

BTEC Q-TAG evidence record

Template to record alternative evidence used to inform the Qualification-level Teacher Assessed Grade (Q-TAG) judgements.

Background

It is fundamental that teachers and Heads of Department maintain records that show how the Q-TAG process has operated, including the rationale for decisions in relation to individual grades. Evidence should be maintained across a variety of tasks to develop a holistic view of each learner's demonstrated knowledge, understanding and skills in the areas of content taught. Recording the various stages of the process should ensure accurate and secure retention of the evidence used to make decisions. The importance of robust processes for recording decisions and retention of evidence including data is essential in complying with data protection legislation and in anticipation of centre internal QA process, our review of the Q-TAGs submitted and potential appeals.

As centres may be subject to Q-TAG evidence sampling it is important to make sure that the grades accurately reflect the evidence available. Evidence must be retained electronically or on paper in a secure centre-based system that can be readily shared with us. The following template enables you to capture alternative forms of evidence and can be used in conjunction with your normal evidence for internal assessment.

As part of the process outlined in our guidance [Awarding results in 2021: Guidance for certificating and non-certificating learners](#), you will follow the below steps in determining and internally verifying the Q-TAG judgement:

1. Review the specification grading information i.e. unit-level assessment criteria and grade descriptors with the subject teaching team
2. Consider what evidence you will have from the content you have taught
3. **Collect the evidence**
4. **Evaluate the quality of the evidence**
5. Assign a Qualification-Level Teacher Assessed Grade (Q-TAG)
6. Reflect on your judgement before submission

As part of step 3 and 4 you will collect, collate and evaluate the evidence you have available to make your Q-TAG judgement. As explained above, this year the evidence you have will be used to inform a holistic qualification judgement.

In many cases the evidence you use will be replicated across cohorts, but learners should be evaluated on their individual evidence, and you should document where evidence is/is not available for individual learners within the group(s). Where a learner or learners are given special consideration or reasonable adjustments this should be recorded on the 'single learner' or 'multiple learner' tabs.

As part of Ofqual's Vocational Contingency Regulatory Framework part of the internal quality assurance check that centres should complete is a high-level cross check of the QTAGs against results for previous cohorts. In the [Awarding results in 2021: Guidance for certificating and non-certificating learners](#) (Section 8: page 22 to 26), there is detailed information to support centres on how the high-level check should be completed.

It is anticipated that you will choose to adopt the [BTEC Q-TAG evidence record](#) in full. Or you may choose to make additions to reflect your own practices. In any case, **the template is provided as a minimum example** of what is expected in relation to documentation of alternative evidence used in your holistic QTAG judgement.

The template consists of four tabs. The first tab contains instructions on how to complete all other tabs. Please read carefully.