

Centre Details

Centre Number:	37363
Centre Name:	RYBURN VALLEY HIGH SCHOOL
Head of Centre Name:	K.PARKER
Head of Centre email:	k.parker@rvhschool.co.uk

We recommend this template is completed by the Head of Department and/or Lead Internal Verifier and teacher/assessor for each qualification group.

Learner(s) where a variation from the Evidence Record has been required, or where Access Arrangements or Special Consideration should be taken into account.

Evidence Record - all sections must be completed

Complete the evidence record for each qualification by group/cohort and choose the appropriate evidence applied to the majority of the group for the taught content.

On columns A to M, add the units information and a brief description under the appropriate evidence.

If there are exceptions/variations evidence within the group, you must use the single learner or multiple learner form to record the information.

On column N, add the date the teacher/assessor collated the evidence.

1 Briefly describe the holistic approach to determining the quality of evidence.

Explain the quality of evidence and details of your approach to internal quality assurance.

2 Provide an overview of your grade profiles for 2021. Provide a rationale for your results e.g. by comparing to previous years data and if significant differences this year, why that is.

Consider the profile of results at your centre in previous years (pre Covid years) and undertake a high-level check to ensure that you have applied a consistent judgement in your assessment of the 2021 cohort compared to previous years in which assessments took place. If there are significant differences to previous years consider why this might be and the evidence that you have to support this. If you do not have evidence to support this you should review the assigned grades.

Please read our Awarding Results 2021 guidance (pages 22-26) for further details of how to use data. (<https://qualifications.pearson.com/content/dam/pdf/teaching-and-learning-hub/Awarding-results-2021/Awarding->

Variations for single or multiple learner(s) - all sections must be completed

Complete one form when variation of evidence apply within your group(s).

Single learner - this form should be completed if you have one learner in the group where different variations of evidence have been used in determining QTAGs. The form can be duplicated and renamed with the learner registration number.

Multiple learners - this form should be completed if multiple learners (but not the majority) in a group have different variations of evidence in determining QTAGs.

All relevant evidence and records should be available for inspection as required and should be retained securely in case of appeals, until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

BTEC Assessment Record for Qualification Teacher Assessed Grades (Q-TAG) decisions
Programme Title

BTEC Level 1/Level 2 Tech Award in Digital Information Technology

Common sources of alternative evidence
Identify relevant area of evidence from across all content/units taught. Locate evidence 'type' and add a brief description including the unit or component number and title as well as the learning aim if appropriate. Evaluate the quality of the evidence.

Skill/knowledge/ discipline/area of evidence	Partially completed internal assessments	Completed internal and/or external assessment	Mock examinations (based on past papers, or centre devised tests)	Informal assessments	Evidence from specialist teachers and other educational professionals such as special education needs coordinators (SENCO) who have worked with the learner where appropriate.	Project work	Recordings (e.g. of practical performance)	Evidence from work experience (where relevant to the qualification)	Tracker of achievement and attainment over the course (this cannot be used in isolation, as by itself it would not be sufficient evidence)	Witness testimonies or teacher observation records when used in conjunction with other forms of evidence	Classwork or homework assignments or assessments	Centre Assessment Grades from June 2020 (CAGs)	Other	Evidence collected by (name / date)	
1: Exploring User Interface Design Principles and Project Planning Techniques - The User Interface	N/A	Internally verified by IV and externally moderated by SV May 2021 - See report in folder	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Classwork	N/A	L.Cleary 30.4.21
1: Exploring User Interface Design Principles and Project Planning Techniques - The Project Plan	N/A	Internally verified by IV and externally moderated by SV May 2021 - See report in folder	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Classwork	N/A	L.Cleary 30.4.21
1: Exploring User Interface Design Principles and Project Planning Techniques - RHIS information system user interface	N/A	Internally verified by IV and externally moderated by SV May 2021 - See report in folder	2 x EOU Tests	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Classwork	N/A	L.Cleary 30.4.21
3: Effective Digital Working Practices - EOU Test assessments - impacts of modern technology	N/A	Taught content - No exam taken CAG 2020	Y	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Classwork	Y	L.Cleary 30.4.21
2: Collecting, Presenting and Interpreting Data	Y10 CAG	Incomplete due to lockdown - CAG 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Classwork	Y	P.Slater 30.4.21

1. Briefly describe the holistic approach to determining the quality of evidence. (see 'How to complete' tab for further details)

To determine the final Q-TAG, evidence from the Y10 Centre Assessed grades for the component 2 Collecting, presenting and interpreting data was used in conjunction with some component 3 end of unit tests and the completed learner work for component 1 which was assessed and internally verified in accordance with the BTEC Assessment guidelines. Component 1 also went through the Standards Verification process and 3 x candidates had assessment externally verified.

2. Provide an overview of your grade profiles for 2021. Provide a rationale for your results e.g. by comparing to previous years data and if significant differences this year, why that is. (see 'How to complete' tab for further details)

Include here number of Distinctions, merits, passes etc.

Variations for a learner within the group

Learner name:

BTEC Registration number:

Section 1: COVID Related Disruption – Learner Context

Did the learner face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers?
Was there any other specific disadvantage considered for this learner when compared with others in the year group?

If 'yes' please provide details of how the disadvantage has been considered (including the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final QTAG.)

Section 2: Access Arrangements/Reasonable Adjustments

Is the learner entitled to Access Arrangements/Reasonable Adjustments?

Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the learner's grade?

If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:

Section 3: Mitigating circumstances (Special Consideration)

Has the learner made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?

Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.

Reason for mitigating circumstances:

Variations for multiple learners within the group

BTEC Registration Number	Learner name	Variations

Section 1: COVID Related Disruption – Learner Context

Did the learner face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers?
Was there any other specific disadvantage considered for this learner when compared with others in the year group?

If 'yes' please provide details of how the disadvantage has been considered (including the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final QTAG.)

Section 2: Access Arrangements/Reasonable Adjustments

Is the learner entitled to Access Arrangements/Reasonable Adjustments?
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the learner's grade?

If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:

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Has the learner made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.

Reason for mitigating circumstances: