaints & Policies

In the first instance, the tutor will aim to address and resolve any student complaints. If the students wishes to continue with a complaint this should be done in writing to the Head of Centre at the BBE Training address.

To see a full list of policies go to:

<https://www.bbetraining.co.uk/contact-us/policies/>

Education and Training

We offer a range of
accredited qualifications in
Education and Learning
with **Pearson and TQUK.**

Level 3 Award in Education & Training (PTLLS/AET)

The Level 3 Award in Education and Training is an introductory, knowledge based teaching qualification. It can be undertaken by individuals who are not yet in a teaching or training role (pre-service), or are currently teaching or training (in-service).

As part of the qualification you will be required to carry out the micro teach session. (Unit 2) Micro teaching is a simulated activity where trainee teachers prepare and deliver a short (15-30 mins max) teaching and learning session to a group of three or more peers who are required to be aged 16 +.

Level 4 Certificate in Education & Training (CTLLS/CET)

The Certificate in Education and Training Level 4 qualification replaced the CTLLS course in September 2015 and is the next level on from the Award Level 3. Ideal for those already delivering or have the Award (PTLLS) and have the opportunity gain employment that requires this qualification. This course is also suitable for delegates who have some experience in teaching along with a specialism which they wish to deliver or those already delivering training or education needing to formalise their qualifications. There is also a requirement of 30 hours of teaching practice (teaching practice may be paid or voluntary) and three x1 hour observations that are required to be observed by a

qualified self appointed observer who holds a minimum of a Level 5 Teaching qualification, and be able to provide you with a copy their teaching certificate as part of your course portfolio. BBE Training may be able to provide you with an observer dependent on your location– but this does come at an additional cost per observation day. BBE Training are not responsible for providing access to learners.

Equality & Diversity Level 2

The Level 2 Award in Equality & Diversity develops learners knowledge and understanding of diversity and an appreciation of its values to society. A great course for anyone that can be studied anywhere anytime on any device through our learning app.

Safeguarding & Protecting Children Level 2

The Level 2 Award in Safeguarding & Protecting Children and Young People provides learners with the opportunity to develop knowledge and understanding of how to safeguard and protect children, young people and practitioners in the workplace and how to respond to evidence or concerns that a child or young person has been abused.

Award in Supporting Teaching and Learning in Schools Level 3

This qualification is an introductory, knowledge based teaching qualification – making it ideal for those who don't currently volunteer or work in a school setting (pre-service) as well as for those who already have a wealth of TA experience behind them but want/need to get the qualification on paper (in service).



Assessing and Verifying (TAQA)

Choose one of our **Pearson or TQUK accredited** assessing and internal quality assurance qualifications and be qualified within weeks.

Level 3 Award in Processes and Practice of Assessment

This course is the knowledge unit that forms the foundation of the Assessor qualification (Level 3 Certificate in Assessing Vocational Achievement). This unit can be completed as a stand alone unit that is in its own right as the Level 3 Award in the Processes and Practices of Assessment.

The knowledge unit prepares you and gives you an understanding of the principals and practices of assessment, however this qualification does not qualify you to assess vocational achievement or assess occupational competence in the work place.

Level 3 Certificate in Assessing Vocational Achievement

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment. There is an awarding body requirement that you as a “trainee assessor” will assess the work of two individual learners on two occasions (four assessments in total), and that these two assessments are observed by a self appointed observer who must be qualified in a level 3 Assessors qualification or above (e.g. CAVA). BBE Training may be able to provide you with an observer dependent on your location– but this does come at an additional cost per observation day. Please note however that BBE Training are not responsible for providing access to learners.

Level 4 Award in The Understanding Internal Quality Assurance of Processes & Practice

The Level 4 Award in Understanding the Internal Quality Assurance of Processes and Practice is the knowledge unit of the full Level 4 Internal Quality Assurance of Processes and practice which is the qualification for those wishing to be Quality Assurers. This is a single knowledge based unit and will be completed by written assignments following the outcome requirements for the unit criteria– as such you do not need to have any prior knowledge or be in employed within a quality role in order to complete this qualification.

Level 4 Award in The Understanding Internal Quality Assurance of Processes & Practice

The Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) provides learners with the opportunity to develop skills, knowledge and understanding to enable them to perform the role of internal quality assurer. This qualification is intended for learners wanting to undertake training or to further develop their knowledge and skills in this subject area. The objectives of the qualification include supporting a role in the workplace and meeting relevant programmes of learning. There is an Awarding Body requirement that Learners on this course complete IQA reports of two qualified assessors who each have two learners that they are carrying out assessments on (4 IQA reports in total). These assessments and reports are to be observed by a self-appointed mentor from your own setting who holds a minimum or the Level 4 Award in the Internal Quality Assurance of Processes and Practice (IQA) qualification.

Leadership & Management Courses

At BBE you can choose any individual unit from the CMI accredited units or any combination of units to achieve your Award, Certificate or Diploma qualification providing it meets with the rules of combination for the credit value required.

After you have purchased this qualification, you will automatically become a studying member, and upon completion of a Certificate or Diploma will be eligible to become an Associate member of the CMI on application. You will have access to all of the resources you need through the CMI Management Direct Portal.

You will get the opportunity to discuss CMI units with your tutor during your induction who will advise you on the best combination going forward, you may already know which ones you wish to study, but you should still have a discussion regarding this with your tutor on induction to ensure these meet the CMI rules of combination and the overall TUT value to achieve the qualification,.

Following your induction you will then complete the BBE Unit Selection form and return this to student support so they can add your assignments to moodle and activate your course.



Leadership and Management

All of our **Leadership** and **Management** courses are accredited by **CMI** - the only Awarding Organisation that offers "Chartered Status".

AAT Accounting and Bookkeeping

Industry focused **AAT qualifications** enable you to **manage finances, budgets, cash flow** effectively and play a key role in **business growth**.

AAT Accounting & Finance Courses

Our AAT qualification packages combine the best of online resources to help you learn with interactive and very engaging digital learning resources. These are backed up with highly respected AAT qualified tutors that will ensure that you are ready to take your exams by working with you to complete mock assessments and give you detailed and critical feedback on each aspect of your work. We will work with you to ensure that you are fully prepared and confident when it comes to doing your actual AAT exams.

AAT qualifications are internationally recognised and based on practical, real-world accounting knowledge that you can put to use from day one.

With AAT on your CV, you will demonstrate a level of excellence and work-readiness sought after by employers. If you already have a degree, why not boost your employability by topping up your course with an AAT accounting or finance qualification?

Keep your career options open – After studying your AAT qualification with BBE Training, you can decide where your ambition takes you, whether you want to:

- Start work straight away
- Go on to university
- Become a chartered accountant
- Set up your own accounting practice

As part of your qualifications you will need to arrange to sit the assessment exams at one of the approved AAT assessment centres. BBE are one of these centres and you can arrange your assessment by contacting us on customerservices@bbetraining.co.uk

As part of the assessment process to find out what level of AAT qualification you should study we advise that you take the AAT Skills Check which will give you a recommendation to get you started on the right path in AAT Accounting Qualifications.

<https://www.aat.org.uk/aat-qualifications-and-courses/need-help-choosing-a-qualification/aat-skillcheck> You

will be asked to forward the results of your first skills check attempt to your tutor as part of an initial assessment process. Statistics show that learners who choose to ignore the recommendation of the AAT skill check when choosing their course are less likely to pass exams at the first sitting.

To find your nearest AAT approved centre log into <https://www.aat.org.uk/login>

What is QTLS?

Qualified Teacher Learning and Skills (QTLS) is the badge of professionalism for post-16 education and training, helping practitioners advance in their careers and demonstrate their expertise and experience to colleagues, employers and learners. SET members can gain QTLS by successfully completing professional formation.

Professional formation is a process that enables you to demonstrate the effective use of skills and knowledge in your professional practice that is required to achieve Qualified Teacher Learning and Skills (QTLS). It is a post-qualification process that enables you to demonstrate the following through professional practice:

The ability to use effectively the skills and knowledge acquired whilst training to be a teacher

Application of the occupational and professional standards required of a teacher.

Applicants should note that QTLS is an English status and, as such, is only formally recognised in England and may not be recognised by employers in Wales, Scotland and Northern Ireland.

The QTLS application window normally only opens twice in an academic year and students must apply directly with them once fully qualified with the DET Level 5 and in a teaching role for a minimum of 6 months.

What is Moodle?

Moodle is an online learning management system, or LMS (also known as VLE.) It is suitable for all ages and all sectors. Anywhere that learning takes place Moodle can be used. BBE use Moodle as the learning platform for students to log in & out of and study whilst on the move or in the peace of your own environment.

Once a student has completed an assignment they will then upload this into Moodle for the tutor to assess, give feedback and grade. Moodle can be accessed on a desktop, laptop, tablet and most mobile phones using the Moodle App.

What is Management Direct?

Management Direct is the online management resource portal created by the CMI that includes access to the resources and tools to enable you to complete our Management & Leadership qualifications.

Management Direct includes access to:

- Leader Videos, experts talk about overcoming real-life management challenges.
- Content designed to meet different learning styles.
- Search results organised into bite-size learning.
- Best practice resources, checklist, document templates and much more, designed for all level of managers and leaders.
- Continued Professional Development recording
- Bespoke learner journeys for every unit plus resources linked directly to learning outcomes.

Referencing

'Referencing' means acknowledging all the sources of information you have used to produce your own piece of work. These may be books, individual chapters in books, websites, articles, journals, newspapers and any useful resources for your assignment. Referencing is an important aspect of any academic piece of writing.

Example

The point made by an analytic philosopher (O'Connor 1969, p. 32) is that values cannot be justified in this way. However Kneller (1963b, p. 102) insists that the theorist will inevitably be involved in value claims.

Note: Page, chapter or section numbers may be included in the in-text citation if the cited work is long and the information helps the reader locate the relevant information.

When the authors name is mentioned in-text (eg. Kneller in the example above) add year and page numbers only to the in-text reference.

Entries that have the same author and year are noted by adding a, b, c etc to the year, both in-text eg. Kneller (1963b, p. 102) and in the Reference List (see entries in Reference List below). Direct quotes and in-text citations

Examples:

'Having a solid plan as part of research design is essential' (Hatch 2002, p. 46).

or Hatch (2002, p. 46) believes 'having a solid plan as part of research design is essential.'

Learners are required to use Harvard Referencing for Educational Qualifications at Level 4 or above. For further information or advice on Harvard Referencing please contact your tutor directly or view the link below:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/Advanced-Practice-in-Early-Years-Education/2016/Specification/Pearson_Guide_to_Harvard_Referencing.pdf


Glossary

Please find below the glossary of command/action verbs which explains exactly what is required from your assignments.

Command/Action Verb	Explanation
Analyse	Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another, relate to your own practise where possible, references to current research or theory may support your analysis.
Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counter-arguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
Comment	Express an opinion or reaction
Conclude	Arrive at a judgement or opinion by reasoning.
Clarify	Literally make something clearer and, where appropriate, simplify it. This could involve, for example, explaining in simpler terms a complex process or theory, or the relationship between two variables.
Compare	Identify the similarities and differences between two or more subjects. Say if any of the shared similarities or differences are more important than others.
Consider	Say what you think and have observed about something. Back up your comments using appropriate evidence from external sources, or your own experience. Include any views which are contrary to your own and how they relate to what you originally thought.
Contrast	Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart. Point out any differences which are particularly significant.
Critically Evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
Define	Show or state clearly and accurately the meaning of something. Bring to attention any problems posed with the definition and different interpretations that may exist.
Demonstrate	Show how, with examples to illustrate.
Describe	Provide a detailed factual explanation as to how and why something happens.
Discuss	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion.

Command/Action Verb	Explanation
Elaborate	To give in more detail- to provide more information on an area of subject
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed.
Explain	Make something clear to someone by describing or revealing relevant information in more detail. Give a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood, defining key terms where appropriate, and be substantiated with relevant research.
Give an account of	Means give a detailed description of something. Not to be confused with 'account for which asks you not only what, but why something happened.
Facilitate	Assist the progress of a subject matter by making it quicker or easier.
Formulate	Express the subject matter in a precise or methodical format or prepare a plan to do so.
Identify	Determine the origin (key points), nature or definitive characteristics of something.
Interpret	Identify the meaning of the subject matter.
Illustrate	A similar instruction to 'explain' whereby you are asked to show the workings of something, making use of definite examples and statistics if appropriate to add weight to your explanation.
Justify	Support an argument or conclusion. Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	Give a general description or summary of the subject matter.
Quality	Determine the extent or weight of a subject matter.
Qualify	Explain the drawbacks of the subject matter or explain how it may not always be true.
State	Express clearly and briefly
Summarise	State the main points of the subject matter in a concise format.
Verify	Demonstrate that the subject matter is accurate or relevant



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