

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

Programme Title BTEC Level 3 Introduction to Construction

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 (SENCO) 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 A1 - Being Organised Fully taught in school.		Assignment given and fully marked by assessor but no IV process carried out. No resubmissions opportunity given. CAG awarded to all learners 2020.									Assignment for all students along with class notes.	CAGs from 2020 used for all students.		
Unit A2 - Developing a personal progression plan		80% taught in school, 40% remotely. Assignment given remotely, deadline was after CAG collection 2020. CAG awarded to all learners 2020.										CAGs from 2020 used for all students.		
Unit A3 - Working with others Full taught remotely.		Taught 100% remotely. No assignment given to students.									Unit identified as a reduced assessment unit. Classwork and Home learning tasks used to indicate student knowledge and understanding.			
Unit A4 - Researching a topic 100% taught remotely. Fully assessed.		Fully taught in school. Assignment wasn't submitted on original deadline due to school closure. Fully completed and IV'd including resubmissions. BANKED UNIT												ABR / 14/05/2021
CON 5 - Drawing a plan of a room Fully taught in school assignment not given		CAG awarded to all learners 2020.									Classwork, practice drawings and work from other construction course delivered to all students where they complete various drawings for a community centre.	CAGs from 2020 used for all students.		ABR / 14/05/2021
CON 6 - Building a simple wall											Unit identified as a reduced unit. Coursework evidence to be used from other construction course that is delivered to all students where they complete a brickwork task.			
CON 7 - Making carpentry joints		Fully completed and IV'd internal assessments including resubmissions. No time for resubmission before the deadline.									Teaching completed for unit students have produced assignment work and this has been IV'd to the first submission. No opportunity to do the resubmission			ABR / 14/05/2021
CON 8 - Fixing a water pipe 100% taught and assessed.		Fully completed and IV'd internal assessments including resubmissions. BANKED UNIT									Teaching completed for unit students have produced assignment work and this has been IV'd to the first submission. All students happy with grades and opted not to resubmit			ABR / 29/04/2021
CON 9 - Costing a small repair job		Fully completed and IV'd internal assessments including resubmissions. No time for resubmission before the deadline.									Teaching completed for unit students have produced assignment work and this has been IV'd to the first submission. No opportunity to do the resubmission			ABR / 14/05/2021
CON 10 - Making minor repairs in a house		Fully completed and IV'd internal assessments including resubmissions. No time for resubmission before the deadline.									Teaching completed for unit students have produced assignment work and this has been IV'd to the first submission. No opportunity to do the resubmission			ABR / 14/05/2021

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

The centre continued to teach the content remotely and face to face in all lockdowns. In the summer 2020, learners mostly continued to engage remotely and produce assessment evidence, especially for the core theoretical units, this proved quite challenging with the optional units as these are mostly practical based units. Following the return to school after the lockdowns the exam board released an update suggesting that emphasis for the course should now be on the delivery of the practical elements. These have been completed minus units A3 and Con 6 which has been identified as a reduced unit and is to be produced after the deadline. Grades from submissions have been used to inform the overall grade for individual students. There are also three units which were submitted as centre assessed grades last year, units A1, A2 and Con 5, all of these had the content taught but the submission and IVing process was adversely affected by lockdown.

All of this information has been compiled into our Grade Tracking Spreadsheet, used in normal years to indicate the outcomes a student has achieved as work is completed and banked. All completed assignment work is filed and available for inspection, supporting fully the judgements we have made

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)

The centre has previously offered the course as a bridging course to provide some of the more academically challenged students an opportunity to achieve success due to the practical nature of the majority of the units. With this the composition of units found itself popular with the current year 11 cohort as we had a significant number of the students engaging with the course being some of our higher ability students. Performance in individual assignments across the body of units demonstrates the improved performance of the cohort, as this is stronger than the previous cohort. These outcomes have had a continued positive incline in the cohorts over the last 3 years as had been expected due to the calibre of students enrolled on the course.