



Pearson

# Delivery and Assessment for Summer 2021

**BTEC Higher Nationals**



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# Introduction

Following recent announcements from Ofqual regarding the alternative approach to assessment for Vocational & Technical qualifications, we have prepared the following guidance to support you with the use of Unit Level Teacher Assessed Grades for BTEC Higher National programmes in 2020-21.

This document has been developed to support centres with the Teacher Assessed Grades (TAG) process, which will be implemented at a 'unit level' for BTEC Higher Nationals. This approach will apply to all Ofqual regulated Higher Nationals, except those units listed in Appendix 1, where there should be a delay if assessment cannot take place.

Our overriding priority for all students is to implement the mitigation in Ofqual's Vocational and Technical Contingency Regulatory Framework (VCRF) fairly and consistently, so that students can progress in their learning and life, standards are maintained, and everyone can continue to have confidence in the value of BTEC Higher National qualifications.

For BTEC Higher National Certificates (HNC) and BTEC Higher National Diplomas (HND) the primary mitigation will be to 'Adapt' assessments; however, it is accepted that in some instances it has not/will not be possible to adapt assessments. Therefore, this guide has been produced to support you in understanding what the TAG process is and how to determine 'Unit-level' TAGs for students.

The Unit Level TAG process is available for all students due to take an assessment between **1 August 2020 – 31 August 2021**, leading to the issue of a result. Under this process certification claims can be made as soon as your External Examiner has completed their remote 'visit' and confirmed your Assessment Board outcomes.

BTEC Higher Nationals do not have a set 'results day' and there is no requirement to change your Assessment Board dates.

However, if you have students expecting to certificate in August 2021, then we recommend that the Assessment Board documentation is sent to your External Examiner by **9 July 2021**, to allow the External Examiner to conduct the review and confirm that your grades are in line with Pearson requirements, including time for any queries that require liaison with the centre's programme team to resolve.

## Key Principles

- Teaching, learning and internal assessment should continue wherever possible, subject to public health guidance.
- Completed formative and summative assessments should be taken into account by centres when making Unit Level TAG decisions, where unit assessments are incomplete or have not taken place.
- Existing Centre Assessed Grades (CAGs) from 2020 should be banked and used towards unit grade decisions.
- Awarding decisions will secure the validity of the qualification.
- External Examination will continue remotely in 2021.
- Centres should ensure students due to receive a result in summer 2021 should do so, wherever practicable and possible.

All units taken within the BTEC Higher National qualifications will be graded. Qualification level TAGs are not available for BTEC Higher Nationals.

For students completing their level 4 BTEC Higher National Certificate, the use of Unit Level TAGs should be considered in preference to derogating level 4 units to facilitate progression to level 5 BTEC Higher National Diploma, where this continues to support the validity of the qualification.

Centres can still use derogation to allow progression to the level 5 units without having achieved 90 credits at level 4, if a provider/student prefers to delay Teaching, Learning & Assessment, which may be applicable where specific occupational and technical skills need to be taught and assessed.

## Key Terms

Terminology	Explanation
Alternative Provider	Formerly known as a 'private college'
Assessment Board Grade Tracker and Grade Declaration	A Pearson-provided spreadsheet that centres use to record their grades, including Unit Level TAGs, that must be signed before sending to External Examiners. See sections 4 and 5 for detailed guidance on how to complete the Assessment Board Grade Tracker & Grade Declaration
Derogation	The ability to progress onto Level 5 without having completed 90 Level 4 credits first, where the centre is unable to deliver and/or assess this year. The outstanding Level 4 credits can then be completed during the 2021-22 academic year
Formative assessment	Interim feedback intended to provide students with a sense of their progress and support them to improve and develop their work toward summative (final) assessment. See section 3 for further guidance on formative assessment and Appendix 2 for examples.
Fully Complete Unit	The student has fully completed the unit and has a summative assessed outcome recorded
Sector	The grouping of individual programmes e.g. Art & Design; Engineering; Business. The grouping matches that which an External Examiner is allocated to
Summative assessment	The summation of the student's achievement and evaluation of their learning. Typically, summative assessment results in the awarding of a grade that indicates the student's level of achievement
Unit Level Teacher Assessed Grade (TAG)	Unit Level TAGs may be awarded at unit level where the student has partially achieved the unit and the centre is awarding a unit grade based on actual and expected performance in line with the guidance below Section 2.

# 1. Approaches to Assessment

Three main approaches have been applied to BTEC Higher National qualifications. Where possible, centres should continue with planned assessment or adapt assessment according to guidance. Where continuation/adaptation cannot take place to provide full assessment, Unit Level TAGs can be provided, according to the guidance in sections 4 and 5. Some units are exempt from Unit Level TAGs, and can be found in Appendix A.

## 1. Continue or Adapt

Where possible, assessment activities should continue as initially planned, and grades should be provided for units as under regular circumstances. If this is not possible, then unit assessment activities can be adapted to ensure that learning outcomes can be summatively assessed, and grading can continue as under regular circumstances. Where all the learning outcomes of a unit cannot be completed through continuation or adaptation, then centres can use the Unit Level TAG guidance in sections 4, 5 and 6 to provide Unit Level Teacher Assessed Grades.

## 2. Unit Level TAGs

Where all learning outcomes of a unit cannot be completed through continuation or adaptation, centres can use the Unit Level TAG guidance in sections 4, 5 and 6 to provide Unit-level teacher assessed grades, using the threshold conditions described to provide student grades. Quality procedures around the recording and justifications of Unit Level TAG decisions must be followed, including correctly recording Assessment Board minutes, and the correct use of the Assessment Board Grade Tracker (which also contains a Grade Declaration confirming the authenticity of the grades), which can be found in section 7.

## 3. Delay

Where it is not possible to meet the conditions outlined in the three thresholds below in section 4, we recommend granting extensions or delays to assessment, taking into account students' individual extenuating circumstances, where that solution presents a better final outcome for the student. Centres should delay assessment where none of the conditions described for the Unit Level TAG thresholds can be met. Units that fall under the list of exceptions in Appendix 1 will require delay.

## 2. How to Determine Unit Level TAGs

The overarching principle is for Pearson to seek to issue valid and reliable results to as many students as possible taking BTEC Higher National qualifications that are in Category B2. We understand that there has been disrupted Teaching, Learning and Assessment (TLA) throughout the 2020/21 academic year, variations of restrictions between regions/countries, differences in centres' academic planning and assessment schedules, incomplete TLA of units, impact on 'practical' TLA, and variations between centres in terms of approach to formative assessment.

In order for centres to determine Unit Level TAGs, the following thresholds can be applied. These should be considered **hierarchically** - that is, Threshold One should be the first option where possible, and only cascaded downwards to Threshold Two, and then Threshold Three, if conditions to award Unit Level TAGs at each threshold cannot be fulfilled.

### 1. Threshold One

Where two or more unit Learning Outcomes (LOs) have been **summatively** assessed, the grade for those assignment(s) can be determined as the Unit Level TAG for the entire unit.

### 2. Threshold Two

Where only one unit LO has been **summatively** assessed, a Unit Level TAG can be determined where further qualitative evidence of achievement through formal or informal formative assessment can be provided. Evidence of formative assessment must be mapped to the assessment criteria for that unit. Formative assessment refers to both formal and informal formative assessment (please see guidance in section 5).

### 3. Threshold Three

Where no summative assessment has taken place for a unit, a Unit Level TAG can be awarded with detailed qualitative evidence of achievement through **formative assessment**. Centres must accurately describe the types of formative assessment, and using **QAA guidance**, ensure that there is a differentiation between formal formative assessment (that is, formative assessment that has been integrated into the teaching and assessment schedule for that unit, and which has been recorded), and informal formative assessment (which for example, is a direct tutor observation of student performance with recorded notes) in addition to support the grade decision.

- Similar to the conditions of Threshold Two, any Unit Level TAG provided under Threshold Three must map student performance to assessment criteria and be approved via the Assessment Board
- Where Unit Level TAGs are based on either formal or informal formative assessment, Pass, Merit and Distinction awards are possible if student performance in those formative assessment activities maps to the unit assessment criteria and can be justified
- For Threshold Three Unit Level TAG decisions, tutors should prioritize formal formative assessment evidence and only resort to providing a Unit Level TAG using informal formative assessment solely, when no formal formative assessment was possible.

As per Ofqual's VCRF requirements, centres should ensure that their internal quality assurance is clear when making judgments for the above three Threshold levels, including the use and storage of evidence.

Centres are also required to conduct a high-level cross-check of Unit Level TAGs compared to the results of previous cohorts taking the same qualification at the centre, ensuring that judgments of Unit Level TAGs are not unduly harsh or overly lenient compared to previous years. This must be verified as a part of signing the Grade Declaration on the Assessment Board Grade Tracker.

Finally, objectivity must be maintained for each Unit Level TAG determined, reflecting the specific performance of the student on the relevant qualification.



## 3. Guidance on Formative Assessment

The Quality Assurance Agency (QAA) defines formative assessment as 'informal' or 'formal'. Informal formative assessment can include 'classroom or seminar activities,' and formal formative assessment can include assignment drafts, self-assessments, reflective blogs, reports ([UK Quality Code for Higher Education- Advice and Guidance: Assessment, page 7](#)).

### Formal Formative Assessment

*Formal* formative assessment opportunities are those that support the student's ability to complete the *summative* assessment activities, and are therefore integrated into the overall teaching, learning and assessment plan for a unit. They should provide tutors the opportunity to give formative feedback for student development. This feedback should be in a recorded, written form, and should be used to map to assessment criteria when a decision on a Unit Level TAG is being made.

### Informal Formative Assessment

*Informal* formative assessment places more weight on 'in-situ' evaluations of student performance during classroom, practical and seminar activities. For practical subjects it can include direct observation of practical activities related to learning outcomes. Tutors will need to justify how these informal observations and evaluations allow the student to gain the Unit Level TAG, and this should be clearly noted.

## 4. Assessment Board Guidance

Currently all centres delivering BTEC Higher Nationals must hold an Assessment Board at the end of the academic year to confirm student achievement and progression. The Assessment Board also acts as the guarantor of internal quality assurance processes and the accurate and objective recording of grades, mitigating circumstances and opportunities for resubmissions and re-takes.

Given that it may be necessary to use 'Unit Level Teacher-Assessed Grades' (Unit Level TAGs) for incomplete units, we recommend that centres use [this template](#) (also see section 7) for recording all results, including Unit Level TAGS that are determined by the Assessment Board. One form should be used per cohort per programme.

### Requirements

Centres are expected to continue to conduct Assessment Boards, and this may need to be done virtually online or remotely, depending on the restrictions faced by individual centres.

If the Assessment Board is held virtually or remotely, it must still follow the terms of reference provided by each centre, including participation by the Chair and all other required attendees.

In all cases where Unit Level TAG decisions have been made, the Assessment Board Grade Tracker should be used to record all the grades for those students. All Assessment Board decisions must be noted in the minutes.

The Assessment Board Grade Tracker and the accompanying Assessment Board minutes must be signed off by the Chair of the Assessment Board on the Assessment Board Grade Tracker Declaration and then sent to your External Examiner(s).

Where Unit Level TAGs are issued for students, additional guidance can be found on how to record and minute those decisions below.

### Process

The Assessment Board should follow the regular procedure as determined by the centre. A nominated Chair must authorize all final decisions and outcomes for students.

## Adapted Assessments

Where a centre adapted their assessment plan to include new or revised assessments, these changes should be minuted, prior to the confirmation of grades. The revised assessment plan should be stored in centre-based programme files.

## Recording Grades

A grade (or result) *must* be recorded for each unit that a student has taken. Where a resubmission is required, this must be minuted with a date of resubmission provided.

Where an issued grade has been capped at a pass, the reasons should be minuted (e.g., late submission, re-submission).

## Unit Level Teacher-Assessed Grades (Unit Level TAGs)

Where a Unit Level TAG has been issued, the grade should be recorded in the Assessment Board Grade Tracker using the asterisk\* identifier in the drop-down menu for each cell, this will help centres and External Examiners identify which grades are based on Unit Level TAGs. Each cell contains options for all possible outcomes, including the asterisk\* identifier for Unit Level TAGs.

For each Unit Level TAG, the *threshold used* (see section 4) for determining the grade must be recorded in the Assessment Board minutes. Any student work or evidence relied upon to reach the grade should be stored appropriately, so that it can be made available to the External Examiner upon request. The reason for determining the Unit Level TAG must be based on one of the following three thresholds described in section 4.

## 5. Assessment Board Grade Tracker and Declaration

Guidance on completing the Assessment Board Grade Tracker:

- Grades should be recorded in each cell as P=Pass, M=Merit, D=Distinction.
  - Re-submissions should be marked as 'R' with a date for re-submission agreed by the Assessment Board written into the Assessment Board minutes.
  - If a whole unit is to be repeated, REPEAT should be selected in the cell.
- Where students have had mitigating circumstances accepted for an assignment and this has been verified by the Assessment Board, it should be noted in the Assessment Board minutes.
- If the mitigating circumstances have not been accepted, it should be noted in the Assessment Board minutes with the reasons and the consequence (e.g., grade capped at a Pass, resubmission, etc.)
- If any assignments in units have been adapted or changed due to COVID-19 circumstances, and are different from the original assessment plan, this should be noted in the minutes. Grades should be recorded as per points 1 and 2.
- Where students have had a Unit Level TAG agreed by the tutor and programme leader, the agreed outcome must be selected within the cell with an Asterisk (e.g., Unit 4 - 'P\*').

In the Assessment Board minutes, one of the **threshold levels** below should be noted for each Unit Level TAG decision that has been made.

- **Threshold 1:** At least two LOs have been summatively assessed and a grade can be assigned from this assessment
- **Threshold 2:** One LO has been summatively assessed and more information is provided from formative assessment
- **Threshold 3:** No LOs have been summatively assessed, and Unit Level TAG fully assigned from formative assessment

It is expected that all Unit Level TAGs will have been agreed upon by the tutor and programme manager prior to the Assessment Board. An assessment decision form must be kept within programme files with reasons for the Unit level TAGs.

Each Assessment Board Grade Tracker has a Grade Declaration that must be signed by the Chair of the Assessment Board, confirming that any Unit Level TAGs issued have followed Pearson's guidance, and that no grades will be claimed on the Edexcel Online portal until confirmation from the External Examiner. The Grade Declaration also confirms that the centre has conducted a high-level historical cross-check of grades, indicating that Unit Level TAGs are not unduly lenient or overly harsh compared to previous years, as required by Ofqual (page 25, VCRF). Please see section 9 regarding 'Objectivity' for further details.

The Assessment Board Grade Tracker and Assessment Board minutes should be sent to your External Examiners after the Assessment Board is held, ensuring that the Grade Declaration on the Assessment Board Grade Tracker is signed. External Examiners may also request additional evidence of formative assessment for Unit Level TAG decisions as part of their review.

## 6. Ensuring Authenticity

Before relying on evidence to determine a Unit Level TAG, centres must be satisfied that the evidence has been authenticated as having been generated by the relevant student. If a student has studied with other educational providers or a tutor during the course, you can also use any evidence that is available from those sources that you are confident is authentic. Further guidance regarding authenticity can be found in the [Pearson Higher National Centre Guide to Quality & Assessment 2020-21](#), page 56.

## 7. Ensuring Objectivity (including guidance on historical comparison)

Ofqual require that objectivity is ensured through internal quality assurance procedures, including cross-checks with historical grade profiles. This is to ensure that Unit Level TAGs are not overly harsh or lenient compared to previous years.

Centres will need to include a high-level check on the determined grades as part of the internal quality assessment process, and report at the Assessment Board whether the grade profile for that unit has stayed roughly similar or shows signs of harshness or leniency compared to previous years. Where there has been deviation one way or another, centres can use the Assessment Board minutes to note the reasons why this may have occurred, but ultimately centres must determine grades based on the attainment of the relevant student.

The Chair of the Assessment Board must sign the Grade Declaration which includes assurances that the grading has been objective and is not overly harsh or unduly lenient compared to previous years.

## 8. Consideration for Appeals

### Appeals for summer 2021

As in any year, it is important that students understand how they can appeal if they feel that it is necessary to do so.

The usual appeals policy [Internal assessment in vocational qualifications: Reviews and appeals policy](#) continues to apply for summer 2021.

This policy also provides details of how to appeal the process and/or the academic judgement used to determine UTAGs this year. As with any appeal, a student should follow the centre appeals policy first.

### Reporting and amending vocational achievement

A centre may identify that it has made an error in the provision of a unit grade, either where the unit has been assessed in the usual way or where a Unit Level TAG<sup>1</sup> approach has been used.

The centre may identify this either because a student brings it to their attention or because the centre notices an error in the information it has provided to the awarding organisation.

In these cases, there is no need to submit an appeal. The normal process for [reporting and amending vocational achievement](#) can be used to correct these errors.

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<sup>1</sup> Specific HNs have been excluded from the Unit Level TAG approach because of the nature of the qualification and the need for full assessment to take place in the usual way. The excluded qualifications can be found in **Appendix 1: List of Exemptions (Units that cannot have Unit Level TAGs)**



## 9. Equalities and Objectivity

It is important that when forming any judgment on a Unit Level TAG for a student, a centre should consider any reasonable adjustment to mitigate any adverse impact of the Unit Level TAG process.

We are committed to ensuring that all students are treated fairly through these adjustments, and we acknowledge that centres will be best placed to accommodate this within their judgments.

### Reasonable Adjustment and Special Consideration:

The standard Pearson [guidance](#) for Reasonable Adjustment and Special Consideration will apply:

- Reasonable adjustments for students requiring any access arrangements should have been in place when evidence was generated. Where they were not, centres should take that into account when coming to their judgment. Where appropriate, this should include input from appropriate specialist teachers and other professionals.
- Special consideration requests. Where illness or other personal circumstances might have temporarily affected performance in internal assessments, centres should take this into account when making their judgments.

## 10. Bias

Please refer to Ofqual's guidance for centres on making Objective Judgments, which can be found [here](#).

Centres will fulfil their duties and responsibilities in relation to relevant Equality and Disability legislation. Senior Leaders should consider:

- Sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker pre-conceptions)
- Minimising bias (how to minimise bias in questions and marking, hidden forms of bias), and
- Bias in Teacher Assessed Grades.

To avoid bias all staff involved in judgment of Unit Level Teacher Assessed Grades will be aware that:

- Unconscious bias can skew judgments
- The evidence should be valued for its own merit as an indication of performance and attainment
- Unit Level TAGs should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or performance of their siblings
- Unconscious bias is more likely to occur when quick opinions are formed
- Having effective internal standardisation will help to ensure that there are different perspectives to the quality assurance process. Pearson is working with the JCQ to provide a training module on bias which can be used to support teachers in making their judgments.

Centres should consider whether there is a need to put in place additional controls where a staff member might have a personal interest in a student (for example as a relative).

## 11. Retention of Records

Student work should be retained for 12 weeks following certification as per the standard requirements however, any student work for Unit Level TAGs will need to be retained for 6 months after certification has taken place. In addition to the assessment record documentation centres retain for 3 years, as per the standard requirements, any additional assessment record documentation relating to Unit Level TAGs must be retained for 6 months following certification.

## 12. Recording Unit Level TAGs on Edexcel Online

Centres can record Unit Level TAGs in Edexcel Online (EOL) using the 'Z' function as shown in the graphic below. Once External Examiners have reviewed the Assessment Board Grade Tracker and Assessment Board minutes, they will confirm with centres that they can upload grades onto EOL. For grades that are Unit Level TAGs, centres should enter the grade (Pass/Merit/Distinction) *and* the Z column (as shown in red below).

Using column 'Z' to indicate a Unit Level TAG has no effect on eligibility and is not reflected on the student certificate.

### Programme/Unit Details

**Programme:** YKE90 Computing (Pearson Btec Level 4 Higher National Certificate (Rqf):4)

**Eligibility Formulae** [Help](#) 90(90A) AND 30(30B) - minimum credit at/or above level = 105

**The eligibility formula displayed is for your guidance. Please refer to the qualification specification for the complete and authoritative eligibility rules**

**Please ensure that all grades are correctly recorded before clicking on "save". If the wrong grade has been claimed for a unit, you may amend the grade until the learner's certification is issued. If a unit has been claimed in error and the grade needs to be removed for the unit, please email [ExamsOfficers@pearson.com](mailto:ExamsOfficers@pearson.com) immediately, quoting the unit code.**

Unit Code	Group	Title	Level	Value	Status	P	M	D	U	Z	N	T	Grade
21554J	A	Programming	4	15	M	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<a href="#">Unselect</a>
21555J	A	Networking	4	15	M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<a href="#">Unselect</a>
21556J	A	Professional Practice	4	15	M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<a href="#">Unselect</a>
21557J	A	Database Design & Development	4	15	M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<a href="#">Unselect</a>

\* **P** - Pass, **M** - Merit, **D** - Distinction, **U** - Unclassified, **T** - Transfer, **N** - NearPass

# Appendix 1: List of Exemptions (Units that cannot have Unit Level TAGs)

## BTEC Higher National units unsuitable for Unit Level TAGs

Higher Nationals qualifications in Health and Social Care, Healthcare Practice, Healthcare Practice for England, Advanced Practice in Early Years Education and Early Childhood Education and Care contain units where Unit Level TAGs will not be possible. Centres cannot assess students unless work placement requirements have been met and should therefore delay assessment if the related work placement requirements have not been completed. Please see below for a list of impacted units.

### **BTEC Higher National - Advanced Practice in Early Years Education**

- 1: Professional Development Through Reflective Practice
- 2: Communication, Values and Leadership for Advanced Early Years Practitioners
- 3: Theories of Development and Progress – Birth to Seven Years, 11 Months
- 4: Early Years Curriculum, Play and Learning
- 5: The Whole Child Approach in Early Years Practice
- 7: Issues Affecting Children's Behaviour
- 8: Safeguarding, Children's Welfare and Child Protection
- 9: Creating Safe Environments in Early Years Settings
- 10: Supporting Quality Improvement in Early Years Settings
- 13: Promoting Progress in Language, Literacy and Mathematics in the Early Years
- 14: Promoting Creative Expression in the Early Years
- 15: Promoting an Understanding of the World in the Early Years
- 18: Effective Leadership in Advanced Early Years Practice
- 19: Diversity, Difference and Inclusion in Early Years Settings
- 20: Managing the Early Years Curriculum

## **BTEC Higher National - Early Childhood Education and Care**

- 1: Personal and Professional Development through Reflective Practice
- 2: Protecting Children in Early Education and Care Environments
- 3: Play and Learning in Early Childhood
- 4: Supporting and Promoting Children's Development (Babies and Toddlers)
- 5: Supporting and Promoting Children's Development (Young Children)
- 6: Promoting Healthy Living
- 8: Promoting Inclusive Early Education and Care Environments
- 10: Improving Quality in Early Education and Care Environments
- 11: Current and Emerging Pedagogies in Early Childhood Education and Care
- 12: Child-centred Practice with Children, Families and Communities
- 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Education and Care Practitioner
- 19: Supporting Children in Home-based Childcare Environments
- 23: Managing and Leading People in Children's Early Education and Care Environments
- 24: Managing Children's Early Education and Care Environments
- 25: Mentoring and Supervision in Early Education and Care Practice
- 27: Outdoor Play and Learning
- 29: Innovative Approaches to Children's Play and Learning in Practice.

## **BTEC Higher National - Healthcare Practice and Healthcare Practice for England**

- 1: Law, Policy and Ethical Practice in Health and Social Care
- 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
- 3: Supporting the Individual Journey through Integrated Health and Social Care
- 5: Health Education in Action
- 7: Effective Healthcare Practice using Maths

- 9: Fundamentals of Anatomy and Physiology for Health and Ill-Health
- 18: Innovation and Improvement through Action Research
- 19: Reflective Approaches in Implementing Person-centred Practice
- 20: Care Planning Processes in Healthcare Practice
- 21: Recognising and Meeting the Needs of People with Long-term Health Conditions
- 30: Pharmacology and Medicine Management
- 31: Providing Outpatient and Community Care
- 32: Team and Individual Leadership: Mentoring and Coaching Others
- 36: End of Life Care Planning and Support
- 38: Nursing – Principles and Fundamentals of Practice
- 39: Supporting Operating Department Practice
- 40: Working with People Affected by Drug and Alcohol Addiction
- 41: Healthcare Practice with Children and Young People
- 42: Supporting Practitioners in Maternity Care
- 43: Supporting Practitioners in Urgent Care Environments
- 44: Supporting Rehabilitation Services
- 45: Supporting Orthopaedic Care
- 46: Supporting Mental Health Services

## **BTEC Higher National - Health and Social Care (QCF)**

### 4: Personal and Professional Development in Health and Social Care

For units where adaptation of assessment is possible, placement evidence may still be required but the method of assessment can be adapted e.g. an activity must be carried out in the workplace but confirmation that this activity has been carried out can be verified through a triangulation of evidence and confirmation by someone other than the tutor/assessor in their centre (e.g. through expert witness testimony).

For detailed guidance please see [COVID-19 Delivery and Assessment Guide for BTEC Higher Nationals 2020-2021](#).

## Higher National units with specialist equipment, resources or work placement requirements

Tutors may find that they reach a point where it is not possible to continue teaching or they are unable to assess students, especially for units with specialist equipment, resources or workplace requirements. Centres are advised that these units may be unsuitable for the use of Unit Level TAGs due to the challenges in collecting assessment evidence and delivering teaching where learning outcomes require the collection of evidence that relies on the use of specialist equipment, resources or work placement.

Centres may need to delay the delivery and assessment of these units until students are able to safely access the equipment, resources or workplace that they require.

### **BTEC Higher National - Agriculture**

5: Animal Health and Welfare

7: Principles of Crop Production

9: Land-based Machinery and Technology

15: Animal Husbandry

16: Protective Crop Production

20: Forage Production and Management

26: Management of Land-based Machinery and Technology

32: Woodland Management

33: Work Experience

### **BTEC Higher National - Animal Management**

1: Animal Health and Welfare

5: Animal Husbandry

12: Horse Husbandry

14: Management of Exotic Animal Species

- 15: Animal Collection Management
- 18: Equitation (Riding)
- 27: Biochemistry and Medical Microbiology
- 34: Management of Animal Boarding Establishments
- 37: Equitation II (Riding)
- 38: Horse Event Management
- 41: Work Experience

### **BTEC Higher National - Applied Science**

- 1: Fundamentals of Laboratory Techniques
- 18: Microbiological techniques
- 28: Applied Sciences Research Project (Pearson-set)
- 30: Molecular Biology and Genetics
- 32: Biotechnology Techniques
- 33: Analytical Techniques for Forensic Science
- 34: Forensic Evidence Collection and Preservation
- 35: Analytical Chemistry
- 39: Environmental Monitoring and Analysis
- 43: Investigating the Properties of Food Molecules
- 46: Polymer Processing and Manufacture
- 64: Work-based Investigation
- 65: Further Analytical Chemistry

### **BTEC Higher National - Art and Design**

- 8: Pattern Cutting & Garment Making
- 9: Fashion & Textiles Practices
- 10: Lighting for Photography



20: Ceramic Glass

22: Printmaking

26: Darkroom Techniques

27: Textile Technology

36: Advanced Fashion Studies

37: Advanced Textile Studies

43: Digital Fabrication

51: Ceramic Design

54: Professional Modelmaking

55: Jewellery Design

## **BTEC Higher National - Construction**

44: Advanced Surveying & Measurement

## **BTEC Higher National -Creative Media Production**

9: Light & Sound

24: Radio Production

25: Audio Technologies

39: Advanced Television Practices

50: Sound for Media Products

54: Multi-camera Production

58: Multi-audio & Studio Live Production

74: Asset Capture & Management

78: Cinematography - Lighting

81: Single Camera Techniques for TV

82: Television Studio Production

83: Advanced Film Production Studies

84: Live Studio Operations for Television

87: Producer and Director for Television Production

## **BTEC Higher National - Engineering**

10: Mechanical Workshop Practices

22: Electronic Circuits and Devices

23: Computer Aided Design and Manufacture (CAD/CAM)

41: Distributed Control Systems

45: Industrial Systems

46: Embedded Systems

47: Analogue Electronic Systems

52: Further Electrical, Electronic and Digital Principles

55: Aircraft Flight Control Systems

56: Aircraft Propulsion Principles and Technology

## **BTEC Higher National - Horticulture**

1: Principles of Botany

6: Principles of Crop Production

8: Protective Crop Production

9: Land-based Machinery and Technology

15: Plant Selection and Propagation

19: Planning and Implementation of Hard Landscapes

21: Habitat Restoration and Repair

26: Woodland Management

27: Environmental Management and Adaption

36: Work Experience

## **BTEC Higher National - Hospitality Management**

11: Creative Patisserie and Artisan Bakery

12: Butchery and Fishmongery

## **BTEC Higher National - Music**

8: Music Event Management

12: Applied Sound Principles

13: Recording Technology

14: Creative Software Techniques

15: Sound Design Fundamentals

16: Music Production Fundamentals

17: Sound Engineering Fundamentals

18: Music and Sound for Picture

19: Creative Synthesis Techniques

20: Live Sound Techniques

23: Performance

28: Composing Using Technology

29: Media Composition

30: Arranging and Remixing

36: Advanced Music Event Management

37: Advanced Music Production

38: Advanced Sound Engineering

39: Advanced Sound Design for Interactive Media

40: Mixing and Mastering

41: Music Systems Programming

42: Advanced Synthesis and Processing

44: Live Mixing

- 46: Musical Direction in Practice
- 47: Advanced Performance Skills
- 48: Live Arrangement Skills
- 49: Working in Music Education
- 52: Advanced Composition Using Technology
- 53: Notation and Transcriptions
- 57: Regional Styles in Irish Traditional Music

## **BTEC Higher National - Performing Arts**

- 3: Jazz Dance 1
- 4: Ballet 1
- 5: Contemporary Dance 1
- 6: Commercial Dance 1
- 7: Tap 1
- 8: American Tap
- 9: Choreography 1
- 11: Dance for Camera
- 13: Acting 1
- 14: Musical Theatre History in Practice
- 15: Ensemble Singing
- 17: Acting for Camera
- 19: Movement for Actors
- 20: Devising Theatre and Performance
- 21: Production Communication
- 22: Stagecraft
- 23: Lighting Operation
- 24: Sound Operation

- 25: Special FX
- 26: Scenic Construction
- 27: Costume Construction
- 28: Hair and Make-up Application
- 29: Crewing
- 30: Fashion and Fashion Editorial Hair and Makeup
- 31: Period Hair and Makeup
- 34: Jazz Dance 2
- 35: Ballet 2
- 36: Contemporary Dance 2
- 37: Commercial Dance 2
- 38: Tap 2
- 39: Dance for Musical Theatre
- 40: Partner Work
- 41: Contact Improvisation
- 42: Physical Theatre
- 43: Singing 2
- 44: Acting 2
- 45: Immersive Theatre
- 47: Choreography 2
- 48: Classical Acting
- 50: Voice Skills for Actors 2
- 51: Dance for Actors
- 52: Performance Project
- 53: Mask Acting
- 54: Production Design
- 55: Management Role

- 56: Sound Design
- 57: Lighting Design
- 58: Set Design
- 59: Stage Management
- 60: Costume Design
- 61: Hair and Make-up Design
- 62: Mask and Puppet Making
- 63: Working in Creative Education
- 64: Directing
- 65: The Freelance Hair and Makeup Artist
- 66: Special FX 2

### **BTEC Higher National - Policing**

- 5: Roads Policing
- 8: Command and Control
- 11: Investigative Skills
- 13: Emergency Planning and the Police Services
- 14: Health & Safety Management in the Police Service
- 17: Investigation into Armed Policing
- 18: Work-based Experience

### **BTEC Higher National - Public Services**

- 21: Outdoor Skills Development
- 24: Work Exposure
- 40: Management of an Outdoor Event
- 42: Expedition Planning
- 46: Aviation and Maritime Protection

53: Work-based Experience

## **BTEC Higher National - Social and Community Work**

- 1: Law, Policy and Ethical Practice in Health and Social Care
- 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
- 3: Mental Health and Wellbeing: a Whole Person Approach
- 8: Community Development - Principles and Practice
- 9: Social Work Principles and Introduction to Practice
- 10: Applied Understanding of Human Development and Behaviour
- 11: Organising and Supporting Community-led Activities
- 19: Reflective Approaches in Implementing Person-centred Practice
- 21: Strength-based Approaches to Working with Vulnerable Adults
- 22: Coproduction and Partnership Working in Social and Community Work
- 23: Managing Quality in Care Environments
- 24: Assessment and Care Support Planning
- 25: Safeguarding Children, Young People and Vulnerable Adults
- 27: Family Support and Intervention: Working with Children and Families
- 28: Building Relationships with Individuals in Marginalised Communities
- 30: Community Development Practice
- 32: Team and Individual Leadership: Mentoring and Coaching Others
- 38: Developing Effective Helping Relationships
- 39: Supervising and Managing Others in Social and Community Care
- 42: Social Work in Educational Environments
- 45: Community Outreach and Support Work
- 49: Working with Individuals who have Experienced Trauma

## Appendix 2: List of examples of formative assessment

### How to collect Unit Level TAG evidence for Threshold Two and Threshold Three

Subject	Formative Written Evidence	Formative Practical Evidence
Agriculture	Any written work produced by the learner which may have been generated from industry experience or industry visits/guest speakers. This could be PowerPoint presentations/ diaries on work placement /witness testimonies from industry placement providers.	Any written work produced by the learner which may have been generated from industry experience or industry visits/guest speakers. This could be PowerPoint presentations/ diaries on work placement /witness testimonies from industry placement providers.
Animal Management	Any written work produced by the learner which may have been generated from industry experience or industry visits/guest speakers. This could be PowerPoint presentations/ diaries on work placement /witness testimonies from industry placement providers.	Any written work produced by the learner which may have been generated from industry experience or industry visits/guest speakers. This could be PowerPoint presentations/ diaries on work placement /witness testimonies from industry placement providers.
Applied Sciences	-	Laboratory practical work logbook, draft practical reports, mock assessment laboratory practicals, quantitative and qualitative analysis.
Art and Design	Notes and research into contextual, historical, theoretical practice, creative industries, career related research, research ethics, planning, design ideas, ongoing analysis and evaluation of	Exploration of different skills, art and design solutions, rehearsal, materials practice, development of own specialist practice and processes, photography, drawings, draft designs, sketches, test



	exploratory work, ideas, design concepts, own practice etc in the form of essays, notes, research, blogs, diaries, journals, sketchbook annotation, video diary, commentary, argument, etc.	pieces, maquettes, models, mock-ups, toiles, outcomes, primary research, written and visual notes, visual journals, blogs, sketchbooks, plans, storyboards, diagrams, video diary, presentations, portfolio.
Business	Draft & final reports, blogs, recorded Zoom / Microsoft Teams meetings discussing case studies. Research notes and report / essay plan. Professional discussion with tutor. Presentations and research reports aligned to content and annual theme.	All written and presented work demonstrating skills and knowledge within specific business and market contexts. High priority analysis and evaluative skills demonstrated with underpinning business modelling.
Computing	PowerPoint Presentations. Essays. Blogs, Minutes of meetings. example programs and design documentation. Notes. Written analysis of given problems. Written Lesson/ session plans Written Lesson/ session plans. Witness testimonies/ observation records for any practical work - writing programs, setting up systems etc.	Full programme/system documentation - i.e., design, development, testing of a programme/system to meet user needs. Use of appropriate lifecycle models.
Construction/Built Environment	PowerPoint Presentations. Essays/Reports/construction details drawings, blogs, minutes of meetings. Specification documents. Planning/bar charts/network diagrams. Notes.	PowerPoint Presentations. Land survey/setting out calculations and drawings etc. Essays/Reports/construction details drawings, blogs, minutes of meetings. Specification documents. Planning/bar charts/network diagrams. Notes.
Creative Media Production	PowerPoint Presentations. Essays. Blogs, minutes of meetings. Storyboards. Drafts of production planning. Notes.	Screen shots. Storyboards/scripts. Videos. Podcasts. Draft designs, digital design files/BIM records.

Early Childhood Education and Care	Some restrictions where assessment is related to Licence to Practise criteria. Some evidence could be PowerPoint presentation, reflective accounts, review of recordings of practice.	Role play, professional discussion, debates, witness statements from placement, observations.
Engineering	Mathematical and science calculations/exercises, engineering drawings/sketches/schematics, CAD drawings, reports/presentations, simulation of circuits, research, coding.	Logbook, physical/trial components/sub-components (e.g., CNC machined), physical circuits/prototyping e.g., on breadboards and practical experiments (e.g., material testing and wind tunnel testing).
Healthcare Practice	Some restrictions where assessment is related to work placement criteria. Some evidence could be PowerPoint presentation, reflective accounts, review of recordings of practice.	Role play, professional discussion, debates, witness statements from placement, observations.
Horticulture	Any written work produced by the learner which may have been generated from industry experience or industry visits/guest speakers. This could be PowerPoint presentations/ diaries on work placement /witness testimonies from industry placement providers.	Any written work produced by the learner which may have been generated from industry experience or industry visits/guest speakers. This could be PowerPoint presentations/ diaries on work placement /witness testimonies from industry placement providers.
Hospitality Management	PowerPoint presentations, reports, essays, blogs, research notes, minutes of meetings, recipes, logbooks.	Recorded cookery sessions via Zoom or similar, logbooks, annotated photos, minutes of meetings if appropriate (e.g., event planning). PowerPoint presentations.
Music	Essays, presentations, reports, proposals for research-, critical analysis- and investigation- based assessments. Planning	Practical music performance video recorded from previous sessions inside or outside of the centre and/or captured via online

	documentation, working documents, production logs, notes, meeting minutes, reflective journals, PDPs, marketing materials and self-promotional portfolios, etc.	platform e.g., Teams/Zoom etc. Skills workshops captured on video. Work in progress/extracts/iterations demonstrating creative intentions. Audio recordings and production work captured and manipulated using available technology e.g., mobile devices, freeware, virtual simulations etc. Project/product planning, development, management and delivery through online platforms e.g., social media, meeting platform recordings/chat etc.
Performing Arts	Draft and in-progress essays, presentations, reports, proposals, etc for research-, critical analysis- and investigation- based assessments. Draft and in-progress plans, working journals/notebooks, Personal Development Plans, production materials, CADs, working documents, technical and management documentation, notes, scripts, schema, artefacts, self-promotional portfolios, etc.	Skills and technique exploration and development activities in class, workshops, production/technical classes, and rehearsals. Application and demonstration of creative and technical skills and techniques in rehearsals, devising and choreography, work in progress showings, technical rehearsals, etc. Production and design artefacts in progress (e.g., set, props, costumes, makeup, etc).
Public Services	Research notes, essays, leaflet/promotional materials for related projects, risk analysis, analysis of data, PowerPoint presentations	PowerPoint presentations, practical activity via remote means e.g. Zoom, such as tabletop exercises, surveys, interviews of peers to gather data, video, evidence of record of recent previous practical experience endorsed by professional e.g., Special Constable, other voluntary roles.

<p>Social and Community Work</p>	<p>Draft reports, blogs, recorded Zoom / Microsoft Teams meetings discussing case studies. Research notes and report / essay plan. Professional discussion with tutor.</p>	<p>Could use Expert Witness testimonies for some practical elements if working in care sector (placements are difficult to obtain). Zoom recorded mock MDT meetings. Simulated / role play. Much H&amp;SC has gone online so these could also be online and recorded or observation record / checklist.</p>
<p>Sport/Exercise Science</p>	<p>PowerPoint Presentations. Essays. Blogs, Minutes of meetings. Drafts of activity sessions/ coaching plans. Notes. Written analysis of data gained from practical work/lab work previously of given by the tutor. Lab report. Completion of health screening proformas. Written Lesson/ session plans Written Lesson/ session plans. Risk analysis forms. Flyers- recruiting Witness testimonies/ observation records.</p>	<p>PowerPoint Presentations/ poster/ display board – videoed/annotated photographs. Practical performance videoed/annotated photographs from previous sessions/outside centre e.g., at a club/or captured via Zoom (or similar); as a performer or coach of a sporting activity or session or leader of an activity – either 1-1 or to a group of people; undertaking fitness tests or fitness testing someone.</p>
<p>Travel and Tourism</p>	<p>PowerPoint presentations, reports, essays, blogs, research notes, minutes of meetings, logbooks.</p>	<p>Recorded sessions via Zoom or similar, logbooks, annotated photos, minutes of meetings if appropriate (e.g., event planning). PowerPoint presentations.</p>

All Unit Level TAG decisions for Threshold Two or Three **must** justify how the formal and informal evidence has reached Pass Merit or Distinction levels. Unit Level TAG decisions must be clearly recorded in Assessment Board minutes and will be checked and verified by External Examiners (EEs). EEs have the right to examine the Unit Level TAG decision as well as request further evidence of formative assessment and evidence of correct grade mapping.