

BTEC Entry Level and Level 1 Introductory

SSV Internal Assessment Report

2023-2024

# Contents

[Contents 2](#_Toc178668250)

[Introduction 3](#_Toc178668251)

[Qualification Update 7](#_Toc178668252)

[Entry/Level 1 Unit Review 10](#_Toc178668253)

[Level 1 Pass/Merit/Distinction Grade Performance 2023-2024 16](#_Toc178668254)

[Entry 1-3 Grade Performance 2023-2024 18](#_Toc178668255)

[Support Materials 21](#_Toc178668256)

[Final thoughts 22](#_Toc178668257)

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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  We have 16 qualifications available (Transport and Vehicle has been withdrawn) in different sector areas, each designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.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 the graded approach effectively serves both centres and learners. It enables differentiation among learners of varying abilities, which can motivate learners and provide insights into their potential progression routes based on their abilities and strengths.  The four core units equip learners with essential study skills that support their current learning and future progression. These core units can each be delivered as generic study skills or tailored to the subject-specific pathway in which the learner is enrolled. This flexibility allows for the integration of organisational and research skills through practical subjects. This year we have seen some good practice in practical subjects such as Science, Art, Construction, Land-Based studies, and Hospitality where centres have used the core units to reinforce the specialist subject through individual learner work in A1 Being Organised and A4 Researching a Topic. Centres have also used these units to introduce and reinforce any areas of Health and Safety which may be required for the specialist subject. This good practice has continued in opportunities in team-oriented subjects like Sport or Performing Arts where the core unit A3 Working with Others has been utilised to demonstrate a team sports or performance opportunity.  Please note that we will be looking at ideas for the delivery and assessment of Core Unit A2- Developing a Personal Progression Plan- later in this report.  It is useful also for centres to note that Core units can be delivered independently or combined with optional subject units. For instance, Being Organised can work well with optional units for subjects such as Science, Hair and Beauty and Construction where learners have to organise themselves in a specific way in order to be ready for the particular requirements of their subject. Good practice has been seen this year in subjects such as Art and Design and Hospitality where the core unit A4 researching a Topic has been combined with an optional unit to make one project. In Art we have seen this unit used to research Artists which will then be used as the basis of inspiration for an arts project in an optional unit, and in Hospitality where the research has been on researching world-wide foods which has then been used to help with the work for a food preparation unit.  When combining units for assessment, centres are advised to work with their wider delivery team to ensure that all learning aims, and assessment criteria are comprehensively and robustly addressed.  The extensive range of optional units in this suite provides assessors with excellent opportunities to design engaging and tailored courses for their learners. While each unit has specific parameters, they also offer flexibility in terms of scenarios and activities, allowing for customisation to suit the needs of different learners. Pearson has developed a large selection of additional resources for subject-specific pathways this year, available in the ‘Course Materials’ section of the Pearson website. These resources offer valuable ideas, guidance and exemplars for delivery staff seeking support.  The variety of optional units also facilitates the delivery of the Vocational Studies pathway in diverse ways. Centres can design courses by selecting units relevant to their learners’ needs. For example, the Vocational Studies pathway can be specialised in IT by including IT, Business, and Creative Media units, or it can be expanded to provide a broad taster course, helping learners explore various subjects to identify their strengths and potential progression routes.  The Introductory Level 1 suite is utilised by a wide range of centres, each adapting the program to meet their learners' specific requirements. The programmes flexibility allows centres to select different optional units tailored to learners' individual interests and abilities, supporting personalised learning plans.  Entry Levels  The BTEC Entry Level 1 and Entry Level 2 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). The Entry Level 3 suite is available at Subsidiary Award (70GLH), Award (110GLH), Certificate (180GLH) 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 under supervision, or direction and that they are assessed in line with the full set of assessment criteria and the through application of the accompanying essential information for tutors.  Entry Level Pre-Vocational and Vocational studies are accessed by a wide variety of various institutions and are often used to engage learners, build confidence, and prepare them for the next level of study. The units are designed to be adaptable, allowing for tailored delivery and assessment to meet diverse learner needs. Progression is facilitated through a clear path from Entry Level units to Introductory Level 1 programs.  Developing an effective learning programme for learner of this level is the key to the engagement of learners at Entry Level and therefore facilitating them to achieve their best. To do this, successful centres will choose what is appropriate for their type of learners. Centres where learners achieve well start with the learner and assess what skills areas will they need to develop, practice, and demonstrate. They will use initial assessments and diagnostic evidence to help inform this. It is useful to map skills listing at group level and identify common areas.  The next step often used is to determine the progression outcomes and purpose of the course for your cohort. Then decide on the size of the qualification according to learner needs and also according to your centre timetable requirements. It is important to select the units for your programme according to the skills coverage required as some units will engage your type of learners better than others. Try to plan the teaching and learning well by deciding who is delivering each unit and when the unit will be assessed.  At Entry Level it is important to keep activities practical, and to try to avoid worksheets in the teaching and learning part of the unit in favour of scenarios that involve practical work and group work which will be more engaging and facilitate learning. As with Intro Level 1, when thinking about combining units, check if there are opportunities to join units together to make more efficient use of teaching or assessment time.  A good way to plan your assessment is to make sure that assessment is spread across the timescale of the programme to avoid putting learners under too much pressure by assessing all at the same time. In other words, try to deliver some units in a shorter timescale by concentrating on one unit at a time, rather than teaching all units for the entire year.  It is best to look for a variety of assessment methods at Entry Level – written, practical demonstration, observation etc. Many of our most successful centres make a clear distinction between teaching and learning activity where you can provide lots of guidance for the learning of specific skills and assessment time where learners can then demonstrate the skills they have learnt.  To keep on top of your quality assurance, it is best to make sure that you record, track achievement and plan for progression and that you keep learners informed on their progress. Centres which review regularly and use progression goals find that this is a good way to inspire and motivate their learners. |
| Qualification Update |
| Introductory L1  Centres continue to work well with these programmes and the work seen this year has shown that most centres are engaging their learners well and are providing some very interesting sets of work in the assessment of many of these practically based units for their learners. There are however a few ways in which it has been identified that centres could further improve their approach to the assessment of these programmes.  One aspect which we are keen to assert this year is that the guided learning hours (GLH) should include a significant amount of teaching and learning time before assessment is commenced. The teaching and delivery time is when the delivery team should introduce the unit to their learners and teach them the skills they will require before assessment take place.  Assessment time should take place near the end of the guided learning hours. We mention this as sometimes centre new to the qualifications may start assessment at the beginning of the delivery of the unit which is not appropriate nor useful as the learners would not yet have the skills to start the assessment of that unit. This can have the effect of limiting the grades which a learner can achieve, and centres are advised that using teaching and learning time well can have the effect of maximising learner achievement and giving a higher-grade profile for the unit for their learners.  It should also be noted that ‘Learning Aims/Outcomes’ are not the same as ‘Assessment Criteria’. Occasionally centres or delivery staff new to the qualification have mistakenly worked towards assessing via the learning aims or outcomes which can lead to the centre having a delay in their certification process. Therefore we are working to ensure this year that centres are aware that learning aims/outcomes are merely to signpost the centre and delivery teams as to the objectives of the unit and assessment and that assessment feedback of the unit must only be undertaken against the assessment criteria.  It is important that the operative verbs and key wording of the assessment criteria and of the Assessment Guidance which is located on the page following the assessment guidance is used for the awarding of each grade.  At Entry 3 Level, we have identified that sometimes centres may not be fully confident in awarding the merit grades. Centres seem to be confident in assessing a pass grade, perhaps as this was the default mode for Entry level programmes in the past. We are therefore urging centres to celebrate the achievements of their learners and to award a merit grade when it is due. It is useful for delivery teams to discuss if a merit grade is more appropriate than the pass grade as a professional discussion can assist assessors to be confident in their awarding, For the awarding of the merit grades, please make sure to check the operative verbs and wording used in each of the assessment criteria and the assessment guidance of the unit. It is also useful to make sure that you give the justification of your feedback sheets as to why the merit grade has been awarded by using the operative verbs and key wording as that makes it more transparent and streamlined for the Standards Verification process.  For Intro Level 1 and Entry 3 programmes, it can be useful to use the resubmission process to help to maximise individual learner achievement for a full unit grade. Centres are sometimes unclear as to the full requirements of the resubmission process and so we thought that it might be useful here to address a few common queries about resubmissions for these programmes.  The resubmission process​   * *What is a resubmission?​*   A resubmission is where a learner can be given a second attempt to reach a higher grade. It is usually utilised when a learner has just missed out on a full unit merit or distinction as one of the assessment criteria awarded is not as high grade as the others. Learners will have 15 working days to have another go at improving their work once you issue the resubmission.   * *How is a resubmission authorised?​*   An assessor will request a resubmission from the Lead Internal Verifier at the centre- this can be requested and signed off via the Pearson assessment feedback form template.   * *What if the work is no better or they don’t hand it in?​*   If the learner improves the grade, then this is noted on the assessment feedback form. If the work does not reach the higher standard or they don’t hand it in, then the original grade remains the same this is also noted on the assessment feedback form.   * *How do I show a resubmitted grade?​*   Please use the resubmission section on the assessment feedback form- some centres use a distinct colour font to make this fully clear.   * *What if a resubmission is selected for SV sampling​*   If a resubmission is selected for sampling, please ensure that both the original submission and feedback, and the resubmission work and resubmission feedback is also sent to make the process is fully transparent.   * *What is the difference between a resubmission and a retake?*   A resubmission is to improve a grade awarded and must be undertaken within 2 weeks of the original assessment of the unit. A retake is where a grade has not been awarded at all. A retake should be a new assignment and is pass only. It can be arranged at any point in the course and does not have to be undertaken within 15 days of the original assessment.  Centres are advised that Pearson has introduced a new assessment feedback form, which includes a learner and assessor validation statement. Centres and delivery staff are encouraged to utilise this new form which is now available in the BTEC forms and guidance section. [BTEC forms and guides | Pearson qualifications](https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html).  These new forms will allow us to celebrate how centres are working on these qualifications by sharing good practice in assessment from centres who are established and confident with our qualifications with centres who may be new to delivery and would benefit from the good practice of those established centres. It is also important to use the new forms as these will allow learners to declare they have not used any form of AI in completing the assessment. |
| Entry/Level 1 Unit Review |
| Introductory Level 1 Review.  This year we will be reviewing the unit which is common to all sizes and subjects of qualifications at Introductory Level 1. That unit is the core unit A2 Developing a Personal Progression Plan.  At Level 1 , learners will often be expected by their centres to plan their educational or employment journey for after their course has completed with help and support from their educational team, This unit provides the perfect basis for that planning, and will give centres the opportunity to develop research, communication, self-auditing skills and planning skills with their learners, all of which will benefit the learners for their future journey through life .  This unit was designed to allow learners to focus in on the next step of their educational journey, and to perhaps also have wider perspective on where they might like to progress to in terms of future employment. However, although this wider perspective can be very useful it is not an actual expectation of the assessment of this unit.  Firstly, we will look at the unit specification so that we can understand the specific assessment objectives of the unit and how it can be assessed. This section will also look at ideas for the evidencing of the assessment criteria and will also touch on aspects where centres may have queries or where errors may have been seen at the Standards Verification stage.  It is useful to note that successful assessment for any unit starts by the scrutinization of the unit specification by both the assessor and the internal verifiers of the unit.  The unit introduction is always valuable to read and gives the context of the teaching and assessment of each unit. This unit content tells us that upon completion of this unit, learners may contemplate various paths, such as delving deeper into their current field of study or exploring entirely new directions. It goes on to say that before determining the next step, it is essential to assess one’s strengths, interests, and long-term objectives.  The unit is designed to facilitate the exploration of available opportunities and outline strategies for advancing to subsequent stages. It goes on to explain that learners will conduct a self-audit to identify their strengths and areas for development necessary to achieve their progression goals. The teaching and delivery of the unit will provide guidance on goal setting and the creation of actionable plans to attain these goals. Subsequently, learners will develop a personal progression plan to support their transition to the next phase of their career or educational journey. It then says that the skills acquired in this unit will serve as valuable preparation for applying to additional courses or training programs.  This unit has 2 learning aims- Learning Aim A which is to explore the skills and behaviours needed to meet personal progression goals ​and Learning Aim B which is to produce a progression plan to meet intended progression goal.  To prepare for assessment it is important to be aware that although there are only 2 learning aims, there are 3 assessment criteria.  The first criteria require a progression goal, the second criteria is requiring evidence that the learner understands what they will need to know and also do to achieve that goal and the third criteria requires the learner to make a progression plan which give the steps and milestones as to how this progression goal can be achieved.  Teaching and Learning time​ is an important part of this unit and as for all units it should be a considerable proportion of the guided learning hours as it will teach and develop the specific skills required for the unit.  ​Teaching and Learning time should:   * Introduce The Unit​ * Teach skills required for assessment of the unit-consult the assessment criteria​. * Teach ways of evidencing the assessment​ e.g., Digital, Simulations, Handwritten​ or a combination of all.   Teaching and learning time should introduce the specifics of the assessment criteria, so what will centres need to teach for this unit?​ Learners will need to understand:   * What is a progression goal?​ * How to research how to reach that goal- including using tutors, career advisers’ knowledge, and by using leaflets, websites etc.​ * What skills and behaviours are required to reach that goal​ * How the learner checks and provides the evidence about if they have all the skills or if they need to learn others​ * How to make a plan for their progression   Learner will need to understand all of this before assessment can take place. Once they have a clear level of understanding then assessment can begin.  Centres often have queries which are remarkably similar about assessment for this unit. Common Queries on assessment for this unit at Level 1​ are:   * *Do I have to use a learner workbook?* ​The answer is no- any form of evidence can be used and although workbooks can give a useful template, they should be designed by centres to engage their specific type of learner. Please see below for ideas for types of handwritten and digital evidence. * *Is assessment for Intro L1 under exams conditions?​* The answer is no- assessment at Level 1 and below can be supported by the delivery team as it is expected that some level of assistance might be required.   *What types of handwritten evidence​ is acceptable?*   * Worksheets- it is best to design your own to suit your learners​. * Workbooks- it is best to set up your own to suit your learners​. * Sketch books​- these can be used to write in and to attach images, draw pictures, etc. * Scrapbooks​- these can be similar to sketchbooks and also have sections of worksheets etc. which are undertaken in lessons, and which can then be glued in and decorated. * A combination of all of these * TOP TIP-Please be careful not to limit the answers which can be given in handwritten worksheets or workbooks by making the response boxes too small.   *What types of digital evidence can be used?*   * Presentation slides * Digital workbooks * Digital scrapbooks * Simple websites * Blogs * Vlogs * A combination of all of these.   TOP TIP- all these digital types of evidence are useful as they can contain links to research, have images dragged and dropped in. It can also be useful to create templates in presentation slides and blogs for learners to fill in.  Centres who work well with this unit tend to have worked with learners to discuss options for progression before they start the assessment for his unit. Successful work seen has shown that learners have understood who to ask and what resources to go to research their goals and to identify the specific skills which are needed for the opportunity/goal.  They are then able to further identify which skills and behaviours they already have and which they will need to improve. Skills audits can be useful for this, but often a simple listing or coloured template can work well if learners are not at ease with an audit Similarly for the progression plan, a template can be given , or a simple timeline with added details can be sufficient. It is best to use a template which will engage your type of learner, so it’s useful to experiment with different templates in the teaching and learning stage as options of different template might engage differing learners in your group.  We are often asked where assessment can go astray, one of the key issues we see at the verification stage is that a centre has downloaded a generic workbook from the internet which does not work for the assessment of this unit. A second issue we sometimes see is that there is not a ‘clear’ progression goal- try to ensure that learners are not too vague or generic as this can limit them to the pass grade for that first criteria. It is also useful to get learners to expand on their progression plan. If they use a simple timeline for example- they can use extra text underneath to expand and give details and what specifically they are planning to do at each milestone.  Entry L3 Review.  This year we will be reviewing the unit which teaches learners how to begin to research. This is a skill which will aide them in their future journey through life, both for personal use and for use in education or employment. Research skills are a very necessary part of modern life and understanding how to research and to begin to understand what a valid research source is or not is now a key part of modern life.  Working with understanding how websites can be utilised and linked to for citing purposes is a key part of learning. This unit is called Finding Out About a Topic and is Unit 3 in the specification. This unit introduction states that there are many reasons for finding out about a given topic. For example, learners might need to investigate a topic as part of their studies or to prepare for a trip. It could also be a matter of sharing enthusiasm for a subject with friends.  Finding out about a topic involves considering various pieces of information to gain a thorough understanding. A single topic can encompass a vast amount of related information. Learners might uncover key facts about the entire subject or examine specific aspects in detail. This exploration can focus on factual information or delve into people's opinions and emotions.  Information can be presented in various formats, such as writing, speaking, images, videos, or demonstrations. There are different approaches to each of these methods, including digital techniques like internet searches or traditional methods such as sketching.  In this unit, individuals will explore different sources of information and assess which are most useful for their tasks. They will also develop skills in various methods of recording information. After recording details, they will organize and process this information into something meaningful that can be shared with others. The skills acquired in this unit will facilitate progression from Level Entry 3 to Level 1 study and will also aid in preparing for employment.  So it can be seen from the introduction of this unit that there are very many ways to approach this unit, both in terms of what can be researched and about how it can be presented. There are some interesting ideas in that introduction, and we would suggest to centres that they look carefully at this instruction before planning the delivery of the unit. This is because it can give them some very interesting ways to focus the teaching and learning time.  It is important that in the teaching and learning time for this unit that not only different ways to research and find about a topic are facilitated, but also that the different ways in which the learner can focus their approach to the topic are covered. The teaching and learning time should also demonstrate different ways to present the findings and some options for presentations will be more useful to some of your learners than others. At entry level, some learners may be too shy to talk out loud, and some may prefer to use pictures and images and some to use more text. Please do work to the strengths of your learners.  It should be noted at this point that centres who have been successful in engaging their learners and in accessing the higher merit grades have ensured that the topic selected by the learners is something which interests them and engages them, For instance, if the programme is more subject based than generic, such as art, it would make sense to base the topic on an artist who is being used in other units as a background knowledge for their future work. Or on an artist who particularly interests the learner. Centres can sometimes unwittingly limit the grades which can be achieved by learners by selecting topics for them which are not fully engaging.  There are two learning aims for this unit and these are Learning Aim A: Find out about a given topic and Learning Aim B: Share findings on a given topic.  Once again, as for the unit above, we would reiterate that learning aims are not assessment criteria and assessment feedback forms should be written to the assessment criteria and not the learning aims. With the learning aims there are some useful teaching guides for each learning aim- for Learning Aim A to teach. A1 Skills focuses on sourcing information for a topic and A2 Skills on exploring and recording information on a topic. Learning Aim B covers B1 Skills for organising information on a topic and finally B2 teaches skills for sharing information on a topic.  There are 3 assessment criteria for this unit. The first is about selecting information from different sources and the different between the pass and the merit grade is to check the suitability of those sources. Checking the suitability and validity of research sources is a key skill to learn for their journey through life and so it is worthwhile teaching them this and to guide them to show this in their work. If you are designing a template for the assessment of this this, do remember to make sure that you include a section for this, keeping in mind also the guidance for assessors for the merit grade which says that learners will engage with different sources of information, making some checks of their suitability. The sources should not be in the same format, i.e. not two websites.  The second criteria are about recording information. The pass grade requires the learner to record information in a limited range of ways e.g. at least 2, and the merit grade requires the learner to record and explore information, making observations using different methods. So the key change here from a pass to a merit is to ensure that more than 2 ways are used to record information. The assessment guidance for the merit grade expands on this and says learners’ records will be partially developed, showing some insight into methods. Learners will explore information in different ways, such as combining techniques or making observations using different methods. The key word is ‘partially’ – at Entry level 3 we do not yet expect learner work to be fully developed.  The third criteria are about methods for organising and sharing information. For the pass grade, learner will use simple methods for organising and sharing information, showing an attempt to summarise key information. For the merit grade learner will use methods for organising and sharing information, with some clear summarising of key information.  To understand a little more clearly about how to award a merit grade for this criterion, the assessment guidance states that learners will show a partially developed summary of the topic. They will begin to organise information logically and clearly for ease of access and additions, using methods that are accessible by others. Learners will summarise and share the collected information with at least one other person, such as the tutor or peer group. Again it should be noted that the word ‘partially’ is used for the merit grade. It should be noted that when the guidance states ‘shared’ that this does not necessarily mean a verbal presentation of the work as at Entry level 3 learners may struggle with live presentations. Centres should work to the strengths and abilities of each individual learners about how the work might be shared.  Options could include a recorded voice over, or a one-to-one discussion with the tutor in a quiet area away from other learners.  We hope that this has given you some guidance as to how to allow your learners to achieve the higher grades for this unit. |
| Level 1 Pass/Merit/Distinction Grade Performance 2023-2024 |
| As with previous years, centres have worked hard to provide learners with opportunities to access all grades. Earlier in the report we discussed why resubmissions would be a useful tool in helping learners to improve their grades and this is something we recommend if you are not using these already.  As always, our most popular qualification BTEC Level 1 in Vocational Studies delivered a strong performance. This year sees the diploma size be most popular with centres followed by certificate and then award.    The smaller of our Vocational Studies qualification is the BTEC Level 1 Award.  As with previous years the most common grade awarded in this area is Pass. However although Merit grades have decreased slightly from last year the number of Distinction grades awarded has increased slightly as centres become more confident in delivery and are able to develop their support for the learners who take these qualifications which is lovely to see.  At Certificate level we have seen a slight increase in the number of pass grades awarded as the number of fails has fallen slightly which is pleasing to see. Distinction grades awarded are very slightly down from last year, but this is almost negligible.  Finally we can review performance at Diploma level. At Diploma level learners get the opportunity to study more breadth and spend more time on the qualification which means usually they are able to develop their practices more.  Performance this year shows that the number of top grades awarded has increased by approximately 5% this year (DD) and DM’s awarded have reduced by roughly the same.  This highlights that learners have through developing their practices across multiple units have been able to move up to the top level and they should rightly be proud of these achievements.  More MP’s were also achieved this year with PP’s falling slightly.  Overall the performance across all Level 1 Vocational Studies has been strong again this year with generally a slight increase across most top grades.  Overall in terms of performance across the rest of the Level 1 Suite. The pie chart below shows performance at each of the grading criteria. (DM-PP can only be achieved on  the larger diploma size).  When we view the data, we can see that Pass is the most common grade awarded and is down 1% from last year (37%)  Merit across the suite is at 22% and this is up slightly from the previous year (20%) with Distinction Grades being achieved by the same amount of learners as the previous year (9%) This shows at Award and Certificate level the grades being awarded at these smaller sizes is fairly consistent between years and we have not seen over a large increase in any particular grade being awarded, which is likely to mean that centres are awarding accurately and consistently across this suite.  In terms of the diploma size DD was achieved by 3% of learners an increase of 2% from the previous year. Some of this increase is attributed to Vocational Studies but several other areas also saw an increase at diploma level also.  This increase came from MM which means that more learners managed to move up to the highest grade in this academic year. This is commendable for both centres and learners to have achieved this. The centres who performed strongly here were the ones who tailored specific provision to learner needs and made the learning both engaging and relevant for their particular cohort of learner. The lowest grade in the diploma has dropped by 1% as more students were also able to move up to MP.  Again there are small grade improvements across the whole suite, however the suite itself as a whole largely demonstrates consistent performance grade wise with previous years. Entry 1-3 Grade Performance 2023-2024 The following highlights the performance of learners across the Entry 3 suite in the 2023- 2024 academic year.  The Entry 3 suite grades are awarded at Pass or Merit. Similarly to last year, we are able to see that for Entry 3 Extended Certificate (which is the highest GLH) the majority of learners achieve MM which is the highest grade followed by PP and MP being the least achieved grade. This follows a similar pattern to last year due to the learners developing and securing their knowledge at a more advanced rate due to the GLH size, therefore as they progress through the units their performance becomes stronger. Taking this qualification also therefore means that learners will likely be more prepared to when moving on to the next level due to the amount of time spent developing their skills at Entry 3 Level.  As always, we recommend that you regularly review a learner’s progress to ensure they are on the correct programme as it may be necessary on occasion to move learners to Level 1 early or provide them with further progression opportunities such as using our BTEC Workskills or Personal Growth and Wellbeing programmes as an addendum.  The following highlights the performance of learners across the Entry 1 and 2 suites in the 2023-2024 Academic Year.  Both the Entry 1 and Entry 2 qualifications are only awardable at Pass grade. This is to help cement key foundations for this level of learner before they move on to graded qualifications.  All learners entered for these qualifications achieved the pass grade. At Entry 2 the most popular course taught in this academic year was the Entry 2 Certificate and then the Award size which was also the case in the previous year although this year the number completing the certificate size has increased slightly.  The smaller subsidiary award as with previous years tended to be used as a fall back to for those learners who could not complete the larger qualification for various reasons. This still meant they were able to celebrate some achievement by using the fall-back option.  Both the fall back and top up options are used very successfully with centres to gain the maximum grade possible for their learners.  At Entry 1 we see the most popular course taught this year is also the Certificate followed by the award. Again as with the pattern for Entry 2 we see a slight increase to the Certificate from the award as centres use the top up system to achieve the maximum grade possible for their learners. Compared to the previous year we do have more centres this year using the subsidiary award as a fall back if needed so learners can certificate even if they were registered on the award but for mitigating circumstances, they could not complete the larger size in full.  For advice on how to use top up and fall back please use the following link for guidance if you think this would be a useful approach in your centre.  <https://support.pearson.com/uk/s/article/Registrations-Top-Ups>  Overall the last academic year was very successful for many centres and more certificates were issued to learners than in previous years. We congratulate all centres and their learners on these successes. |
| Support Materials |
| The support for these programmes has again been increased this year and includes:  For Intro L1 there are-  Exemplar Briefs  Sample Marked Learner Work with a video commentary.  Standardisation Materials for core units 1-4  Highlighting Maths opportunities in specific subject pathways  Ideas for teaching and learning  Online Training for understanding assessment grades.  Teams’ meetings with the Product Manager Kelly Adams [Bookings with me - Kelly Adams - Outlook (office.com)](https://outlook.office.com/bookwithme/user/2c5583fd967845b890d8769363c1bda7%40pearson.com/meetingtype/09705449-c7ee-4131-b1b9-3e961b18baf2?anonymous)  These can be found on each of the 17 subject specific pages and the vocational studies page in the ‘Course Materials’ section.  For Entry levels 1,2 and 3 there are –  Exemplar Briefs  Sample Marked Learner Work  Standardisation Materials  Ideas for teaching and learning  Teams’ meetings with Product Manager Kelly Adams [Bookings with me - Kelly Adams - Outlook (office.com)](https://outlook.office.com/bookwithme/user/2c5583fd967845b890d8769363c1bda7%40pearson.com/meetingtype/09705449-c7ee-4131-b1b9-3e961b18baf2?anonymous)  These can be found on the Pearson website in the ‘Course Materials’ section for Entry levels 1,2 and 3.  [Entry 3 Qualification Pages](https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/vocational-study-entry3.coursematerials.html#filterQuery=Pearson-UK:Category%2FInternal-assessments)  [Entry 2 Qualification Pages](https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/pre-vocational-study-l2.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials)  [Entry 3 Qualification Pages](https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/pre-vocational-study-l1.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials)  Online Video Channel Hosted via YouTube by Pearson can help support you with most queries you can visit this here. [BTEC Below Level 1, Workskills and Personal Growth and Wellbeing OnDemand Training- YouTube](https://www.youtube.com/playlist?list=PLJl5rFr3KefBqO8vDeILHAm2l1Go51r2D) |
| Final thoughts |
| Educational centres and learners from a wide range of institutions continue to access and benefit from these programmes which effectively address the diverse needs of their students.  These centres encompass mainstream educational institutions such as further education colleges and schools, as well as training providers, specialist SEND centres, Pupil Referral Units, and others. Learners are engaged in a broad array of activities and assessment opportunities, with the flexibility to enrol in the programme at any time throughout the year.  Furthermore, these programmes offer the advantage of Direct Claims Status for the full spectrum of qualifications, contingent upon successful Standards Verification each year. This status provides centres with significant flexibility in certification claims, which has been positively received. Once a centre has been authorised for certification by the Standards Verification process, certification claims can be made at any time within a 365-day period. This flexibility accommodates learners who may enrol at any point during the year and for varying durations, which is particularly beneficial for centres offering shorter qualifications or those operating in Pupil Referral Units or on Alternative Learning Programmes where learners may have variable timeframes. |