A young woman with long, straight blonde hair is smiling warmly at the camera. She is wearing a dark blue blazer over a red patterned top. The background is a blurred classroom with educational posters on the wall, including one with a purple oval and another with green and blue text.

# **HOW CAN TEACHING BTEC WORK FOR MY SCHOOL?**

# **A BTEC QUALIFICATION IS UNLIKE ANY OTHER - BECAUSE IT WORKS FOR EVERYONE.**

It works for your students, who get the knowledge, skills and confidence to achieve and progress, both at school - and throughout their professional lives.

It works for your school, giving teaching professionals more options to create a rich, broad curriculum which can motivate and engage every student.

That's because BTEC's all about students putting what they learn straight into practice. You'll have the flexibility to teach through real-life scenarios and contexts, preparing them to succeed at school - and in whatever career path they choose in the future.

A BTEC-qualified learner is uniquely prepared with the skills modern businesses and higher education institutions need.

With a 30-year track record of success, it's why more people and businesses are choosing BTEC.

**Find out how BTEC can work for your school.**



**By putting learning in a real-life context, BTECs offer teachers the opportunity to broaden and enrich their curriculum - and better meet the needs of every student. BTEC qualifications are all about learning by doing, and that means BTEC students put what they learn into practice straight away.**

Every school is different – that’s why we’ve worked with a number of schools from across the country to show how BTEC qualifications can have a positive impact: urban or rural, state or independent – see why schools are offering BTECs alongside GCSEs and A levels to meet their students’ needs. Their stories show how teaching BTEC improves:

- **Achievement** – increase student attainment and engagement in your school by giving every student access to an education that works for them.
- **Engagement** – learners become more motivated and develop skills to showcase their knowledge more effectively.
- **Progression** – BTECs are designed to give learners the skills and relevant sector knowledge needed for progression to further study, an apprenticeship and into a career.

Each case study shows how schools are successfully using BTECs to broaden their curriculum options and help their students succeed. Hear their stories and get in touch to find out how you can make BTEC work for your school.

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# HOW DOES BTEC HELP WITH STUDENT ACHIEVEMENT?

We know you're concerned that every student should be able to demonstrate their ability and reach their full potential. Read about how **Plympton Academy** has found that BTECs support their students to develop a mature outlook and motivate them to produce their best work.

Learn more about how **Dover College** has adopted a non-traditional curriculum and how offering BTEC qualifications has helped students to discover untapped potential.

Find out how **Bishop Douglass Catholic School** offering BTECs opens pathways in education to all students, giving them the opportunity to achieve and progress in a way that suits their learning style.



# CASE STUDY

## Giving students the confidence to succeed

*Plympton Academy finds that many students, especially at GCSE age, struggle with the pressure of courses, where the grade rests on a final examination. They were seeing students who had the ability and knowledge to succeed, but were suffering with stress and anxiety, meaning that they couldn't succeed on the day.*



Centre name:  
**Plympton Academy**



Number of students:  
**850**



Region:  
**Plymouth**



School type:  
**Academy**



Area type:  
**City, suburb**



Ofsted rating:  
**Good**

With BTEC qualifications, students are assessed through regular assignments. As a result, they know what level they're achieving throughout the qualification, and have the chance to demonstrate what they know - and put it into practice. This gives them confidence in their ability, and the motivation and ambition to push themselves to do better.

One Sixth Form student had struggled with his GCSE exams and was uncertain about his future. During his BTEC, he undertook work experience at a local Primary School, and was offered a position there as a Teaching Assistant following his studies.

“

*With BTEC you're doing the work that counts from the beginning. It leads to an instant maturity.*

”

**Martin Tinkler,**

Head of Hospitality at Plympton Academy



With BTEC, students who struggle with purely exam-based qualifications **have a different way to prove their ability.**

As well as supporting motivation and achievement BTEC qualifications also help students develop transferable skills, such as:

- **independent learning** and the chance to develop individual interests during research tasks
- **confidence and leadership skills**, for example, with the BTEC Sport at KS4, students are asked to create and run lessons for younger students in the school
- **employability skills** and knowledge of the workplace.

Plympton Academy allows students to take control of their education and their future by giving them the chance to **prove their academic ability and to develop valuable skills** for further education and a future career.

## STUDENT SPOTLIGHT

### NAME: EDWARD\*

**BTEC(s) studied:** BTEC First Award in Sport

Edward is a KS4 student who really struggled with his GCSEs and the pressure of a final exam. When his mum came to parents evening at the school, she kept hearing the same story- that Edward was unlikely to achieve in his GCSEs. However, when she went to talk to his Sport teacher, she heard a different story. In his BTEC First Award in Sport, he's achieving a Distinction, and is likely to finish the qualification on a Distinction\* because he's able to learn in a practical way that supports his

“

*I learnt how to structure my writing, helping my GCSE English go from a grade D to an A\*.*

”

individual learning style. She was delighted and reassured to hear that Edward was succeeding in Sport and would have a positive experience to take into his next step after leaving school.

## STUDENT SPOTLIGHT

### NAME: MILLIE\*

**BTEC(s) studied:** BTEC First Award in Sport

"I'm currently taking the BTEC First Award in Sport alongside my GCSEs. It's helped me to improve my communication skills and confidence, due to the practical nature of the lessons which means working closely with my peers. I've also been able to lead classes for younger students. I'm now involved with the Leadership Academy at the school, something I would never have known about or applied for if it wasn't for the skills my BTEC has given me.

“

*The biggest thing I gained from my BTEC is confidence.*

”

The BTEC also supports my achievement in my GCSEs. It's really helped me understand how to structure my writing, which has improved my GCSE English a lot, and **I've gone from achieving a D grade to an A\***, which is really surprising - I wouldn't have thought other subjects actually help this much.

After school, I want to become a physiotherapist. My BTEC has given me the understanding of sport in real-life, and the roles and pathways open to me, that I need to progress in the industry."

*\*Name changed for confidentiality*



# CASE STUDY

## Discovering students' untapped potential

*Helping students to achieve beyond expectations, by offering them a different, applied style of learning with BTEC qualifications.*



Centre name:  
**Dover College**



Number of students:  
**290**



Region:  
**Dover**



School type:  
**Independent**



Area type:  
**Coastal town**

Dover College is an independent school committed to 'thinking differently' and achieving exceptional results. They have a value added score of 0.9, meaning that pupils achieve considerably better results than they were predicted to on entry. Offering BTEC qualifications has helped the school support their students to discover untapped potential.

With the traditional curriculum, some pupils were uncomfortable with the formal examination system. By introducing BTECs at Level 3, alongside their existing A level programme, Dover College was able to support these pupils with a different, applied style of learning and assessment, and they're now achieving beyond previous expectations.

When the Level 3 BTEC National in Sport was introduced, UCAS points per pupil increased by 152%, with an average of 109 more UCAS points per pupil. This continued the following year with the first results from introducing the BTEC National in Business, which saw a further increase of 78 points,





bringing the school to a total average of 398 UCAS points per pupil. During the same time, the percentage of students achieving A\* to C or Distinction\* to Merit grades increased from 74% to 87%.

Many pupils in the Sixth Form want to progress onto university degrees. A BTEC helps students gain the knowledge and skills, to do just that. In 2017, BTEC-qualified school leavers went on to a wide range of university courses, from Sport and Exercise Science at Exeter University, to Music Management at West London University, and Law at Chester University.

## STUDENT SPOTLIGHT

### NAME: SETH\*

Seth studied a BTEC National Extended Diploma in Sport during Sixth Form at Dover College, the equivalent of three A levels, alongside an A level in Product Design. He achieved a triple Distinction\* and has now progressed to a degree in Sport and Exercise Science at Exeter University, which is ranked in the top 20 universities in the UK.

Since starting university in September 2017, Seth has found that his BTEC qualification has been a great foundation for the content covered in the course, especially the Anatomy and Kinanthropometry units. He's also been able to pick up the different learning style easily, having successfully developed to independent learning and research skills during his BTEC - skills that some of his peers are struggling with.

“

*I would have been far less successful if I'd have taken the A level route - it simply doesn't suit my style of learning. I thoroughly recommend using BTEC as a route to university*

”

**BTEC results in 2017**  
91% Distinction\* to Merit.








*\*Name changed for confidentiality*

| University                 | Degree                                 | Offer                    | BTEC(s) taken          |
|----------------------------|--|--------------------------|------------------------|
| <b>Exeter</b>              | Sport and Exercise Science             | D in 6 units             | Sport                  |
| <b>Chester</b>             | Law                                    | 300 UCAS points          | Sport, Business        |
| <b>Plymouth</b>            | International Business                 | 240 UCAS points          | Business               |
| <b>Southampton</b>         | Nursing Adults                         | BB (A level) + DM (BTEC) | Health and Social Care |
| <b>Surrey</b>              | Politics                               | B (A level) + DM (BTEC)  | Business               |
| <b>West London</b>         | Music Management                       | 200 UCAS points          | Business, Sport        |
| <b>Buckinghamshire New</b> | Sports Management and Football Studies | 240 UCAS points          | Business, Sport        |
| <b>Portsmouth</b>          | Computer Games Technology              | 300 UCAS points          | Business, Sport        |
| <b>Chichester</b>          | Physical Education and Sports Coaching | DDD (BTEC)               | Business, Sport        |
| <b>Kent</b>                | International Business                 | 320 UCAS points          | Business               |

# CASE STUDY

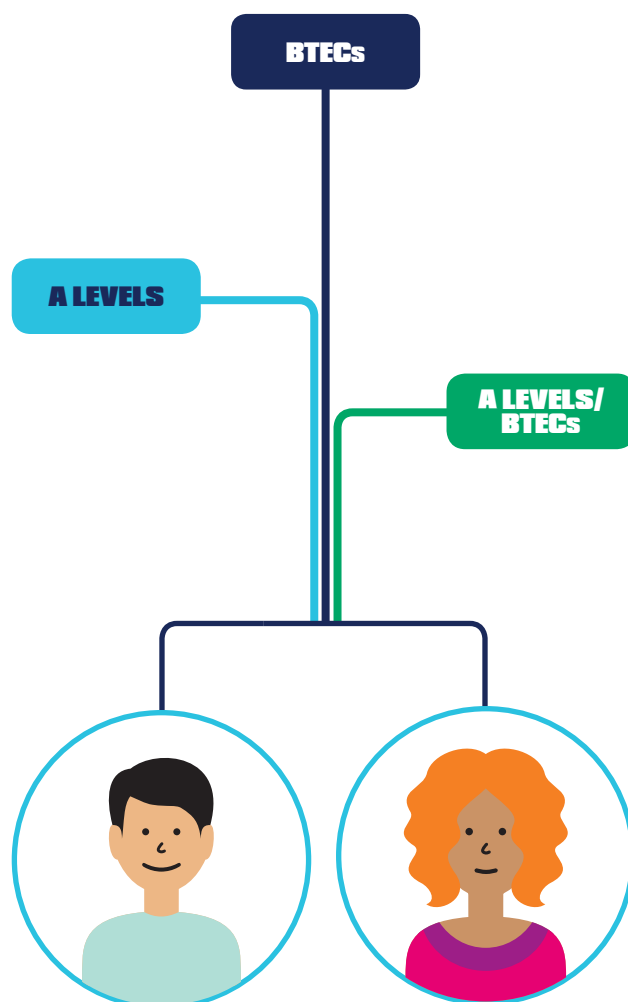
## Finding the right pathway for each individual student

*Bishop Douglass include BTECs in the curriculum, offering all students a pathway that works for their individual learning styles and ambitions as well as improving achievements, and widening progression opportunities.*

|  |   |
|--|---|
|  Centre name:<br><b>Bishop Douglass Catholic School</b> |  School type:<br><b>Academy, Roman Catholic School</b> |
|  Region:<br><b>East Finchley, London</b>                |  Ofsted rating:<br><b>Good</b>                         |
|  Area type:<br><b>Suburbs</b>                           |  Pupil premium %<br><b>46%</b>                         |
|  Number of students:<br><b>850</b>                      |   |

Bishop Douglass Catholic School offers BTEC qualifications so that all students have equal opportunity to succeed and progress. They offers three pathways in the Sixth Form:

- academic (A levels),
- vocational (BTECs) or
- a combination of the two.



**50% of students** in the Sixth Form choose to **take at least one BTEC**

Students take part in taster lessons for both BTEC and A level courses as part of their Options Days, ensuring they understand the differences before they commit to their choices. Currently 50% of students in the Sixth Form take at least one BTEC.

David Adum-Yeboah, Head of Business Studies & Vocational Education, describes the difference between the A level in Business and the BTEC Level 3 National in Business as being about the depth and breadth of content covered: "My BTEC students get a deeper understanding in a narrower range of topics, while A level students cover a wider range in terms of areas of study, but they study these at a lesser depth than BTEC courses."

The most likely progression path for both A level and BTEC students at Bishop Douglass is higher education at the UCAS points for BTEC Nationals and A levels are equivalent, which means students studying A levels, BTECs or a combination of the two are all equally able to progress to university as their next step.

David reports that those who have taken a BTEC are better prepared for the style

of studying at university, partly due to the depth of knowledge they've developed and the focus on fewer topics studied in more detail. He feels that studying BTEC Nationals allows students to develop skills in research, independent learning, and report writing, all key elements of university study.

BTEC students also understand how their learning relates to the final outcome of the course, as the assessments that they take throughout the course help students understand the progress they're making and build on their achievements. David finds that on average, BTEC students tend to work with more conviction to achieve their target grades because they are self-motivated.

For Bishop Douglass Catholic School, offering BTECs opens up opportunities for progression in their learning and towards a career for all students, meaning they can achieve and progress in a way that suits their learning style and their individual aspirations.

“

*BTEC is simply a different pathway for our students.*

”

**David Adum-Yeboah,**

Head of Business and Vocational Education





# HOW DOES BTEC HELP ENGAGE AND MOTIVATE STUDENTS?

Keeping students engaged and motivated throughout their course is undoubtedly a key focus. Engaged students produce their best work and excel in the classroom. Learn how **Archbishop Beck Catholic College** is motivating students by providing links to real-life industry.

Find out about how **Smestow School** introduced a BTEC programme to support 'the best learning experience possible' that really tap into student Morgan's interests. As a result, Morgan gained a place at a Russell Group university.

Discover how **Hamstead Hall** is creating an inclusive curriculum with BTEC.

















# CASE STUDY

## Motivating students with experience of real-life industry

*Archbishop Beck Catholic College is surrounded by local industries, such as hospitals and transportation. Through offering BTECs, they've developed relationships with these employers, who now enrich students' learning with work experience, lectures, mock interviews, and more.*

|   |   |   |  |
|---|---|---|--|
|  | Centre name:<br><b>Archbishop Beck Catholic College</b> |  | School type:<br><b>Roman Catholic (voluntary aided school)</b> |
|  | Region:<br><b>Liverpool</b>                             |  | Ofsted rating:<br><b>Requires improvement</b>                  |
|  | Area type:<br><b>Inner-city</b>                         |  | Pupil premium %<br><b>40%</b>                                  |
|  | Number of students:<br><b>1200</b>                      |  | EAL %<br><b>5%</b>   |

Archbishop Beck has found that when students are given the opportunity to engage with local places of work, their motivation to learn increases. They are soon able to see how their classroom learning relates to real-life industry and employment in the local area. In addition, they gain valuable employability skills, enhancing their CVs and supporting their next steps in education or employment.

The format of BTEC qualifications contributes to students' motivation. The assignments throughout the course, which contribute to the final grade, show students what they are achieving as they go along. As a result, they are motivated to work harder and demonstrate what they've achieved with a higher grade. For Archbishop Beck, this makes a huge difference to the engagement of the students in their learning.



## STUDENT SPOTLIGHT

### NAME: RUBY\*

"I'm currently studying for the BTEC First Award in Business alongside my GCSEs. The BTEC has really helped with my other subjects, especially my writing and comprehension skills for English. It's also helped me improve my communication skills and become much more confident.

My favourite project has been developing and marketing our own product in a group. We've developed an energy drink! The project has helped me to see how my business

learning translates into real-life products and employment.

Next year I'm going to be progressing on to A level Business, and my BTEC in Business has given me the skills and knowledge I need to do this."

“

*We want to give our students the best choice to get the best results possible, and we feel that BTEC qualifications really support our students in this.*

”

**Paul Stirling**, Deputy Head at Archbishop Beck Catholic College

Archbishop Beck Catholic College has the **best Value Added Scores** in the county of Merseyside (2017)

**Two thirds of students choose to take one or more BTECs** in the Sixth Form

*\*Name changed for confidentiality*





# CASE STUDY

## Creating an inclusive curriculum

*Located in an inner-city area of Birmingham, Hamstead Hall has used BTEC to develop a curriculum which truly meets the needs of their diverse, multicultural student base. Offering BTEC qualifications gives teachers the opportunity to support all their students with an inclusive curriculum, including many who have English as a second language or have Special Educational Needs.*



Centre name:  
**Hamstead Hall Academy**



Number of students:  
**1100**



Region:  
**Birmingham**



School type:  
**Academy**



Area type:  
**Inner-city**



Ofsted rating:  
**Good**

Hamstead Hall Academy caters for approximately 1,100 students ranging from 11 – 18 years and reflecting the cultural diversity of the city. Over 60% of the students speak English as a second language, with over 23 different first languages spoken in the school. The Academy is one of only six schools in the city with a Special Educational Needs Resource Base and caters for 40 students who have statements for cognition and learning difficulties. Inclusivity is central to the curriculum, ensuring that every student is given the opportunity to progress and achieve.

“

*Choice and opportunity sums up BTEC for us.*

”

**Sharon Wood**, Head of BTEC and  
Performing Arts teacher

BTEC qualifications are key to offering an inclusive curriculum at the Academy. They help support the differentiated learning needed to challenge such a diverse cohort as well as providing assessment methods which suit the learning styles and preferences of all students.

The introduction of BTEC courses at the Academy means teachers can experiment with an applied learning approach and students can develop essential career skills such as communication, co-operation and teamwork.



There has also been a marked improvement in social skills for pupils who have previously struggled in group situations.

“

*You come into the classroom and they're actually smiling.*

”

**Carla Tranter**, Assistant Head Teacher

For example, in BTEC Performing Arts pupils have built up their confidence and self-esteem through the freedom and expression of movement in dance. Teachers can adapt the BTEC course so it supports pupils'

interests, abilities and cultural backgrounds by introducing dance styles like Bhangra, Street, Hip Hop and Contemporary dance.

Financial constraints are always a concern for educational establishments. However, Hamstead Hall Academy have found that BTECs are relatively easy to implement on a comparable if not lower budget than other exam-based courses. Accessible resources are also available. For example, in Performing Arts Hamstead Hall simply has floorspace and two mirrors. In the last 6 years of offering the BTEC, they have invested £800 in the course which was the total cost of two full length portable mirrors.



# CASE STUDY

## Doing what's right for every student

*Ensuring that every student has a positive learning experience by creating a curriculum tailored to their interests and aspirations.*



Centre name:  
**Smestow School**



School type:  
**Academy**  
(part of the  
Education Central  
Multi-Academy Trust)



Region:  
**Wolverhampton**



Ofsted rating:  
**Good (2013)**



Area type:  
**Inner-city**



Pupil  
premium %  
**25%**



Number of  
students:  
**1000**

Headteacher Martyn Morgan aims to give every student “the best learning experience possible”, and this shines through in the school’s approach to BTEC qualifications.

In 2015 Smestow School didn’t offer a BTEC Level 3 National in Health and Social Care in the Sixth Form. Morgan was a student who had taken a BTEC First Award in Health and Social Care alongside her GCSEs and wanted to continue to level 3 in order to fulfil her ambition to work in family and criminal law. To support Morgan’s aspirations, the school brought in the BTEC National Extended Diploma in Health and Social Care, the equivalent of three A levels. You can read Morgan’s story in the ‘Student Spotlight’ below.

For Smestow, giving each student the best learning experience possible means letting them follow the route that suits their learning needs. BTEC qualifications are offered at both KS4 and KS5, with students able to follow a vocational pathway in the Sixth Form, or take a combination of BTECs and A levels - whatever best meets their needs and aspirations.

“

*We value the BTEC vocational routes our students take. It allows them the ability to not only learn academic skills, but the additional skills to gain work. We are very proud of our students achievements.*

”

**Mr Martyn Morgan,** Headteacher

## STUDENT SPOTLIGHT

**NAME: MORGAN\***

Morgan studied a BTEC First Award in Health and Social Care at KS4, to pursue an interest from her personal life, caring for her disabled twin brother. She then wanted to continue to study Health and Social Care at KS5, so Smestow School brought in the Level 3 BTEC National Extended Diploma in Health and Social Care to help her gain practical work-place experience.

In the future, Morgan wants to promote equality for those with disabilities like her brother's by pursuing a career in family

and criminal law. Having gained a triple Distinction\* in her BTEC, Morgan was given an unconditional offer to study Law at Queen's University, a prestigious Russell Group University in Belfast. Having spoken to her about her Level 3 BTEC at an open day, they were impressed with her practical skills and ability to conduct independent research.

"A major reason I have got the offer to Queen's is the Extended Health and Social Care Diploma, which has given me real knowledge of legislation and working with children and young people."

*\*Name changed for confidentiality*

## HOW DOES BTEC HELP STUDENTS PROGRESS TO A CAREER OR FURTHER STUDY?

We know you want every student to be able to reach their full potential and achieve their aspirations. That's why BTECs are a great route to a career and Higher Education. BTECs attract UCAS points and all the schools we have spoken to are sending students to universities with BTEC qualifications. Employers really value the independent learning, problem solving and communication skills a BTEC-qualified learner can demonstrate.

Discover why **St Simon Stock** finds that the learning style of the BTEC Nationals help students succeed at university, including the assignments taken throughout the course and the focus on independent learning.

Hear from **Milton Abbey** about how they find that students who have taken a BTEC are more used to the style of learning at university, and those going on to technical or applied courses are a step ahead in terms of practical skills and knowledge. They also find it helps them to recruit and retain their students in the Sixth Form as it provides the skills they need to progress.

# CASE STUDY

## Retaining and recruiting Sixth Form students

*The number of pupils in the Sixth Form at Milton Abbey recently grew by one third, with the vast majority of these new pupils joining the school to take a BTEC Level 3 National qualification, either as part of their overall KS5 portfolio, or as a full-time course.*



Centre name:  
**Milton Abbey**



Number of students:  
**225**



Region:  
**Blandford Forum, Dorset**



School type:  
**Independent**



Area type:  
**Rural**

Milton Abbey is a deliberately small school, offering an exceptionally wide ranging BTEC course selection in the independent sector. The school specialises in creating a programme of study that is tailored to each student's skills and aspirations, helping them to achieve the best possible outcomes for their future. They offer BTECs at both KS4 and KS5 delivering a broad curriculum which allows students to choose a subject and a learning style that develops their interests, and supports their future ambitions.

“

*We're finding that the pupils who take BTEC courses are arriving at university more prepared to deal with their degree.*

”

**Josh Bradbury**, Head of Sixth Form  
at Milton Abbey

Students often progress to university from Milton Abbey, studying a wide variety of degrees, such as Film, Photography and Media at Leeds University and Countryside Management at the Harper Adams. They find that students who have taken a BTEC and are going on to technical or applied courses at university are a step ahead in terms of practical skills and knowledge. In 2018 for instance, other leavers went on to study Computer Games Design degrees at Staffordshire University, a growth industry in the UK. Having completed their BTECs in Creative Media Production, and with a Games Production BTEC now available at Level 3, they had the combination of knowledge and practical skills required to follow this career path.



## STUDENT SPOTLIGHT

**NAME: ABIGAIL\***

**BTEC(s) studied:** *BTEC Level 3 Extended Diploma in Hospitality*

"I studied GCSEs at a different school, but found the exam process incredibly stressful and didn't achieve the grades I expected. My parents and I decided I should move schools to Milton Abbey to study a BTEC National Extended Diploma in Hospitality, and it was definitely the right decision.

Now I can see my progress in the course as I'm going along, instead of waiting for one exam at the end. I'm hoping to go on to work in Events Management, and my BTEC National is giving me the skills and knowledge I need to do that."

### NEXT STEPS FOR BTEC-QUALIFIED STUDENTS

*(2018 results)*

- Film & TV Production at Concordia University, Quebec, Canada
- Sport Development at Northumbria University
- Environment & Sustainability at Keele University
- Fashion Photography at the London College of Fashion

## STUDENT SPOTLIGHT

**NAME: JEMMA\***

**BTEC(s) studied:** *BTEC First Award in Countryside and Environment, BTEC National Extended Diploma in Countryside Management*

"I come from a family of farmers, and I knew I wanted to go into the countryside management industry too. To help with this, I studied a BTEC First in Countryside and Environment alongside my GCSEs. I really enjoyed the practical, nature of the course, and because of this I also achieved a much better grade than in my GCSEs, so I chose to take a BTEC National Extended Diploma in Countryside Management instead of A levels.

The BTEC has massively improved my confidence and self-belief, as well as helping me develop leadership skills for my future.

My BTEC grades were much better than my GCSEs, and I really enjoyed the practical hands-on nature of the course."

“

*We place a high priority on employability. Our BTEC courses ensure our graduates are ready for the worlds of work and higher education, prepared to take on whatever challenges lie ahead. Now in our twelfth year of offering BTECs, we love the initiative, communication skills, teamwork and problem-solving aspects promoted by the courses. Our students develop great confidence as well as expertise.*

”

**Judith Fremont-Barnes**, Head

*\*Name changed for confidentiality*



# CASE STUDY

## Owning your own learning: BTEC prepares students for university life

*Students who take a Level 3 BTEC National in the Sixth Form leave the school with the grades they need to go to university, and the practical skills they need to thrive when they get there.*



Centre name:  
**St Simon Stock Catholic School**



School type:  
**Academy, Roman Catholic School**



Region:  
**Maidstone, Kent**



Ofsted rating:  
**Good**



Area type:  
**Town outskirts**



Pupil premium %  
**14%**



Number of students:  
**1050**



EAL %  
**11%**

St Simon Stock finds that the learning style of the BTEC Nationals prepares students for university life. Teachers have the flexibility to keep students engaged and help them develop a breadth of specialist knowledge. Students are encouraged to discover areas of interest they want to pursue to prepare for a future career. BTEC Nationals also encourage students to become independent learners, with assessments happening throughout the course with assignments and tasks, much like a university degree.

“

*It's a fantastic programme which gives students skills for life and gets them prepared for university. I personally recommend it highly to all students.*

”

**Mr Nimani**, BTEC Sport teacher

The teachers at the school find that teaching through assignments contributes to their BTEC students' success. For students who find exam pressure overwhelming, the BTEC approach of assessing throughout the qualification means all their achievements in the assignments and tasks, throughout

By offering the BTEC National in Sport instead of the A level we've seen a **50% increase in cohort size in just one year.**

the qualification, contribute to their final qualification grade. There is also an opportunity to re-sit, giving students a chance to improve on their grades, and meaning that all students have the chance to achieve their true potential.

For progression to university, BTEC National grades are equivalent to A levels for UCAS points (points for a Distinction\* are the same as points for an A\*).

## **SPOTLIGHT ON SPORT**

Before offering the BTEC National in Sport, the sport department of St Simon Stock were losing students at Sixth Form, with only 3-4 students in a Sport A level class. Their current Year 13 cohort for the BTEC is 10, and in Year 12 they now have 20 students, a 50% increase in students wanting to study the BTEC in just one year.

## **NEXT STEPS...**

Has hearing about these schools made you think BTEC could be right for your learners?

If you have any questions then our friendly team are on hand to help. Simply fill out a short form on our website and we'll be in touch soon.

**[qualifications.pearson.com/BTECinSchools](https://qualifications.pearson.com/BTECinSchools)**

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