



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

GEMS Metropole Al Waha BTEC International Level 2 Programme Handbook

2025 -2027



Pearson



MISSION

Lead, nurture and
succeed.

VISION

A sustainable and
inclusive community
hub, nurturing future
leaders.

Nurturing
LEADERSHIP

Welcome Note



As we step into the **2025–2027 academic year**, we are delighted to announce a significant milestone in our school's journey, the official launch of **BTEC Level 2 International Construction and Engineering**, our **first ever vocational qualifications** at **GEMS Metropole School, Al Waha**.

This marks the beginning of an exciting new chapter, as we proudly become a **registered BTEC Centre** authorised to deliver internationally recognised, career-focused qualifications. Our vision is clear: to provide students with meaningful pathways that blend academic learning with practical, hands-on experience, empowering them to apply their knowledge in real-world contexts and develop the professional skills needed for success in the industries of tomorrow.

The **BTEC Level 2 International qualification** have been carefully selected as our inaugural programmes because they align perfectly with Dubai's rapidly developing infrastructure, the UAE's Vision, and our school's commitment to innovation and excellence. These courses will allow students to explore the fundamentals of design, planning, and sustainable engineering practices, while working through applied projects that mirror real industry challenges.

At **GEMS Metropole Al Waha**, we believe in preparing students not just for exams, but for life. Vocational education through BTEC provides an alternative yet equally rigorous route to success, offering learners the opportunity to progress into Level 3 BTEC programmes, further education, apprenticeships, or employment in technical fields. This expansion reflects our mission to nurture every child's individual strengths and interests, ensuring that all can "shine like a GEM".

Furthermore, our journey as a BTEC Centre will also see us **collaborate closely with industry partners**, bringing professionals into our classrooms and our students into professional environments. Through these partnerships, learners will experience the true value of contextualised, experiential education that builds confidence, creativity, and competence.

This is just the beginning and we could not be more excited. With the dedication of our exceptional staff and sector leading facilities, we are confident that the launch of BTEC at MTW will become a defining part of our growing legacy.

Warmest regards,

Peter Stoddart

Deputy Headteacher & BTEC Quality Nominee
GEMS Metropole School – Al Waha

What is BTEC Education?

Over the last 25 years, BTEC qualifications have helped millions of people develop the skills they need to get on in life. Engaging and inspiring, these work-related qualifications are suitable for a wide range of ages and abilities.

They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory. BTECs give students the skills they need to either move on to higher education or go straight into employment. For instance, a BTEC International Level 3 Diploma in Business would cover all aspects of Business and Management including, but not limited to, Marketing, HR, Operations, Financial Management and Events. Furthermore, they also cover real-life activities such as writing and presenting a business plan.

They are hugely valued by colleges, universities, employers and professional bodies across the United Kingdom and recognised throughout over 80 countries worldwide.



Pearson BTEC

For Further information please click [HERE](#)

What is BTEC International Level 2?

BTEC International Level 2 offers learners aged 14 and above the knowledge, understanding and skills that they need to prepare for a career or continue in further education.

The demand for workforce skills is increasing and the need for global certification in technical and vocational areas is growing. BTEC qualifications are uniquely placed to respond to these skills gaps by providing practical skills assessment and up to date career-focused education in traditional and emerging sectors.

Why choose BTEC International Level 2?

1. **Available in a range of sectors for learners who wish to explore a work-related qualification or specific industry area**
2. **Offers learners industry knowledge, transferable skills and behaviours to prepare them for a career or to continue education**
3. **Flexible and modular course structure to fit in with existing curriculum requirements**
4. **Delivered at schools and colleges in 50 countries**
5. **Available in 3 or 4 sizes:**
 - **Award – *This is our chosen Pathway here at GEMS Metropole Al Waha***
 - **Certificate**
 - **Extended Certificate**
 - **Diploma**

Our chosen Pathways?

Pearson BTEC International Level 2 Award in Construction	Pearson BTEC International Level 2 Award in Engineering
This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of construction would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels. Click HERE for more information	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of engineering would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels. Click HERE for more information

Meet your Course leaders

Mr. Armaan Ahmed - BTEC Level 2 Construction Teacher



Mr. Ahmed is a passionate and skilled Design & Technology and Construction teacher who combines academic expertise with real-world experience to inspire learners on the BTEC Level 2 Construction pathway.

Holding a BSc (Hons) in Architecture (2:1) and a PGCE with QTS in Design & Technology, he brings a strong foundation in construction principles, CAD, technical drawing, and structural systems. Fully Health and Safety trained by the UK Design & Technology Association, he confidently operates workshop equipment and delivers safe, practical lessons using AutoCAD,

SketchUp, Adobe Suite, and Revit.

He teaches across Design & Technology and BTEC Construction, merging creative design with technical skills to bring industry relevance into the classroom. With experience across a range of educational settings, he has developed a strong ability to differentiate learning, nurture curiosity, and build resilience. Specialising in key Pearson BTEC Level 2 units, *Construction Technology*, *Health & Safety*, *Carpentry and Joinery*, and *Construction and Design*, Mr. Ahmed helps learners develop practical ability, teamwork, problem solving, and confidence with health and safety principles.

His students gain the skills and ambition to progress into apprenticeships, Level 3 qualifications, or technical careers within the global construction industry. Combining architectural knowledge, workshop expertise, and a passion for vocational education, Mr. Ahmed prepares learners to succeed as the next generation of construction professionals.

Mr. Adam Little - BTEC Level 2 Engineering Teacher



Mr. Little is an experienced and dedicated Engineering teacher delivering the BTEC International Level 2 in Engineering.

With a background in Mechanical Engineering, he is passionate about bringing theory to life through practical, hands-on learning that connects directly to the real world. His course offers a career-focused introduction to modern engineering, helping learners develop essential technical, problem-solving, and safety skills through applied projects and workshop practice.

The qualification provides a strong foundation in health and safety, materials, engineering design, and manufacturing processes, while encouraging students to explore specialist fields that match their interests and aspirations. Recognised internationally, the course is designed in collaboration with industry and higher education to ensure students gain not only technical knowledge but also transferable skills such as teamwork, communication, and resilience.

Learners can also progress to Level 3 Engineering in the future and pursue further technical study, or move directly into apprenticeships or entry-level roles across sectors such as mechanical, electrical, manufacturing, aerospace, renewable technologies, and product design. By combining classroom theory with practical application,

Mr. Little equips learners with the confidence, competence, and curiosity to succeed in the fast-evolving world of engineering.

What are the BIG Benefits of BTEC?

BTECs – the big benefits

A practical approach to study

BTECs offer a practical, hands-on approach that can be lacking in more traditional courses. Students have to undertake a number of units for which they present evidence, based on actual work and studies. This allows them to demonstrate their skill and knowledge.

Continuous assessment

When studying the BTEC way, progress is measured throughout their course, allowing the student to gauge their own performance on a continuing basis, just like in a real workplace. Students are more engaged and motivated as a result, as they can see their own progress through the course rather than waiting to the end to sit an exam. For many learners, the BTEC route with all work assessed through the year and the final exams could be the better option.

Keep your options open

If you are not familiar with all of the many options available to school-leavers, like further education, Apprenticeships and jobs that offer workplace learning and vocational degrees, you are not alone. Few parents are aware of the many options available. By all means seek advice from the school or college. BTECs offer students a full progression route from Entry level through to Level 5 Higher Nationals.

Inspiring confidence

Learning should be fun, not daunting. In our experience, students enjoy BTEC programmes because they can specialise in areas of learning linked with work that they are interested in, like sport or the music business. Courses tap into what they enjoy, feel good at and find familiar. Students build their confidence because they are developing skills that will help them secure a job or place in higher education in the future. Assignments may be in written form, but it's just as likely they will be in other formats, e.g. film clips, project proposals, business plans and structured debates. Students are always given clear guidelines so they know what they have to achieve and how to do this.

Rewarding effort

Students will have to meet deadlines set by teachers but can do this at their own pace rather than having to perform to the time constraints of an exam. Progress is monitored individually by teachers who provide personal support and guidance, helping students develop their learning skills and to reach their potential. They get to learn progressively, starting from small-scale and simple topics, progressing to larger more complex themes.

Working together

Teamwork is an important aspect in the world of work. Not surprisingly it is also a key feature of BTECs. Students work on assignments both individually and in groups, such as a group drama production or in a manager-employee role-play.

Fitting study around other things

BTECs are flexible. They can be studied full-time or part-time. BTECs can be taken as part of an Apprenticeship programme or with other qualifications and alongside work commitments.

Staying up to date

We are continually developing and updating BTECs in response to the needs and skills required by employers. This ensures that learners gain maximum benefit from their work while qualifying, and the qualifications stay up to date and relevant. Before deciding on a course to follow, it's worth considering whether the course has been revised recently and that the content is relevant. If it is a BTEC you can be assured that it has. All BTEC qualifications are now developed in co-operation with the relevant Sector Skills Council (SSC) ensuring they fit with the needs of employers.

A million BTEC students each year

In recent years, the popularity of BTECs has really taken off. In 2009/10, we received over 1.1 million BTEC registrations, and one in every two GCSE-level learners took a BTEC.

There has been a dramatic rise in popularity of BTECs in schools. We believe it's because teachers, parents and students have come to recognise and appreciate these two main factors:

Firstly, academic study doesn't suit every student. BTECs offer a challenging and rewarding learning experience leading to a useful qualification that's also well regarded and respected. BTECs are valued highly by employers and higher education.

Secondly, some students choose the BTEC route because they have already decided on a career path and want to make an early start. BTECs offer relevant and worthwhile experience, right from the word go.

You'll need to know how BTECs differ from other qualifications. Let's look at these differences and the advantages BTECs bring.



SKILLS KNOWLEDGE
PROGRESSION EDUCATION
TRAINING BENEFITS
RELEVANT PRACTICAL
PREPARATION SUCCESS
EDUCATION CONFIDENCE
CONFIDENCE PRACTICAL
CONFIDENCE ACHIEVEMENT

What will students cover as part of the curriculum?

Pearson BTEC International Level 2 Award in Construction	Pearson BTEC International Level 2 Award in Engineering
120 GLH Equivalent in size to one International GCSE. A minimum of three units, of which two are mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).	120 GLH Equivalent in size to one International GCSE. 120 GLH, of which 60 GLH are mandatory (30 GLH assessed by a Pearson Set Assignment). Mandatory

Pearson BTEC International Level 2 Award in Construction

As part of the above qualification students will be completed a total of three units of study which have been selected to ensure that students have full access to future careers within in construction.

- Unit 1: Construction Technology
- Unit 2: Exploring Health, Safety and Wefare in Construction
- Unit 8: Exploring Carpentry and Joinery

Pearson BTEC International Level 2 Award in Engineering

Likewise, as part of the Engineering qualification, students will complete a total of three units of study which have been selected to ensure that students have full access to future careers within the engineering sector.

- Unit 1: Working Safely and Effectively in Engineering
- Unit 2: Engineering Thinking Skills to Create Solutions
- Unit 7: Engineering Drawing

"BTECs are high-quality, career-focused qualifications grounded in the real world of work. This means BTEC learners develop and apply the knowledge, skills and behaviours that employers and universities are looking for,"

How will the student be assessed?

BTEC assessment is designed to fit the purpose and objective of the qualification but, more importantly, is conducive to Students who prefer to complete a portfolio of study rather than final assessment. The BTEC assessment at GEMS Metropole Al Waha includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal, but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic.

What is Internal assessment?

Pearson BTEC International Level 2 qualifications are 100% internally assessed through assignments and practical tasks. Most assessments are set and marked by educators in the school or college and verified by Pearson. Pearson will set and provide centers with Pearson Set Assignments for some units.

For units assessed with a Pearson Set Assignment we provide the assignment to be used as the Assessment for the unit. For the remaining internally set units, we provide Authorised Assignment Briefs.

Internally assessed assignments are set and marked by your teacher or tutor. The grading and assessment is then sampled and externally verified by Pearson Edexcel through the means of external standards verification.

How is evidence submitted?

Students submit their work in many different formats and a range of assessment types and styles which are chosen and designed by the instructor to meet the styles of the learner. Learners could for example, be given opportunities to:

- Write up the findings of their own research in the form of a report
- Use case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills using appropriate processes.

Assessment and resubmissions

Each unit of study in the **BTEC Level 2 International Construction and Engineering** programme is graded as **PASS**, **MERIT**, or **DISTINCTION**.

All assessment for the Pearson BTEC qualifications is **criterion-referenced**, meaning that grading is based on students meeting specific learning outcomes and assessment criteria.

Each unit has clearly defined assessment and grading criteria which are used to determine the final grade for that unit.

- To achieve a **PASS**, a learner must meet *all* of the pass criteria.
- To achieve a **MERIT**, a learner must first meet all pass criteria *and* all merit criteria.
- To achieve a **DISTINCTION**, a learner must meet *all* pass, merit, and distinction criteria.

Learners who complete the unit but do not meet all of the pass criteria will be graded **Unclassified**.

Assignment Deadlines and Re-Submissions

All BTEC assignments must be submitted by the published deadline.

Re-submissions can only be approved by the **Lead Internal Verifier (Mr. Peter Stoddart)** and only if all original submission requirements have been met.

Students who fail to meet the initial submission deadline will **not** be eligible for re-submission unless there are valid, approved exceptional circumstances.

If a re-submission is approved but the work still does not achieve a pass standard, the student will be required to complete a new task. In such cases, the maximum grade that can be awarded is a **PASS**.

Final Assessment and Certification

The overall qualification will be assessed across all completed units.

Work will be externally moderated by Pearson Edexcel representatives, typically during May or June of the academic year. Final certification will only be confirmed once external moderation is complete. Please note that students are required to attend school until all BTEC assessments are completed and verified, as assessment and quality assurance continue through to June.

Resubmissions

If a student's first submission does not meet the required pass criteria for a unit, the Lead Internal Verifier (Mr. Peter Stoddart) may approve a single resubmission opportunity, in line with the Pearson Edexcel Quality Assurance and Assessment Handbook.

The process for a resubmission is as follows:

- The Lead Internal Verifier records and justifies the decision on the official assessment form.
- A resubmission deadline will be set within 15 working days of the learner receiving their initial assessment decision (this must be within the same academic year and within term time).
- A resubmission can only be authorised if:
 - The learner met the original assignment deadline (or an agreed extension).
 - The teacher believes the learner can improve their work independently, without further teaching or guidance.
- The learner is allowed up to 15 working days to complete and submit the resubmission (or equivalent if part-time).
- The grade achieved in a resubmission will be capped at the highest grade from the original submission (usually Pass).

If the learner does not meet the criteria on resubmission, they will need to complete a new assessment task, with the maximum achievable grade being a Pass.

"Success is a journey, not a destination. The doing is often more important than the outcome."