

Your Quick Guide to BTEC Nationals in 2016



BTEC Nationals

Progression – Choice – Relevance

Introducing ... new BTEC Nationals for 2016

Mary James, head of the BTEC Nationals Redevelopment, reveals how the new BTEC Nationals for 2016 are shaping up



In the past two years, our team has been out and about with teachers, tutors, employers and universities, and you've been helping us shape the plans for new BTEC National courses starting in September 2016.

You've endorsed the essential role BTEC Nationals play in supporting your students to achieve their potential - and progress to the next step, whether that is directly into their chosen career, or via further, higher-level study.

Here we've summarised the story of the development so far – and we'd love you to keep working with us.

Your BTEC needs you!

First teaching is two years away, so there's still time for you to contribute to the development.

We're planning more consultations in autumn 2014 and spring 2015, so **sign up and get involved!**



Learn about:

1. **Why are we redeveloping BTEC Nationals?**
2. **Collaborative development**
3. **Subjects**
Range and choice
4. **Sizes and structure**
5. **Purpose & progression**
6. **Knowledge and skills**
Technical skills for the world of work
7. **Balanced assessment**
to support progression
8. **The support you need – when you need it**
9. **Get involved!**

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Why are we redeveloping BTEC Nationals?

We need to ...

1

Refresh BTEC Nationals courses so you can be confident they contain the most up-to-date content, and continue to remain effective in shaping current and future employment opportunities for BTEC Nationals students.

2

Consult with employers and Higher Education to ensure they are actively collaborating on this redevelopment, so they are confident these new courses will prepare young people with the right balance of knowledge and skills for the modern workplace.

3

Give students the opportunity to achieve their potential and progress to the next stage in their lives, whether that's into Higher Education or a career.

4

Ensure post-16 students' achievements in colleges and schools in England are recognised in the new accountability measures. That's why we've made sure the new BTEC Nationals also meet the Department for Education's technical guidance.

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Collaborative development

You like BTEC Nationals' **flexibility**, and the **recognition** they have with employers and universities.

**TUTORS
AND
TEACHERS**

68%
SATISFACTION



Collaborating with tutors, teachers, employers and universities

We've consulted with over 5,000 tutors, teachers, employers, professional organisations and universities. You've told us how highly you value BTECs – and that you want to see some improvements.

We've also received letters of support for the current qualifications from:

- **198 employers**
- **51 professional bodies and trade organisations**
- **26 Higher Education institutions.**

**HIGHER
EDUCATION**

SKILLS TO
MANAGE THEIR
OWN STUDIES



You need to see BTEC-qualified candidates demonstrate **research and extended writing skills**, and show they have the discipline to **work to deadlines**.

You need to see BTEC-qualified candidates with a **common foundation of knowledge and skills**; work-ready skills like **teamwork** and **communication skills**; and a solid grounding in the **latest industry requirements**.

**EMPLOYERS AND
PROFESSIONAL
ORGANISATIONS**

KNOWLEDGEABLE
SKILLED
UP TO DATE



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Subjects

Range and choice



Art and Design



Animal Management



Applied Science



Business and Management



Children's Play, Learning and Development



Construction and the Built Environment



Creative Media Production



Engineering



Health and Social Care



IT and Computing



Music
Music Technology



Performing Arts



Sport
Sport and Exercise Science

Range and choice

The new BTEC Nationals will continue to offer courses covering a wide range of subjects, sectors and sizes.

We're working on ensuring you have the right sizes available to support the needs of a wide range of students and progression opportunities.

Get involved!

We're planning more consultations, so [sign up and get involved](#).

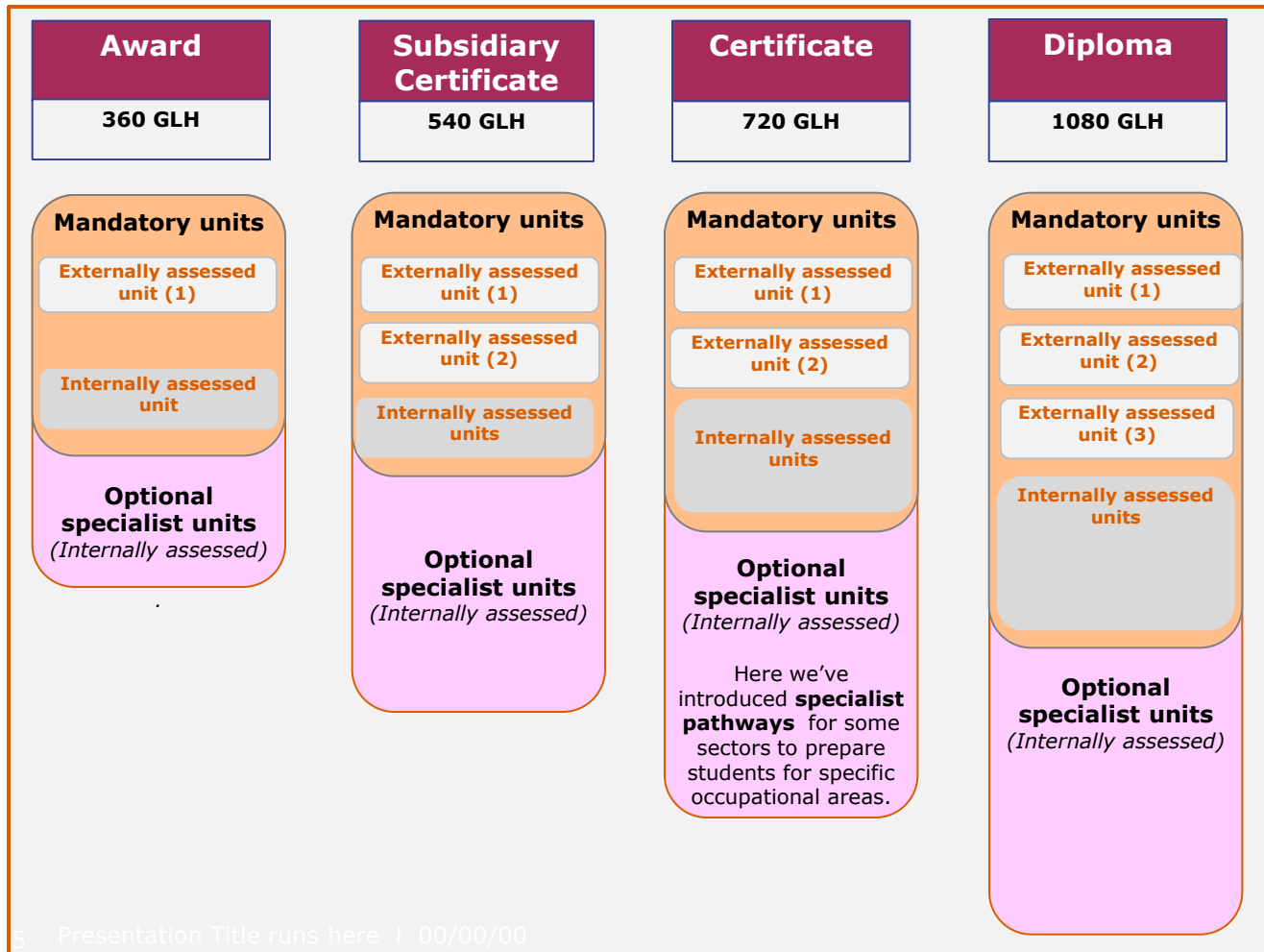
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Sizes and structure

Over 100 qualifications designed as your main vocational course of study

Designed as your main vocational course of study "Technical Levels"



How many sizes are there?

These qualifications can have up to four sizes, although this will vary by sector.

Can I top up to a larger size?

Yes. We've designed the mandatory units to be consistent across the sizes which ensures a core of knowledge and skills – and means it's straightforward to top up to a larger size.

How much of the content is mandatory?

There is now a larger core of mandatory content developed in response to feedback from employers, teachers and universities. The proportion increases by size of qualification and is usually around 50%. There is still a good range of optional units so you can tailor it to your local needs.

What's the balance of internal and external assessment?

The majority of the course is still assessed through internal assessments created by the college or school. We are introducing an element of external assessment in the mandatory units; the externally assessed units are common across the sizes, so students won't need to re-take any assessments if they top up to a larger course.

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Purpose & progression

Choosing the right qualification to support your students' progression

Designed as your main vocational course of study

"Technical Levels"

Award	Subsidiary Certificate	Certificate	Diploma
360 GLH	540 GLH	720 GLH	1080 GLH
<p>Equivalent in size to 1 A level</p> <p>Stepping stone to a larger course.</p>	<p>Equivalent in size to 1.5 A levels</p> <p>One-year, full-time course.</p> <p>Supports progression to: the Diploma course (1080 GLH) full-time work an Apprenticeship.</p>	<p>Equivalent in size to 2 A levels</p> <p>Part of a specialist programme with room for other qualifications alongside.</p> <p>May be aligned to Apprenticeships in some sectors.</p> <p>Supports progression to: the workplace either directly or via Higher Education.</p>	<p>Equivalent in size to 3 A levels</p> <p>Main course in a specialist programme.</p> <p>Supports progression to: the workplace either directly or via Higher Education.</p>

Supporting student progression

Each of the qualifications in the new BTEC Nationals suite is designed with a clear purpose to meet students' progression needs.

Here's an overview which:

- **shows you the size of each qualification** compared with an A level
- **gives more information about where BTEC students can go next** once they complete their BTEC National studies.

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Knowledge and skills

Technical skills for the world of work

Building knowledge and technical skills for the world of work

In response to employer feedback, we've identified the types of foundational skills, knowledge and expertise which make the most difference to candidates starting out in a new career.



So for the new BTEC Nationals courses, we've made it clear in each BTEC unit what kinds of skills students are learning, so they have a better understanding of:

- what they will **know**
- the **technical skills** they will acquire
- the **behaviours** they will develop to **put what they know into practice** in the workplace.

Thinking

Cognitive skills



Knowledge and thinking skills, for example:

Analysis, evaluation and synthesis

Understanding, recall and application

Behaving

Affective skills



Behavioural and attitudinal skills, for example:

Working effectively in teams

Entrepreneurial thinking

Doing

Psychomotor skills



Can-do, competence skills, for example:

Using equipment and specialist tools

Performing (e.g. a musical)

Creating artefacts (e.g. a modelling prototype)

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Balanced assessment to support progression

Balanced approach to assessment to support progression

To ensure BTEC Nationals prepare students for a lifetime of learning in their chosen career – or for progression to further study – the new courses will contain a balance of:

- **Internal assessment (set by the school or college)**
These assessments – usually in the form of assignments – still form the majority of the assessments for every course. And we've retained the flexibility you value to tailor the assignments to meet local needs.
- **External assessment (set by Pearson)**
We're developing innovative approaches to external assessments in vocational contexts; the assessments may be a project, a performance or a written examination. There will be **two opportunities** to take the assessments in most sectors, so you can decide when you think your students are ready.
- **Synoptic assessment**
Students will also have the opportunity to take synoptic projects, designed in collaboration with employers, which allow them to apply what they've learned from the whole course.

More on ... Pearson Assignment Briefs

We'll offer Pearson Assignment Briefs for the internally assessed mandatory units in every BTEC Nationals course.

Our Standards Team will already have verified these briefs, which means you'll be able to:

- use them "off the shelf"

You can adapt them to meet the needs of your students and local environment, although they will need to be verified.

Whether you choose to use them or not, it'll be really important to read through the scenarios and the tasks – they'll be a useful tool to clarify the standard so you can apply it with confidence in your own assignment briefs.



More on ... External assessment

After consulting closely with subject experts, we're creating a range of innovative external assessments tailored to the needs of each individual sector.

They could take the form of:

- **project** (including employer-designed projects)
- **performance** (often effective in the creative sectors)
- **written examination** (useful where students need to demonstrate knowledge and recall).

We'll update you on the details of the external assessments for each sector once they're confirmed.

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The support you need – when you need it

Step 1. PLAN

Start with clear **specifications**, which include guidance on working with employers, and **Sample Assessment Materials** so you have plenty of opportunity to familiarise yourself with the standard and style of the external assessments.

1. Content and assessment

2. Personal, local support

Step 2. SET UP YOUR COURSE

Talk through your individual needs with specialist **Subject Advisors, your Regional Quality Manager** and our **Curriculum teams**. They'll be there to help you every step of the way.

Step 3. GET READY TO TEACH

Use **Delivery Guides** as a starting point for teaching ideas; share ideas with experts and colleagues at **training events**.

3. Support for teaching and learning

4. Understand the standard

5. Tracking student progress

Step 4. GET READY for ASSESSMENT

There's plenty of the support you've told us you value most:

Sample Marked Learner Work

Pearson Assignment Briefs

Schemes of Work

Quick Guides to Assignments and Assessment



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Get involved!

Your BTEC Nationals need you

Get involved – help shape the new BTEC Nationals

Everyone who has a stake in the success of BTEC Nationals students should have the opportunity to shape the courses they take.

The story so far

We've consulted with over 5,000 education professionals, employers and professional organisations, and you've given us your overwhelming endorsement for BTEC Nationals.

Get involved!

And there's still plenty of opportunity for you to contribute to the development. We have structures and plans for most sectors, and we'd love you to find out more and get involved through our new BTEC Consultation Community which opens on 1 December 2014:

- [Join the BTEC Consultation Community](#)
- [Talk to us about joining an employer panel](#)

