

Statement on the awarding of Centre Assessed Grades

For the summer 2020 exam series, all formal external examinations were cancelled due to the Coronavirus pandemic, and Bilborough College was asked to award centre assessed grades for all students.

We have followed all guidance from Ofqual (the examinations regulator). A clear objective process was established for generating the grades which was followed consistently. Staff were provided with appropriate training and guidance, with senior managers and examination administrators monitoring each stage of the process which is explained below.

For A level, AS level, GCSE and other non-vocational Level 3 courses (EPQ, Maths Studies, Criminology)

Establishing a valid a rank order:

- Course leaders selected a set of representative controlled assessments that all students had taken over the 2 years of the course, such as mock exams and formal assessments.
- For students who had missed assessments, average marks were generated based on their performance in the other assessments.
- Marks were collated and a total score for each student generated.
- These scores were used to generate a rank order (the student with the highest score at the top, the one with the lowest score at the bottom).
- Subject teachers examined the rank order for anomalies and made minor adjustments to take account of other factors such as performance in the most recent work before lockdown.

Accounting for special consideration:

- All students were invited to complete and return a form if they felt that special consideration should be applied to their rank order.
- Completed forms were evaluated against exam board criteria to determine the % adjustment to be awarded (between 1% and 5%) and this adjustment was applied if the criteria were met.

Allocating grades based on the rank order

- The average grade distribution for the last 3 years for each subject (i.e. the proportion of students in each subject scoring A*, A, B etc.) was used as a baseline for this year's grades.
- Adjustments were then made based on current cohorts. Factors such as average prior GCSE performance of the cohort and natural statistical variation were considered so that a particularly strong individual or cohort would not be penalised by the performance of previous weaker individuals or cohorts.

Validating and checking the results

- College managers and administrative staff conducted checks to ensure that the chance of human error was minimised. All results were checked by at least 3 different members of staff.

- All of the results were run through our 2 'value-added' systems (ALPS and 6 dimensions) to check that staff had neither over-inflated or under-reported grades and adjustments were made as required.

Once we were satisfied the rank order was valid, that special consideration where due had been applied, that the calculated grades were in tolerance with the 3-year grade distribution average and the 3-year value-added average, we approved the grades and submitted them to the exam boards.

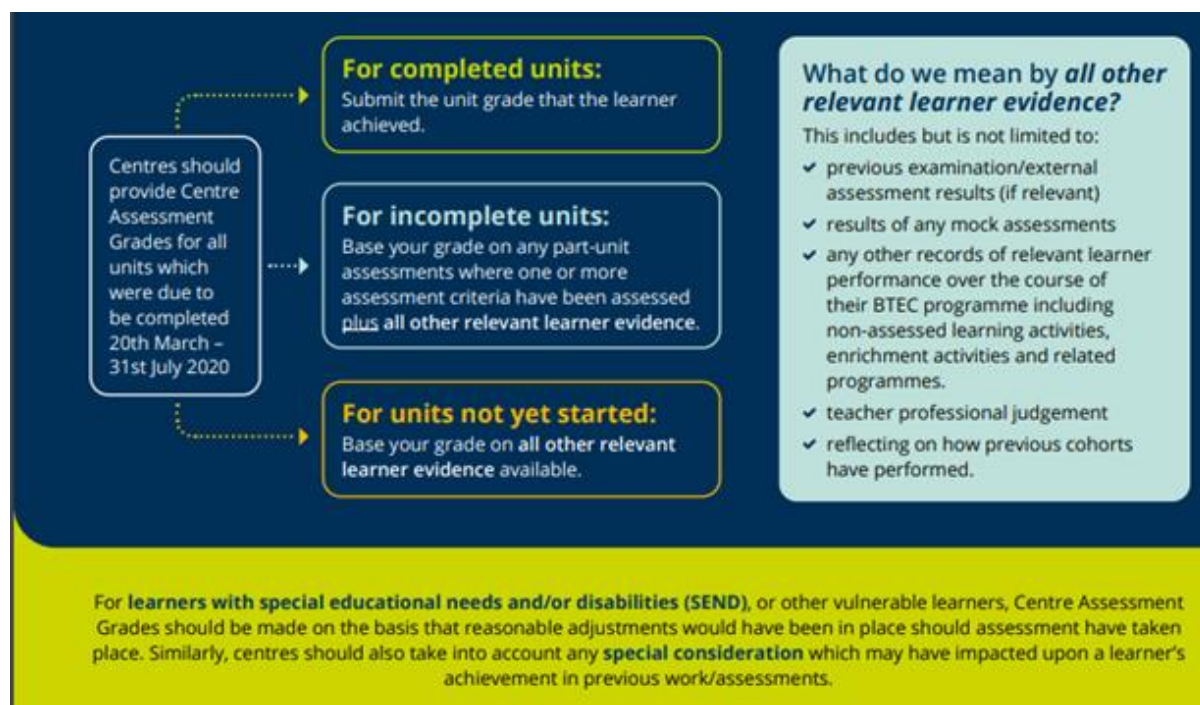
Using the following process, we have ensured that grades have been arrived at transparently, objectively and in line with previous achievement in the college.

For BTEC (Pearson) qualifications.

Establishing centre assessed grades for each unit

For every unit that was due to be completed over the 20th March to 31st July period, centre assessed grades were calculated for each separate unit. These were created using the guidance provided by the Pearson exam board.

The infographic below explains the evidence each course reviewed and used. [Pearson Centre Assessed Grade and Rank Order PDF](#)



Establishing the rank order for each course

Once the centre assessed grades for each unit had been completed using the process above, these were turned into a rank order for the whole course based on the individual module marks. Internally assessed units completed before March 20th were used, along with centre assessed grades, to create the overall course grade. All students were ranked according to the exam board criteria below with particular attention paid to those with the same scores from the modules.

For graded BTEC qualifications, you will need to provide a **rank order for your entire cohort on each programme**. You should also include those learners not completing this year e.g. first year learners on a two-year programme.

For **non-completing learners**, you should consider their rank order in terms of where they would most likely have achieved **at the end of the programme**.

To do this, you might consider:

- ✓ learners' relevant past achievements
- ✓ including related activities and programmes
- ✓ the trajectory of learners' performance so far
- ✓ the year 2 learners' achievements at the corresponding stage of the programme
- ✓ reflecting on how previous cohorts have performed.

Your rank order should number all learners for **each BTEC programme code** from 1 (**highest achieving**) downwards.

There must not be any 'ties' or equal rankings in your rank order.

A **BTEC programme code** is assigned to each size and pathway of qualification.

You can view this on **Edexcel Online** →

When creating your rank order, you might consider:

- ✓ unit grades
- ✓ using the overall BTEC qualification points score to aid rank order
- ✓ reviewing unit achievement at criterion level e.g. a merit unit achievement at MMMD is less strong in comparison to that at MDDD.
- ✓ how strongly learners usually achieve the command verbs at criterion level e.g. how deep are their explanations or evaluations?
- ✓ the quality and consistency of learner performance and assessment evidence
- ✓ appropriate qualitative teacher knowledge of related activities and programmes
- ✓ holding cross-team assessment meetings to refine and confirm the rank order.

Accounting for special consideration:

- All students were invited to complete and return a form if they felt that special consideration should be applied to their rank order.
- Completed forms were evaluated against exam board criteria to determine the % adjustment to be awarded (between 1% and 5%) and this adjustment was applied if the criteria were met.

Validating and checking the results

- College managers and administrative staff conducted checks to ensure that the chance of human error was minimised. All results were checked by at least 3 different members of staff.
- All of the results were compared to the government's Level 3 Value Added data where it exists and through our ALPS 'value-added' systems to check that staff had neither over-inflated or under-reported grades and adjustments were made as required.

Once we were satisfied the rank order was valid, that special consideration where due had been applied, that the calculated grades were in tolerance with the 3-year grade distribution average and the 3-year value-added average, we approved the grades and submitted them to the exam boards.

Using the following process, we have ensured that grades have been arrived at transparently, objectively and in line with previous achievement in the college.

For CTEC (Cambridge Technical) ICT (OCR)

The CTEC ICT course followed the same process as the BTEC courses above in providing grades and rank orders per unit. However, the OCR procedures were followed rather than the Pearson ones.

The only difference for CTEC was that with OCR, the exam board themselves created the final rank order from the unit rank orders which we provided. With Pearson BTEC, we provided both unit rank orders and final rank order.