

Qualification-level Performance Indicators

BTEC Levels 1-3 Early Years

We recognise that there are many routes to arriving at a Qualification-level TAG (Q-TAG), as alternative forms of evidence can be used to establish the grade that you will submit. The approach you take will bring together the learner's available evidence from their banked internal assessments, external assessments, in-class work, etc. and incorporate your detailed knowledge of their performance. You should ensure you follow the process outlined in our guidance, in determining the grade.

Many centres will have established BTEC unit- and qualification-level assessment tracking systems in place and you may continue to use these to inform your Q-TAGs. The relevant centre staff will re-familiarise themselves with the unit assessment criteria and, where appropriate, the grade descriptors for externally assessed units.

This year, we acknowledge that not all units may have been assessed, but where most assessment has been completed, the breadth, specialism and scope of units that contribute to the qualification-level grade may mean that the grade profile might be more 'spiky' than consistent dependant on individual learners' strengths.

You should document the evidence you use to inform the Q-TAG.

Once you have arrived at a Q-TAG, you may like to use the following performance indicators to undertake a holistic sense check. These are not intended to replace or undermine the evidence you have already considered, but support in confirming, or highlighting the need to reconsider, the Q-TAG.

It is essential that Q-TAGs are determined on evidence. Therefore, a learner's potential does not need to be considered, and should not form part of the judgement.

Using key command verbs from the **BTEC Level 3 Children’s Play, Learning and Development specifications**, learner performance can be characterised as:

Performance standard	Skills	Knowledge and understanding
Level 3 Pass	appropriate coherent solutions relevant	description explanation some awareness some links/connections demonstration reflection
Level 3 Merit	realistic effective secure confident consistent self-presentation reasoned conclusion	considered accurate independent
Level 3 Distinction	articulate considered valid	methodical critical thinking

Using key command verbs from the **BTEC Level 1/2 Children’s Play, Learning and Development specifications**, learner performance can be characterised as:

Performance standard	Skills	Knowledge and understanding	
Level 1 Pass	limited relevance restricted	identification little relevance little justification	
Level 2 Pass	appropriate relevant consistent	description relevance some identification	recall application basic some links
Level 2 Merit	competent effective consistent considered efficient	explanation some discussion detail awareness	
Level 2 Distinction	effective confident consistent thorough secure independent contextual	analysis justification comprehensive thoughtful depth evaluative	