



Pearson

**BTEC Introductory Level 1 / Entry Levels 3, 2 and 1**

**SSV Internal Assessment Report**

**2022/2023**

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## **Introduction**

### **Level 1**

The BTEC Level 1 Introductory suite was introduced for teaching in September 2016 and are currently offered at Award (70GLH), Certificate (180GLH), and the Diploma (360GLH) size. These qualifications were developed through consultation with further education representatives and centres who work at this level to ensure they meet their needs and the needs of their learners.

Having three sizes of qualification for each BTEC Level 1 intro subject allows centres the flexibility of topping up qualifications over the lifetime of the learner's enrolment at the centre, this is a benefit we see used by many centres.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study/independence and ultimately to employment. The qualifications are comprehensive, flexible, and appropriate for a wide range of learners such as those who are differently abled, NEET, home-schooled or have other needs which require Level 1 study.

We have 17 qualifications available in different sector areas, each designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

The qualifications comprise of both core (mandatory) and optional (sector) units with the core units focused on developing key skills that may be required to help learners prepare for work/study in their chosen sector or to support them in developing independent living skills.

The qualifications incorporate grading, at Pass, Merit and Distinction to enable centres to differentiate between the capabilities and achievements of their Level 1 learners so they can assess when learners are ready to progress onto further study or employment.

The Pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners' complete tasks fully under supervision, direction or with guidance and are assessed in line with grading criteria and through application of essential information for tutors. At Merit and Distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Feedback from centres has confirmed that this graded approach works well for both

centres and learners as it allows a differentiation between learners of differing abilities which can incentivise learners in their work and informs potential progression routes of the learners' range of abilities and strengths.

The core units provide learners with study skills which will assist them with their learning for both future learning in this qualification and in progression routes. The four core units are designed to be delivered either as generic study skills or they can be linked to the subject specific pathway on which the learner is registered. This provides an excellent opportunity to embed skills for organisation and research via practically based subjects such as Art, Construction, Land Based and Business, and opportunities for working together in team led subjects such as Sport or Performing Arts.

Each core unit can be delivered as a standalone unit or merged with an optional subject unit. When units are merged together for assessment purposes, centres can send the merged assignment brief to the free Assignment Checking Service which is available on the Pearson website for feedback. Alternatively, contact your SV so that centres can be fully confident that all learning aims, and assessment criteria are adequately and robustly covered.

The wide range of optional units in this suite of programmes provides excellent opportunities for assessors of subject specific pathways to tailor engaging courses for their learners. Centres will find that each unit will have parameters but can also be very open to a wide range of options for scenarios and activities which can be made relevant for their specific type of learners. Pearson have this year developed a wide range of additional resources for the teaching and learning content of the subject specific pathways and it is advised that delivery staff access these for ideas and guidance if they require support. These are available on the subject specific areas for Introductory Level 1 in the 'Course Materials' section.

This wide range of optional units also ensures that the Vocational Studies pathway can be delivered in a very wide range of ways and centres can design courses selecting units which are specifically of relevance for their learners. The Vocational Studies pathway can for instance be tailored to an IT pathway by selecting IT, Business and Creative Media units, or it can be opened up to provide a taster course for learners and who wish to undertake a wider variety of subjects to engage and inform their strengths and to then direct to possible progression routes.

The Introductory Level 1 suite is accessed by a very wide range of centres who will tailor the programme to the specific requirements of their learners. Learners may be on individual learning plans and the flexibility of the programme allows centres to select if required differing optional units for certain learners which reflect specific interests and

abilities.

### **Entry Levels**

The BTEC Entry Level 1, Entry Level 2 and Entry Level 3 suite was introduced for teaching in 2019 and are currently offered at Subsidiary Award (30 GLH), Award (70 GLH), Certificate (120 GLH) and Extended Certificate (300 GLH). These qualifications were developed in conjunction with centres and further education providers to explicitly meet the needs of centres and learners in terms of content, assessment, and progression with a focus on skills development rather than on sector knowledge.

Having four sizes of qualification for each BTEC Entry Level subject is beneficial to the suite as this allows centres the flexibility of topping up qualifications over the lifetime of the learner's enrolment at the centre and this is a benefit, we see used by many centres throughout these Entry Level qualifications.

The purpose of BTEC Entry Pre-vocational and Entry vocational Study qualifications is to support learners' skill development, allowing them to demonstrate what they can do to help support preparation for higher-level learning or independent living, therefore increasing opportunities for learners to progress.

The qualifications are flexible, use a variety of assessment methods, and are appropriate for a wide range of learners such as those who are differently abled, NEET, home-schooled or have other needs which require prevocational or vocational study and who may not yet be able to access a higher-level curriculum. The qualifications are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory, and to support learners in progression to their chosen route.

The Entry Level Pre-Vocational and Vocational qualifications are comprised of optional units for Pre-Vocational (Entry 1 and 2) and a mixture of core (mandatory) and optional units for Vocational Entry 3 study. These are focused on developing key skills to help learners acquire and develop transferable skills whilst exploring vocational sectors aiding forward movement of these learners towards independence, supported internships or further study.

All qualifications at BTEC Entry 1, Entry 2 are assessed as Pass/Fail and Entry 3 assessed as Pass/Merit/Fail, allowing clarity for a centre when recognising achievement and support motivation of learners at this level who after completion of the course can move on to the next step in their journey.

At Entry Level the Pass standard requires learners to participate, contribute and demonstrate achievement of directed simple tasks by applying their knowledge and skills. It is expected that learners' complete tasks fully under supervision, or direction and are assessed in line with grading criteria and through application of essential information for tutors.

Like Introductory Level 1, the graded approach to assessment on the Entry 3 level of Pass and Merit grades allows centres to differentiate between the abilities of individual learners which can assist with engagement and to inform possible progression routes. Centre feedback has confirmed that this approach works well with this level of learner who can then be guided and supported to achieve the higher grades. This can then incentivise learners to work to achieve their best grade, rather than be working on a Pass/Fail qualification. The Merit standard allows learners to provide work which is of a more depth and breadth that would usually be seen at an Entry 3 Level.

The Entry to Vocational studies at E3 and the Pre-Vocational Study at Entry Level 1 and 2 are accessed by a wide range of institutions and are often used to engage learners in study and increase confidence and competence in learning to progress learners to the next level of study. Units are designed to promote an open approach to delivery and the assessment of these units can be interpreted to suit the requirements of learners at vastly different types of centres. Units on each higher level are designed to be a progression from units of a similar nature on the previous level which gives learners more confidence and a sense of familiarity in the sense of what might be required.

We work with centres who often deliver all three of the Entry levels and this provides a clear progression route for their learners who then often in turn progress onto an Introductory Level 1 programme.

### **Qualification Update**

The Introductory L1 qualification continues to be a popular choice across a wide range of centres which cover a very wide range and type of learners. Learners are learning essential skills and are guided to a progression route which could be a subject specific qualification at Level 2, an apprenticeship or into employment or independent living.

The Entry level qualifications are similarly an immensely popular choice with learners who have specific needs and requirements. Learners can begin at Entry 1 and work through each Entry Level as they become more confident and competent, and then use the Entry 3 qualification to enable the skills to then progress onto the Introductory Level 1 programme.

For Introductory L1 centres access the more generic Vocational Studies pathway or a subject specific pathway depending on the interests and needs of the learners. Centres who are highly successful with this qualification tend to work well with the strengths and interests of their learners and select optional units and innovative ways of producing evidence which will engage and incentivise their learners.

Standard verification for this programme is incredibly positive and successful and shows that centres are overall delivering and assessing to National Standards across the full suite of subjects. There are a few common issues which sometimes occur, and these are often for the core units.

Unit A1 Being Organised has a few common factors which could be simply resolved. Please see the details on the section below for specific details on this. Very occasionally on Unit A2 Developing a Personal Progression Plan there can be issues where either learners omit to explicitly mention the actual progression opportunity or include a progression opportunity which is not appropriate. This could be for instance a specific career which might be many years in the future, and which requires specific training such as an astronaut or neurosurgeon.

Unit A2 was designed to assist the learner to focus on the next section of their learning journey and to research the milestones required to successfully guide them to reach that section- be it a next level of learning, an apprenticeship or employment. Whilst a far-off wish for a particular career can provide a focus or stimulus for the learners, it is not required for the assessment of this unit.

Much good practice has been seen across both sets of programmes. The optional units in particular are providing engaging opportunities for learners and particularly interesting assessment has been seen which includes circus skills, nail art, forensic investigation of a crime scene and the making of soap.

Good practice has been seen in some areas where its assessment has been used for interesting real life live event opportunities- for instance one set of learners was growing produce which would be shown in a garden designed for the Chelsea Flower Show.

Centres are also embracing innovative technology, The media units for example often show very interesting usage of technology for interactive presentations and animations, taking advantage of apps and software to provide modern types of animation and presentation techniques.

Modern technology is also being used across all levels of programmes to enhance the types of evidence which learners are required to produce as evidence for assessment purposes. Centres have embraced many practical ways of producing evidence such as

online vlogs, blogs, websites, and video.

Level 1 and Entry level learners often enjoy learning which is more practically based and may respond more to an assignment requesting a set of practical work rather than having to handwrite a report or use a learner workbook or work sheet. Annotated photo diaries are used by many centres and continue to provide a valid form of assessment for practically based subjects such as land based, sport and performing arts, although video capture is also being increasingly utilised with centre equipment such as an IPAD etc to provide a visual commentary of a practical activity for assessment purposes.

Both programmes attract a wide variety of learners who might have specific support requirements and aversions. Centres do occasionally request what might happen if a learner does not want to appear on camera for those units which require a visual type of evidence of a practical activity. Centres are advised to try and work with the learner to capture a visual type of evidence which would not include the facial features of that learner. If however this is still an issue, then centres are advised to supplement the learner review of their practical activity with perhaps a peer review and/or an official record of practical activity of the work undertaken by the learner. If a centre wishes for more advice and guidance on this aspect, they are encouraged to access the Ask the Expert support on the Pearson website or to contact the Pearson Support Portal with a specific query on this where support will be given to advise the best way to proceed.

Many centres are showing particularly good practice by providing accessible and engaging assignment briefs for their learners for the units they are delivering. These are often supported by feedback from the free Assignment Checking Service located on the Pearson website and which gives supportive feedback to assessors. There are also now some example briefs on the website for the core units as well as optional units which centres can use as written, or as a basis for inputting their own ideas and local scenarios.

For the Introductory L1 and Entry 3 programmes it is important that learners are guided to access the higher grades. There are occasionally instances where a centre may appear to have only assessed to a Pass grade and have seemingly not guided their learners to the higher grades. This could be a result of transferring from the now expired older QCF subject specific level 1 programmes which were Pass/Fail only, Centres and assessors are encouraged to utilise and provide access for their learners all the grades for their programmes so that learners can be recognised for their development.

### **Entry/Level 1 Competencies**



## **Introductory level 1**

One of the most common core units to be delivered for this programme is unit A1 Being Organised which is delivered on all certificate and diploma programmes for all subject pathways of the BTEC Introductory Level 1 qualification.

This is an overview of the unit, with some ideas for delivery and assessment and which will help you to develop appropriate assignment briefs for your learners.

This guidance will also assist with the planning of the Entry 3 Level mandatory unit 1 which is 'Skills for Learning'.

This unit can be delivered in two different ways. It could be delivered in a generic way where the organisational skills are for key aspects of general learning and being organised for college work. This means that you would be working with the learners to organise themselves in terms of key aspects such as getting to college on time, working at college, organising assignment work, and looking at digital ways of organising college work.

Alternatively, this unit could be delivered in a subject specific way which is useful if your course is working with learners in a specific subject pathway such as Art and Design, Hair and Beauty, Construction etc. This would mean that you then have the freedom to design your assignment and assessment so that learners are getting themselves organised to undertake work in Art and Design, Hair and Beauty or Construction etc. so that you can direct the learners in the tasks which will assist them to be organised for their subject specific area. This is an important point if your learners are registered on 2 or more different subject pathways at Introductory L1 as they will be expected to undertake this unit for each of those pathways in a subject specific manner.

Assignment briefs for this qualification should have a maximum of one task per learning aim. Most units have 2 learning aims, A and B, so therefore there would be a maximum of 2 tasks. However, each task can have sections or parts so please do consider breaking up each task into smaller sections to make your brief fully accessible for learners of this level.

It is important that your assignment briefs for all units use the Distinction grade wording so that your learners are clear how to achieve the higher grades. It is important therefore that you read the Essential Guidance for Assessment section of the unit specification which is located on the page following the assessment criteria.

This essential guidance will give you a fuller context of what is required for each assessment grade. In some units this guidance does give numerical requirements in terms of reference sources and activities required for the secure awarding of the higher grades.

Whilst this is an open qualification and we encourage diversity in terms of approach, there are some key aspects which must be considered and included in an assignment brief for unit A1. We have seen some common themes in the misunderstanding of the assessment of this unit in the past and this guidance below will assist you to ensure that your assessment is valid and secure.

There are now some exemplar briefs on the website for the core and optional units. Please do note however that these briefs are not considered 'authorised briefs' for this qualification, they are options. They could be used as seen however this guidance is to show you the possibilities and options of how to produce an engaging and appropriate assignment brief for this unit which contains all the Pearson requirements for these units. It is important that your briefs are clear and engaging and contain the appropriate set of tasks which will securely target the assessment criteria of this unit.

It is also important that the tasks are useful for your learners as you may have specific areas of organisational skills which you wish them to be able to improve.

The guidance for this unit (A1) is:

1. Ensure that the brief has an engaging scenario- this can be generic or subject specific and for further engagement could be linked to your local area.
2. Ensure that the assessment criteria for all grades which the task targets are placed directly underneath that task and are written exactly as published by Pearson.
3. Label the criteria correctly and fully- for example AP1 not P1.
4. Ensure that the name of the assessor and the handout dates are clear.
5. When writing a task for Learning Aim A make sure that you refer to the Essential Guidance for Assessment before writing your brief.

For the Distinction standard in this unit, learners should demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework. Therefore try to include all of this in the task. Remember- a 'range' means at least 3 as a minimum and can be more.

6. For Learning Aim B the Essential Guidance for assessment states that for the Distinction

standard learners will review the success of the techniques they used, giving full examples of how they improved their own organisation making some links on how they could use the techniques again. Therefore try to include this in the task.

7. Make sure that the evidence you require the learner to provide is clear and explicit and try to provide options for assessment purposes to suit your set of learners.

Consider:

a) Options for innovative way of assessment. Consider the strengths of your learners and utilise those strengths. Are they better at digital work rather than handwritten; do they like or dislike verbal presentations; Do they communicate better via apps or website formats than with word documents?

b) Colourful images and the changing font and the size and colours of text to facilitate engagement with the wording

Please note-

There are no Pearson approved learner workbooks for this qualification.

Some learner workbooks can be found on the internet in various tutor shared resource areas for this unit, but they unfortunately are not fit for assessment purposes and if used may impact on your ability to certificate your learners.

You are strongly recommended not to use these and to use alternative ways of assessing your learners. You may use a centre devised workbook and if you take this route then you are advised to ensure that the Distinction criteria can be achieved via the workbook. Work with your SV to check that the workbook is appropriate for assessment purposes.

This is a very useful unit for learners as it teaches them essential skills in organisation. Used carefully it can enhance your programme so that learners become fully confident in organisational skills whether generic or in a subject specific way.

### **Entry Level 3**

One of the mandatory units for Entry level 3 is Unit 1 Skills for Learning. This unit can be approached in a similar way to Unit A1 in the Introductory Level 1, in that it is usually delivered as a unit for the generic learning of skills but would also provide options for being delivered in subject specific way if required.

Most centres utilise this unit to assist their learners in understanding the building blocks

for generic study skills as this will of course benefit their learners as it provides guidance in the process of understanding how and why study skills are important. However, if a centre wishes to specialise in the study skills required for a particular subject area, then this unit will provide a coherent platform with which to do this. Very practically based subjects such as Art and Design, Performing Arts, Construction etc can work well for this approach and could engage the learners in the process of understanding how to study and which skills are required. This approach could underpin a studying strategy for the learner as it will provide transferable skills in the understanding of how to study for other perhaps less practically based subjects.

The firm basis of this unit is that learners will develop their skills to improve personal development, including self-assessment, time management, organisation and target setting. At this level, this is an integral part of the learning journey, and this is why this unit is so valuable to learners undertaking this programme.

Each aspect of this unit works well to make the learners more self-aware of their strengths and weaknesses in regards to the educational process and will assist them to develop strategies in study skills which will assist them in their educational journey and then into their working lives. This unit introduces the concept of lifelong learning where learners can begin to understand that study skills can enhance their life in many ways and also provide them with a tool to identify, query and research any information they may come across in life which might be misleading.

There are two learning aims in this unit which each have two key teaching areas. Learning Aim A is 'Plan your skills for learning' and includes understanding what skills for learning are, and Learning Aim B is 'Set goals to improve your skills;' and this includes setting goals for individual improvement and the identification of any support needs and agreeing goals.

These Learning Aims are especially written to have an open context which means that centres can deliver the programme in many ways, dependent on the needs and requirements of their individual learners. It is not a requirement to deliver this unit in the same way for all the cohort and centres may find that they can engage their learners further by allowing a differentiated approach which would allow learners to develop study skills in differing subject areas.

The assessment for this unit should be for a 'given task' – so even if the study skills are going to be generic then there should be a specific task provided for the learners in the scenario. The Unit Specification for this unit has a wide range of suggestions of how this unit can be contextualised for different sectors and this includes for example preparing a practise plan for a technical art or design skill. (Art, Design and Media), compiling a list of

skills to develop when working in an office. (Business), creating a list of essential cookery skills involved in decorating a cake and how they can be developed (Catering and Hospitality), creating a list of learning required to work on a construction task. (Construction and Engineering) and creating a list of skills required to carry out a beauty treatment. (Hair and Beauty). It also has a generic study skills suggestion which is to use the library to help develop your organisation skills and produce notes to help improve your time management.

These are only suggestions as centres of course are free to develop their own tasks and contexts for this unit.

As with Unit A1 Being Organised discussed above, an assignment brief for this unit should have a maximum of 1 task per learning aim. The wording of the tasks should be accessible for this level of level and so be easy to understand and kept succinct and yet also guide the learners on how the Merit grade can be achieved. Unlike Unit A1 which is a Level 1 Intro core unit, this qualification level has only 2 grades, a Pass level and a Merit level. This allows the differentiation between the achievement of learners and rewards those who have worked well on their assignments to produce a comprehensive set of work.

The guidance for the assessment of this unit whether generic or subject specific is quite straightforward. We always recommend that assessors, IV and assignment writers access the assessment page of the unit specification for each unit which they are working on. This page provides the learning aims and their assessment criteria, an indication of what kind of evidence is needed and how learners can demonstrate it, the depth and breadth of skills needed for both Pass and Merit and guidance for the assessor that amplifies and clarifies the assessment criteria.

It is essential that this page is accessed before the assignment brief is written as there may be certain minimum requirements for units and learning aims. For instance this unit, learning aim A requires that there must be evidence of two or more different skills identified for a given task and for learning aim B evidence of two or more goals. Learners must therefore be supported to give the evidence of at least 2 different skills and then 2 goals, otherwise the Pass grade for this unit cannot be accessed.

Evidence provided by the learners for this unit can be in a variety of ways. It is important to consider the potential engagement of your learners in the option you provide for assessment purposes at this level. Whilst a word document might be seemingly be the simplest way to demonstrate these study skills, it may not be the most successful.

Centres are advised to give consideration to PowerPoint slides or a simple free to use website format or a blog. These forms of evidence allow the learner to add images,

colours, links (to research, other folders etc) and these more flexible digital formats can be very engaging for learners. Another plus factor is that the understanding and learning of how to use the digital formats of PowerPoint slides, a website or blog could be seen to be an additional study skill in itself.

Learning Aim A has one assessment criteria with 2 grades. The Pass grade and the Merit grade are defined as follows.

**A.P1 Select the skills you need for a given task.**

**A.M1 Outline strengths and areas for development in your skills for a given task.**

In assessing a learner's work as a Pass or a Merit assessors would consider these assessment criteria but also refer to the Guidance for Assessors in the box underneath the assessment criteria which gives some extra context to the assessment criteria.

Here for learning aim A it states that for A.P1, 'learners will need to be familiar with a selection of learning skills. They will start to match their own abilities to the task with attempts to explain the benefits of the different skills and how they could improve their approach to learning'.

For A.M1 it states, 'learners will be able to recognise learning skills, both generally and on a personal level, and will know how these are helpful.'

So to achieve the Pass grade a learner would have to show evidence of selecting at least two skills for the given task and to be starting to understand why these skills are beneficial to their learning. For the Merit grades, the learner will provide evidence of going a step further and show understanding of some of the strengths and weakness of the skills they used and possibly how these skills could be developed in the future.

Similarly, Learning Aim B has one assessment criteria with 2 grades. The Pass grade and the Merit grade are defined as follows.

**B.P2 Develop your skills goals for a given task.**

**B.M2 Develop your skills goals and the support required to achieve them for a given task.**

When accessing the assessment guidance for this learning aim, we can see that for B.P2, learners will need to be aware of the type of skills required specifically for their course. This will help in identifying two or more specific goals.

For B.M2, learners need to have a partially developed understanding of the skills required for their specific course. They will develop clear skills goals. Learners will generate plans to achieve these goals, with an outline of methods of sources they can use to develop their skills, and the actions required to achieve them.

The Pass grade is about identifying goals- with support- and being aware of the types of skills needed, and the Merit grade is about the learners going a step further and developing clear skills goals with an outline of methods to obtain support sources and actions to achieve them.

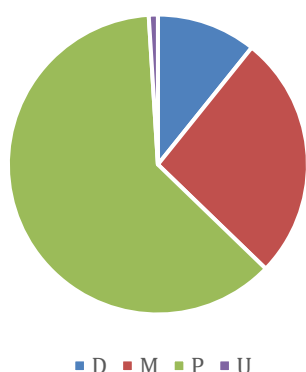
It should be noted by centres that the wording here for the Merit grade includes 'partially' and 'outline'. It is important to note in the achievement of the Merit grades at Entry 3 level that the learners are not having to show mastery at this level of study skills, nor to show a very wide-ranging set of studying skills learnt. The Merit grade is achieved by providing a little more detail and insight than those achieving the Pass grade.

### Level 1 Pass/Merit/Distinction Grades

Centres have worked well on the programme this year to provide their learners with opportunities to access all grades.

The following highlights the performance of learners across the Level 1 suite in the 2022-2023 academic year.

60321076 Pearson BTEC Level 1  
Introductory Award in Vocational  
Studies



Our most popular qualification delivered by centres to learners because of its flexibility is the BTEC Level 1 Vocational Studies. The smaller qualification in this suite is the Level 1 Award.

Data analysis from the award identifies that the most common grade awarded is Pass, followed by the next common Merit, and then Distinction. A small number did not achieve any grade.

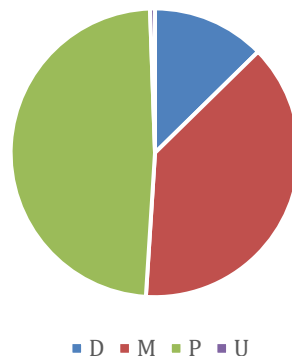
This is an interesting pattern, and it is stimulating to note that as the size of the qualification increases as does learners chances of achievement showing that learners



performance increases when they take a qualification that is a higher GLH.

This could be the case for a number of reasons. Firstly, an award may be the highest qualification a learner may achieve due to perhaps illness, or having complex needs. This therefore suggests the qualification may be used as a fall back for these learners who are not able to achieve a qualification with a higher GLH.

60185879 Pearson BTEC Level 1  
Introductory Certificate in Vocational  
Studies



Secondly, another reason could be that as the qualifications have more GLH there are more opportunities to embed and aid recall of skills, leading to a greater student performance in the summative assessment. You can see in the pie chart for the Certificate that the number of Merit grades has increased, with a slight increase in Distinction grades awarded.

Finally when considering the Diploma in this qualification we can see the number of learners achieving a high grade (MM + ) is 51% and the performance of learners is more evenly spread.

This again cements the notion that learners who are taking a larger size qualification have more opportunity through the increase of the GLH to develop their skills for learning and assessment. Therefore it is likely that their ability to reach the higher grades is increased through accessing more units. This may be shown in grades increasing for the units delivered nearer the end of the qualification which results in a higher overall grade for the learners on the diploma qualification.

60185880 Pearson BTEC Level 1  
Introductory Diploma in Vocational  
Studies



Overall in terms of performance across the rest of the Level 1 Intro suite. The pie chart



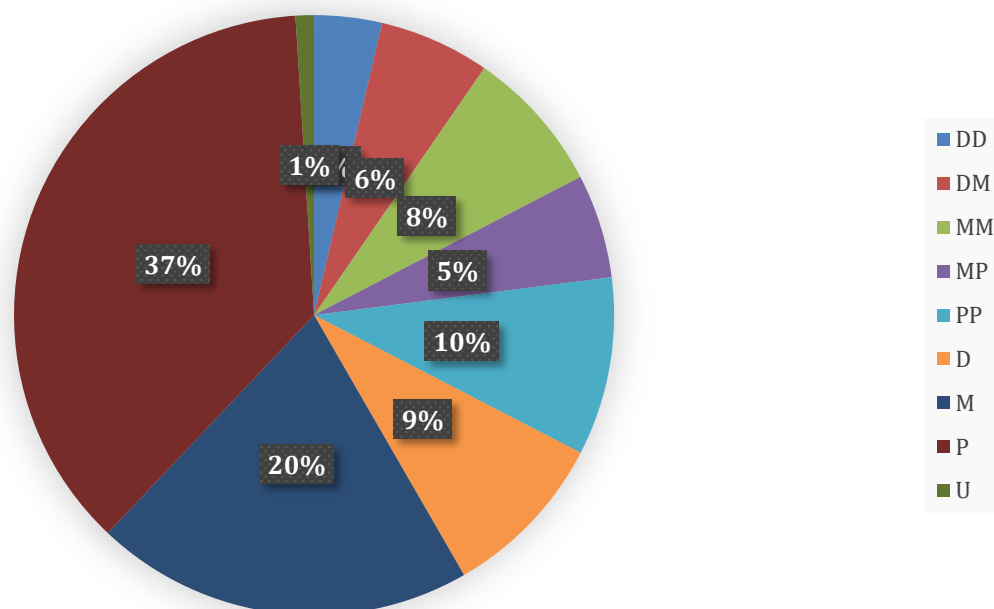
below shows performance at each of the grading criteria. (DM-PP can only be achieved on the larger diploma size)

As we can see from the data, Pass at level 1 is the most common grade awarded at award and certificate level, closely followed by Merit grade with the Distinction grade making up 9% of the grades awarded in this qualification suite. You will note in the diploma grade the grades are more evenly spread out with all grades remarkably close to each other in percentages based on learner achievement. Nearly as many learners (4%) achieved the top grade (DD) as a mid-grade (5%) of MP for example.

This could suggest that learners on the smaller qualifications may not be guided to achieve the higher grades in the same way as learners on the diploma qualification. Or perhaps, that the smaller qualifications are used by some centres as a fall back for learners who cannot for what ever reason complete a higher-level qualification.

However, it could also be that as data suggests with the analysis of the vocational suite, that potentially the learners who take the diploma sized qualification have more opportunities to embed their skills and practice them (due to the increased GLH) and this therefore may support learners progress across the units due to continued development of these skills; leading to learners perhaps, who achieved a Pass on the first couple of units, growing in confidence, developing their independence and achieving, Merit or Distinction potentially on the later units.

## Pearson BTEC Level 1 Intro Whole Suite



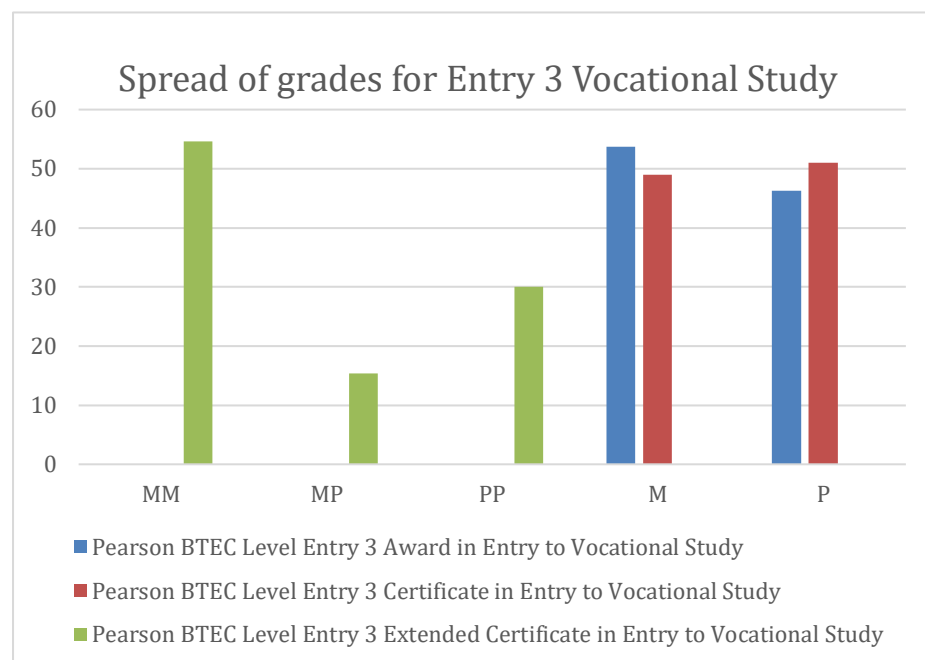
### Entry 3 Pass/Merit Grades

The following highlights the performance of learners across the Entry 3 suite in the 2022-2023 academic year.

The Entry 3 suite grades are awarded at Pass or Merit. For Entry 3 the extended certificate grades (Higher GLH) show that the majority of learners achieve the highest grade with over 50% of learners achieving MM. Just over 30% of learners achieve the PP grade with just over 15% achieving MP grades.

The data shows therefore there is quite a high achievement rate for the highest grade. This could be due to learners developing and securing their knowledge as the qualification progresses and therefore as they progress through the units their performance becomes stronger. It could also suggest that learners are becoming ready earlier than anticipated to

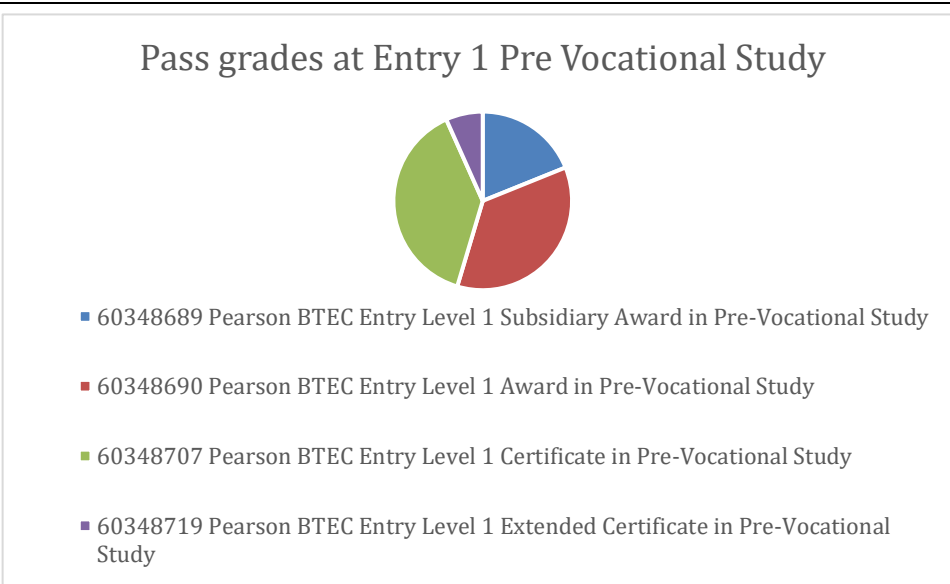
move on to our BTEC Level 1 Intro programmes.



It is a good idea to regularly review the learners progress as it might be beneficial to move the learner early to a BTEC Level 1 Intro qualification if this is the case or provide them with opportunities to extend their learning in preparation for these qualifications.

In terms of the qualifications with the smaller GLH the data shows that Pass and Merit grades are more evenly spread with an almost even split. This suggests that learners are achieving in line with their ability.

## Entry 1 and 2 Pass Grades

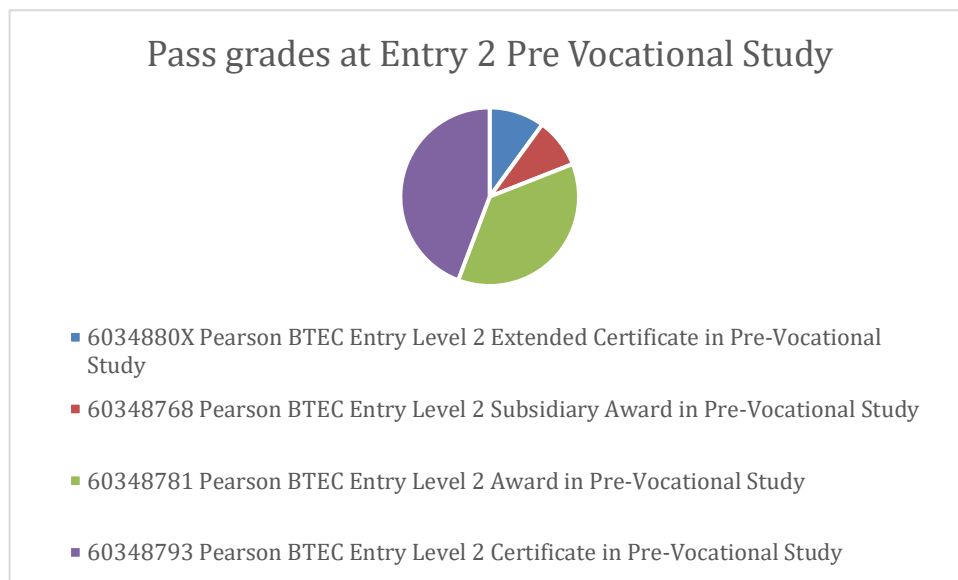


The following highlights the performance of learners across the Entry 1 and 2 suites in the 2022-2023 academic year.

The Entry 1 and 2 Pre-Vocational Qualifications are only awardable at Pass grade. All learners entered for these qualifications achieved

the Pass grade. At Entry 1 Pre-Vocational study the most popular course choice was the award and certificate as seen on the graph to the left. The smaller GLH (subsidiary award) is most likely used at this level as a fall back for absent learners so they can still certificate at a smaller size as a compensation for the work they have produced.

At Entry 2 we see the subsidiary award used more. This might suggest centres are using this as a complementary product to their curriculum as a smaller GLH would support this. Despite this the award and certificate size are still the most popular course choice at Entry 2 as shown on the Entry 2 graph to the right.



## Support Materials

Up-to-date links to support materials that are valid for each qualification. Please reference if appropriate. This will be checked by the Assessment team.

The support for these programmes has increased this year and includes:

Exemplar Briefs

Sample Marked Learner Work with a video commentary.

Highlighting Maths opportunities in specific subject pathways

Ideas for teaching and learning

These can be found on the 17 subject specific pages and the vocational studies page in the 'Course Materials' section.

Assignment checking service.

BTEC forms and guidance.

## Final thoughts

Centres and learners from a vast range of educational institutions continue to access these programmes and utilise a qualification which works well for the diverse needs of their

learners.

Centres range from mainstream educational centres such as FE colleges and schools to training providers, to specialist SEND centres, Pupil Referral Units and many more besides. Learners can be engaged across a very wide range of activities and assessment opportunities and can be registered on the programme at any point in the year.

These programmes also allow the awarding of a Direct Claims Status for the full range of qualification each year once successful Standards Verification has occurred.

The Direct Claims Status allows a flexibility for certification claims which has been warmly welcomed by centres. Once the centre is released for certification by the Standards Verification then the claims for certification can be made at any time over a 365-day period. This allows for learners to be registered at any time of the year and for any amount of time. This is particularly valuable for those centres who deliver the smaller size qualifications where the delivery might be undertaken full time over a small number of weeks rather than across the full academic year. This benefits learners who may be in centres such as Pupil Referral Units for a short and variable length of time.

On a final yet important note, centres are advised that Pearson have devised a new assessment feedback form which includes a learner and assessor validation statement. Centres and delivery staff are requested to use this new form, and this can now be accessed on the Introductory Level 1 section of the Pearson website as well as being available in the BTEC forms and guidance section.