

Determining BTEC Q-TAGs in Summer 2021

A guide for Teachers with worked examples

*For BTEC qualifications where a Q-TAG is permitted.
Please refer to our detailed guidance: quals.pearson.com/BTEC2021assessment*

Introduction

Our sector experts have compiled some examples of the evidence you might use to make the holistic Qualification-level Teacher Assessed Grade (Q-TAG) judgement. They are not meant to be prescriptive and are provided as examples of how a teacher might approach grading the performance of a particular learner. The examples are intended to guide you, showing the judgements teachers might make in specific circumstances. Teachers are not making such decisions in isolation. The grades assigned are then subject to the centre's internal quality assurance processes and signed-off by the Head of Centre.

The BTEC Q-TAG is a holistic judgement, this means they will be based on both internal and external assessment evidence (where applicable) **and** alternative evidence.

As the proportion of content assessed via internal assessment is often larger than that of external assessment in BTEC qualifications, you may find that much of your evidence; either banked assessment, or alternative evidence is from these units. You do not need to consider weighting or adjusting any externally assessed units but seek to ensure that you have sufficient evidence that covers the content taught and can be used to judge a holistic qualification-level grade upon.

The process this year is to provide a **holistic whole-qualification level grade** which is arrived at based on the qualitative review of evidence available, based on the content taught.

Templates

Please find Q-TAG Evidence Record guidance [here](#) and the excel template, [here](#).

Q-TAG Decision Flowchart

BTEC Qualifications

Please read this decision flowchart in conjunction with our [Q-TAG guidance](#).

1. Standardise

Review the specification grading information i.e. unit-level assessment criteria/Learning Aims and grade descriptors (where the qualification includes external assessment) with the subject teaching team.

2. Evidence

Consider what evidence you will have from the content you have taught.

3. Collect each learner's evidence

(banked unit assessment AND alternative evidence)

Is it sufficient* and appropriate across the breadth of the course?
i.e. knowledge, skills, understanding, disciplines, specialist areas, etc.?

What is 'sufficient'?

Evidence which is tangible and covers enough breadth of the learner's programme that you can use it confidently to inform a valid and reliable holistic Q-TAG judgement.
* See examples.

Yes

No

Yes

Use your centre's Quality Assurance processes and standards verifier' feedback to inform your decisions.

4. Evaluate the quality of learner evidence

Discuss the available evidence with the learner
Produce additional evidence in April and May (where required) to ensure confidence in the Q-TAG.

Can I still use my BTEC Calculator?

Yes, however, you must still consider the final Q-TAG grade holistically, as not all unit assessment may be completed.

5. Assign a Q-TAG
Qualitatively and holistically review evidence to arrive at a Q-TAG judgement. Senior managers will need to endorse this judgement.

No

No

Where available, please refer to the [Common sources of practical evidence guidance](#) for further support.

Are all grades available?

Yes, all qualification level grades are available and can be submitted as a Q-TAG (including D*)

6. Reflect on Q-TAG judgement / Sense check.
Does Q-TAG match with the [sector performance indicators](#)?

No

Q-TAG not possible
i.e. Where a learner has not provided any, or sufficient, evidence for the programme and it is not possible to generate any further evidence.

7. Complete historic data sense check

8. Submit Q-TAG

Deadline = 18 June 21

Retain evidence and records for each learner

The following table indicates what each worked example is used to illustrate:

Learner	Assessment type/ qualification suite	Accounting for contextual factors in evidence	Supporting learners with exceptional circumstances	All evidence completed	Partially complete internal assessment	Missed external assessment	CAG from Summer 2020	Reduced unit assessment	Alternative evidence available
Learner A	RQF (IA & EA)	✓			✓	✓			✓
Learner B	QCF L3 (100% IA)	✓	✓		✓		✓	✓	✓
Learner C	Tech Award (IA & EA)	✓		✓		✓	✓		
Learner D	NQF L2 (IA & EA)	✓			✓	✓		✓	✓
Learner E	RQF L3 (IA & EA)	✓			✓	✓	✓		✓

Internal Assessment (IA)
External Assessment (EA)

Learner A – Example from BTEC RQF programme (IA and EA)

The following is a non-subject-specific example of a learner completing a BTEC programme which has both internal and external assessment:

Skill/knowledge/discipline/area of evidence	Supporting evidence	Banked or alternative evidence?	Grade	Comments
Industry knowledge	U1 exam	Banked	M	Sat in Jan 2021* - assessed by Pearson.
Ideas, design, concept	U4 1 st assignment and in-class work for U12	Banked Alternative	P (P/M)	Alternative evidence showed improvement but still not confident and consistent
Project planning	U7 internal assignment	Banked	M	No time to complete assessment for U11 project but similar skills evidenced in U7.
Project delivery	U2 externally-set task	Alternative	(M)	Partially complete external task of client brief
Practical skills 1	U2 externally-set task	Alternative	(M/D)	U2 Started June 2021 set task brief completed 2 of 5 activities in class (videos)
Practical skills 2	U7 internal assignment	Banked	D	Unit sampled by SV (Standards Verifier). Clear log evidence and technical skills.
Holistic Q-TAG	M	Rationale: Predominantly merit level performance, confirmed by sense-check using performance indicators.		

***Note regarding use of January 2021 External Assessments in Q-TAG judgement:** The DfE stated that January 2021 external exams and other assessments for VTQs could continue where schools, colleges and other FE providers judged it right to do so. Some learners may not, however, have been able to sit these exams and assessments as planned, or because of the situation, did not feel that the results of the assessment (released 17 March) were a fair representation of the learner's capability due to the circumstances under which they went ahead. Therefore, Ofqual have advised that the results of the assessment do not need to form part of the Qualification-level Teacher Assessed Grade decision where a centre has evidence to support that it is not reflective a learner's performance.

Learner B – Example from BTEC QCF programme (100% IA)

The following is a non-subject-specific example of a learner completing a BTEC QCF programme, which has only internal assessment, in two years:

Skill/knowledge/discipline/area of evidence	Supporting evidence	Banked or alternative evidence?	Grade	Comments
Sector knowledge and understanding area 1	U1 Assignment 1 March 2020	Banked (CAG)	M	CAG awarded Summer 2020 based on assignment 1 evidence.
Research and application	U2 online class practice research tasks	Alternative (CAG)	M	Interesting sources chosen and explored, making pertinent links to future application possibilities.
Practical skills 1	U3 skills workshop portfolio exercises	Alternative (CAG)	D	Number of short portfolio skills exercises available from class time, showing competent, confident and independent practical skills with specialist equipment.
Year 2				
Sector knowledge and understanding area 2	U4 Assignment 1 (LO1/2)	Banked	M	Assignment completed in Nov/Dec 2020 and sampled by SV.
	U4 LO3/4*	Alternative	(M)	Holistic project demonstrates secure current industry knowledge and application.
* Additional small-scale holistic project set in May 2021 to ensure sufficient evidence for Q-TAG.				
Project planning and delivery	U5 Assgt 1 (LO1)	Banked	D	Detailed and viable project plan completed Feb 2021.
	LO2/3 delivery /management* LO4 review/evaluation*	Alternative	(D)	Learner continued to virtually simulate project delivery (despite practical limitations below). Audio and video evidence.
Practical skills 2	U6 (all LOs) No assessment completed as intended to be 'reduced unit assessment'.	Alternative	(D)	Learner sustained serious arm injury 24 April 2021 (medical note to confirm) and unable to complete any specialist practical work. Special consideration principles taken into account when defining QTAG inc. U3 evidence.
Holistic Q-TAG	D	Rationale: Across the two years of the programme, the learner was able to demonstrate accuracy, detail and refinement in their work. Continuous review has led to improvements demonstrating a firm knowledge and understanding of industry requirements.		

Learner C: Example from Tech Award in Health & Social Care

Skill/knowledge /discipline/ area of evidence	Supporting evidence	Banked or alternative evidence?	Comments
Understanding of Human lifespan development (All content taught)	CAG from last year	Banked	Fully completed learning aim A which has descriptive and explanatory evidence of growth and development during life stages and factors that affect it. (A.2P1 A.2P2) Comparisons or assessment of the impact have not made for an individual across three life stages (A.2M1 A2D1)
Knowledge of Health & Social Care services (All content taught)	Evidence for Learning Aim A	Alternative	Written homework where the learner has been given a scenario of a person with health and social care needs and the learner has explained ways in which the services meet the needs for the individual and the barriers to accessing those services. (A.2P1, A.2P2)
	Evidence for Learning Aim B	Alternative	Class notes and a spider diagram with care values at the centre surrounded by the individual care values and then ideas of how they could be demonstrated.
Knowledge of health living and how health and care services work across the lifespan of a person (All content taught)	Mock exam papers X 2 and completion of Sample Assessment materials. Grades awarded for work by Teacher.	Alternative	Learners explain how different factors have a positive or negative impact on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. Learners can design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise and make suggestions for how these may be overcome.
Holistic Q-TAG	P	Rationale: Throughout the learner's work that is available, there is evidence of the pass criteria being met. There is very little or no evidence that the higher-level criteria have been attempted. No comparisons are made, and the work does not assess, analyse or justify to a satisfactory level, the judgements made.	

Learner D: Example from NQF L2 Award Construction and Built Environment

Skill/knowledge/ discipline/ area of evidence/content	Supporting evidence	Banked or alternative evidence?	Comments
Unit 1: (All content taught)	CAG from June 2020	Banked	Fully completed unit 1 (100%)
Unit 2: (0.3 taught) Part complete unit including a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building.	Classwork exercises and simulations on projects to develop initial design concepts whilst working in groups. Oral presentation completed as part of a team.	Alternative	Part completed Unit 2 (30%)
Unit 3: (All content taught)	Attendance records of online learning sessions	Alternative	Unit has been taught but has not been assessed
Unit 6: Exploring Carpentry and Joinery Principles and Techniques Part content taught: LA A (Taught) LA B (Practical skills not completed)	<ul style="list-style-type: none"> • Attendance records of online learning sessions • Completed records of simulated risk assessments • Completed online exercise related to tools, equipment and identification of power tools • Calculation of materials related to building trades. • Completed online exercise related to risk assessment and the identification of hazards in industrial contexts. 	Alternative	Unit has been part taught: most taught elements include some understanding of tools, materials, and equipment used in building trades but not specific or targeted to carpentry. Practical work has not been possible due to restrictions in project areas and lack of personalised tools due to Covid-19 restrictions.

<p>Holistic Q-TAG</p>	<p>P</p>	<p>Rationale: Learner has completed work that mostly meets the pass criteria for the theoretical, scientific and mathematical elements of the course. Whilst there is no evidence that the practical element has been attempted, this has not prevented the theory and understanding of the subject being made, which is supported by risk assessments, calculations or materials and hazard identification. There is no reference to higher level activities that would show analysis or evaluation, which could have been missed through a lack of assessment in Unit 3. Most of the evidence suggests that the learner has worked at pass level.</p>
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Learner E: Example from RQF L3 Extended Diploma in Performing Arts

Skill/knowledge/ discipline/area of evidence	Supporting evidence	Banked or alternative evidence?	Grade	Comments
Performing Arts Industry	U7 external assessment	Banked	M	Data available from MIS/EOL. Simulated community alternative evidence indicates M level.
Performing Arts Practitioners	U1 external assessment LA:A of internally- assessed units	Banked	D	Data available from MIS/EOL
Acting	U19 Acting Styles U17 Screen Acting	Banked	D M	Assessment data as on MIS
Dance/ Movement	U26 Physical Theatre Techniques U12 Contemporary Dance Technique	Banked	P P	Assessment data as on MIS
Musical Theatre/ Singing	U27 Musical Theatre Techniques U23 Singing Techniques for Performers	Banked	M P	Assessment data as on MIS
Rehearsing	Informal evidence of Christmas Showcase Yr1 U3 Group Performance Workshop	Alternative	M	Consistently supportive of others and able to shape material effectively in rehearsals. Prepared and able to suggest valid and considered improvements with confidence (reference sector performance indicators).
Performing to an Audience	U2 Developing Skills and Techniques for Live Performance Informal evidence of Virtual Final Performance	Banked Alternative	M/D	Natural performer who is disciplined and expressive, particularly when acting. Independent in their work which shows some critical evaluation.
Holistic Q-TAG	DMM	Rationale: Some areas of strength within acting and practitioner/contextual understanding. Achievement across the breadth of dance/movement, singing and musical theatre is less strong and on balance shows some D level achievement with secure Merit indicators when considered holistically.		