

BTEC Evidence Checklist

The evidence checklist details all of the evidence which centres will be required to submit to the awarding organisation in the event of a student appeal on either procedural or academic judgement grounds. Centres may also find this evidence useful when conducting centre reviews.

We recommend that subject teachers and heads of department are asked to review the checklist once teacher assessed grades have been submitted to ensure that all documentation is complete and easily accessible to staff who will be completing centre reviews and submitting appeals.

Centre staff may find it helpful to note the name and location of relevant documentation so that this can be easily retrieved if needed during the centre review and appeals processes.

You may also wish to submit the completed checklist, along with all required evidence, when submitting an appeal to the awarding organisation. This may reduce the need for the awarding organisation to contact centre staff with queries about the evidence submitted.

**Qualification
Level:**

Subject:

BTEC Programme:

The BTEC QTAG evidence record (or equivalent centre documentation) including the following:

If this is not contained in the BTEC QTAG evidence record, please identify the appropriate document. This will need to be submitted to the AO in the event of an appeal.

Explanatory notes

<input type="checkbox"/> 1	<p>The roles of the members of staff who confirmed the grades for this subject.</p>		
<input type="checkbox"/> 2	<p>The evidence used for the cohort and the holistic approach taken to determining the quality of evidence.</p>		<p><i>The explanation should be sufficient to enable the awarding organisation to understand the approach to the determination of grades at a cohort level.</i></p>
<input type="checkbox"/> 3	<p>Details of variations in the approach adopted for individuals or groups of individuals within the cohort.</p>		<p><i>This should include variations required as a result of access arrangements, mitigating circumstances or disruption to teaching and learning.</i></p>
<input type="checkbox"/> 4	<p>Confirmation of any mitigating circumstances which have been taken into account for individual students, and an explanation of the way in which they have been taken into account.</p>		
<input type="checkbox"/> 5	<p>Confirmation of any access arrangements or reasonable adjustments agreed for individual students, and an explanation of the way in which any failure to provide agreed access arrangements or reasonable adjustments has been taken into account.</p>		

Additional documentation:		<i>Please indicate what documentation is available and its location.</i>	
<input type="checkbox"/> 6	Any available correspondence or records of discussions with students or parent about concerns related to the grading process.		<i>Teachers are not expected to document all conversations about student or parental concerns, but records that are available should be submitted to the awarding organisation in the event of an appeal.</i>
<input type="checkbox"/> 7	A copy of information shared with the student about the evidence selected, and marks or grades awarded for each item of evidence.		
<input type="checkbox"/> 8	Details of any procedural or administrative errors which have come to light since the original submission of teacher assessed grades, and confirmation of action taken to address these.		
Student performance evidence:		<i>Please indicate what documentation is available and its location.</i>	
<input type="checkbox"/> 9	All available student evidence which has been used in determining the overall qualification grade.		<i>If the volume or type of evidence makes it impractical to upload, you may instead request that a Standards Verifier contact you to discuss the evidence that is available for sampling. If you would prefer this approach, please state this here.</i>
Centre review documentation:		<i>Please indicate what documentation is available and its location.</i>	
<input type="checkbox"/> 10	A copy of the student's request for a centre review and a copy of the centre's response.		<i>If any procedural or administrative errors were identified by the centre, the response to the student should make it clear what action has been taken as a result.</i>