BTEC Q-TAG evidence record

BTEC Assessment Record for Qualification Teacher Assessed Grades (Q-TAG) decisions

Pearson BTEC Level 3 National Extended Certificate in ICT

Common sources of alternative evidence

Identify relevant area of evidence from across all content/units taught. Locate evidence 'type' and add a brief description including the unit or component number and title as well as the learning aim if appropriate. Evaluate the quality of the evidence.

Skill/knowledge/ discipline/area of evidence	Partially completed internal assessments	Completed internal and/or external assessment	Mock examinations (based on past papers, or centre-devised tests)	Informal assessments	Evidence from specialist teachers and other educational professionals such as special education needs coordinators (SENCos) who have worked with the learner where appropriate.	Project work	Recordings (e.g. of practical performance)	Evidence from work experience (where relevant to the qualification)	Tracker of achievement and attainment over the course (this cannot be used in isolation, as by itself it would not be sufficient evidence)	Witness testimonies or teacher observation records when used in conjunction with other forms of evidence	Classwork or homework assignments or assessments	Centre Assessment Grades from June 2020 (CAGs)	Other	Evidence collected by (name / date)
Unit 1: Information Technology Systems		External assessed grades from all the students who sat January 2020 exams.												
Unit 2: Creating Systems to Manage Information. 100% taught (partially remotely)			Mock examination paper. Completed with normal timing and conditions but within our lesson structure.	Classwork and mock exam used as an assessment tool following delivery as an introduction to the exam format.							Class work completed in lesson.			
Unit 3: Using Social Media in Business 100% taught		Fully completed and IV'd internal asessments including resubmissions for all the learners.												

Unit 6: Website Development 100% taught and assessed (partially remotely).		All learners awarded CAG from 2020										CAGs from 2020 used for all students.		

1. Briefly describe the holistic approach to determining the quality of evidence. (see 'How to complete' tab for further details)

The centre has continued to deliver units both remotely and face to face.

Throughout the lockdown in 2020 work was provided for the students in line with the curriculum plan to cover work for Unit 6 (Website Development). Whist this was by no means ideal due to the software requirements of the unit and the challenge to the students all work was completed and assessments were collected from the students. The assessment responses were marked and standardised through the normal process however due to the lockdown and the inability to give a fair 15 working days resubmission these were not offered to the students. The grades for this unit (unit 6) were ultimately awarded as a CAG based on work collected as permitted in 2020.

Unit 2 is a formal exam that reviews the students' knowledge on creating a database through a series of activities. The centre has conducted mock examinations at appropriate times that have taken place within lessons. These exams have been conducted in a high control level condition in order to generate accurate evidence of assessment. However, due to the variation of the exams students have sat both 10-hour exams from the pre-2020 papers and the 5-hour exams post 2020 amendments. Each of these exams had not been completed during one session but over a series of sessions. The exams used for the mocks had been the official Pearson paper papers. Moderation of mock exams has taken place internally.

Work on this unit continued into the lockdown (and the Christmas holidays) with students still completing mock exams at home on their own devices where possible. Whilst work was collected and marked during this time (and students asked to maintain a high level of control) it is of course impossible to judge the level of control adhered to.

Unit 3: These have been included as they were completed and marked and would relate to "Unit 3 Using Social Media in Business". The students were allowed to work on these tasks outside of the lesson and the students could use the internet during the lessons. Students were taught the theory in lockdown which would encompass the coursework. Students were not given guidance once the assignment brief had been handed out and as assignments were tackled upon return to face-to-face teaching the normal process of assessment and IV has been followed.

Grades were tracked by breaking the exams into the different activities that make up the marked criteria. This was then used holistically to calculate a grade.

2. Provide an overview of your grade profiles for 2021. Provide a rationale for your results e.g. by comparing to previous years data and if significant differences this year, why that is . (see 'How to complete' tab for further details)

This is the centre's 3rd year of results, with all previous cohorts completing the exam and coursework fully. In Summer 2018 and 2019 we achieved a mixture of pass and merit grades for the overall grades. This cohort is the smallest cohort. It is important to say that the grades awarded are in line both with the student's predicted grade and that of the work that they have already completed in other units. Whilst the grades themselves show a slight improvement on the previous years this follows a trend of improvement both in the unit, the subject and the centre as a whole.

Outcomes as identified fit with the rank order profile created as part of the summer 2020 CAGs and are in line with predicted grades expectations for the cohort. Performance in individual assignments across the body of units demonstrates the improved performance of the cohort, as does their KS4 APS which is stronger than the previous cohort and also on par with the 2017 National average for the course.

The level of Value Added across the cohort is also comparable to previous cohorts (both the 2020 cohort, but also the cohorts from our previous years exams). We have also looked at Completion and Attainment estimates, using National data for the course from 2017. Our outcomes are higher as would be expected given that the entry profile of the group is also higher.

Subject Title: Pearson BTEC Level 3 National Extended Certificate in ICT **Subject Code: 60175758 / CJ3**

Head of Department: Imran Chaudhry **Signature:** **Date: 26/04/2021**

Subject teacher: Scott Descombe **Signature:** **Date: 26/04/2021**