

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

Programme Title

BTEC National Extended Certificate in Construction and the Built Environment (RQF)

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 1: Construction Principles. 100% taught (partially remotely)		External assessed grades for a selection of students who sat January 2021 exams. Other students are all awarded CAGs from 2020.	Mock exam completed Dec 2020 for most students. Only those awarded Distinctions in 2020 CAG's do not have a paper. Papers were internally and externally moderated.									CAGs from 2020 used for all students <b>except</b> where students have achieved a grade in the January 2021 sitting that is the same or better.		ABR / 29/04/2021
Unit 2: Construction Design. 100% taught (partially remotely)			Mock examination paper. Completed with normal timing and conditions but within our lesson structure. Internally assessed and moderated, also externally moderated.	Classwork mock exam used as an assessment tool following delivery as an introduction to the exam format.										ABR / 14/05/2021
Unit 4: Construction Technology. 100% taught and assessed (partially remotely).		Fully completed and IV'd internal assessments including resubmissions.												ABR / 14/05/2021
Unit 5: Health and Safety. 100% taught		Fully completed and IV'd internal assessments including resubmissions for many learners. All learners awarded CAG from 2020										CAGs from 2020 used for all students.		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 have continued to deliver units remotely and face to face in both lockdowns. In Summer 2020, learners continued to engage remotely and produce assessment evidence which was marked and IV'd, but were not given resubmission opportunities (as this was not a normal process and we didn't wish to use this opportunity before having clarity on last year's process). These assignment responses were used to standardise through our IV and assign Centre Assessed Grades in 2020. The centre completed the full SV process in 2020 prior to lockdown and has again completed the modified process in 2021. Both times the centre has been praised in the procedures used and accuracy of judgements. The centre uses MyBTEC to manage assessments, feedback and the IV process in full and has continued to operate this throughout the last two years. In Units that have formal examinations, the centre has conducted mock examinations at appropriate times that have taken place within lesson times. The correct amount of time and all other examination conditions have been met, in order to generate accurate evidence of assessment. Mock exam scripts used are the ones made available by Pearson as past papers, and the formal mark schemes are used in assessing them. Moderation of mock exams has taken place both internally and through another centre based in London, based on random sampling. In units identified as reduced assessment, staff have determined a likely unit grade outcome through a mixture of considering performance in class and homework and also in considering performance in similar units. This has been moderated by the Lead IV for the subject area. In partially completed units, we have considered the evidence generated in assignments that have been completed and IV'd (and allowed a resubmission if required) alongside teacher observation and classwork books to assess the likely performance outcome of individual students. The Lead IV has randomly sampled these decisions to ensure appropriate standards.

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. The qualification level grades then derived from this process have been compared to outcomes for our 2020 cohort (our only other cohort) in order to identify anomalies. When considering the rank order profile created in 2020, the grades generated are in line with our expectations. 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)**

This is only the centre's second year of results, meaning that comparisons being made are to the Summer 2020 cohort. That being said, this cohort is a stronger cohort and the weaker students withdrew from study at the end of the 2020 academic year. Outcomes as identified fit with the rank order profile created as part of the summer 2020 CAGs and are in line with our 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 stronger than 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 previously offered C&G Technical Diploma in Construction and the Built Environment.) 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.