



Administrative Support Guide

BTEC Level 2 Firsts **Art and Design**

Unit 2: Creative Project in Art and Design (20478E)

This Admin Support Guide has been created for customers to keep, please note this document will not be updated each year. This ASG should be read in conjunction with the [BTEC ICEA](#)

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Date	Changed actioned	Page	Version
5/10/2024	Added change log	3	2
5/10/24	Added information about remote moderation	7	2
5/10/24	Added additional information about submitting the remote moderation sample	17	2

Glossary of terms

Definition of conditions

The level of control will depend on the individual external assessment, and you'll find arrangements specific to each one detailed in the relevant BTEC specification and sample assessment material.

Non-supervised conditions - Many of the set tasks include a period during which learners can conduct research, plan, prepare and develop their response to the task. During this period, learners follow the non-supervised conditions.

Supervised conditions - In many cases the set tasks include a period during which learners write up the final version of their work ready for submission. During this period, learners follow the supervised conditions.

Levels of control

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

High control - This is the completion of assessment in formal invigilated examination conditions.

Medium control - This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes, or the internet to help them complete the task.

Low control - These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

There is no requirement for BTEC examinations to be held in an exam hall. You can use a classroom setting as long as the room is appropriately set up. Please see the [BTEC ICEA](#) for further guidance.

Methods of dispatch

Secure web release – these documents will be made available Exams staff to on the date specified by Pearson in the timetable on the [Pearson Website Secure Tests page](#).

Secure dispatch – these documents will be sent securely to the centre in the same way as an Exam Paper, ahead of the release date in the [BTEC Timetable](#).

Timetabling

Set tasks and performance tasks will usually have either:

- timetabled period during which the task must be completed.
- a deadline for submission of work.

You are free to decide when and how to complete the tasks within the particular parameters set for each relevant unit.

Where this document references centre-timetabled, this indicates you must schedule time for your learners within the Pearson timetabled window.

For pre-release materials which are released ahead of a Christmas break, Easter, or half term, we have accommodated for this within the window. This will mean a January window and a Summer window might have different lengths of time depending on when they are released.

Summary of assessment conditions for BTEC external assessment

	Paper-based/ Written and onscreen tests	Set tasks and performance tasks	
Control Type	Exam Conditions	Supervised Conditions	Non-supervised Conditions
Authenticity	Learners complete all work under the direct supervision of an invigilator. Learners are within direct sight of the invigilator(s) throughout the assessment.	Learners complete work under direct supervision. Learners are within direct sight of the supervisor(s) throughout the assessment.	Learners do not need to be directly supervised at all times, but there is sufficient supervision to ensure that work submitted for assessment can be authenticated to confirm it is the learner's own.
Time	Learners have a limited amount of time in which to complete all work; the duration is specified by Pearson.		Learners may use as much time as they wish to work on the task up until the deadline for submission or start of the supervised conditions (depending on specific unit).
Resource	The use of resources is tightly prescribed, and if appropriate, restricted to material provided by Pearson (supplemented by preparatory notes if allowed). The centre must ensure that there is no access to internet (or mobile phones) or e-mail; display materials which might provide assistance are removed or covered.	Clearly specified in the task paper. The centre must ensure that learners only have access to materials and resources as defined in the task paper; display materials which might provide assistance are removed or covered.	The use of resources, including the internet or prepared notes, is not tightly prescribed.
Collaboration	Learners complete their work independently; there is no interaction with other learners.	Learners complete their work independently; there is no interaction with other learners.	Whilst interaction with other learners is not prohibited, the work that an individual learner submits for assessment must be their own.
Feedback	There must be no assistance of any description provided to the learner during the assessment.		General advice may be given unless BTEC specification or task instructions say otherwise.

Unit information

This set-task is to be completed on a date or window set by Pearson. This date can be found in our [BTEC timetable](#).

The table below shows information specific to this unit.

Part	Guidance	Level of Supervision and Control	How to access
Set Task	Learners must complete work in response to the brief. Centres are free to devise their own preparatory period of study (20 hours spread over a number of weeks) prior to the 10 hours of working under high control to produce the final outcome.	<p>Preparatory period Monitored preparation, medium level of control</p> <p>Final outcome Formal supervision, high level of control</p>	Secure web release

Before the assessment

You must ensure that:

- You have read the instructions for delivery provided on the live assessment material, as well as any publication or communication from Pearson, to ensure you have the most relevant guidance to deliver this unit.
- You have understood the delivery of the assessment and read the [JCQ 'Instructions for Conducting Examinations' \(ICE\)](#) document and [Pearson's 'Instructions for Conducting External Assessments' \(ICEA\)](#) document.
- Materials received from Pearson are kept secure until the start of the assessment window.
- Centre staff must not discuss the details of the examination content with learners.
- Learners have been registered onto the correct course and entered for the correct assessment and series.
- Learners due to sit the assessment are made aware of the timetabled session for the assessment and any prior preparatory work.

Please note for the Summer 2025 series, **we will not be conducting moderation visits**. Instead, moderation will be conducted remotely with the centre submitting the moderation sample in a digital format.

Learners who are identified as being in the moderation sample will need to have their work photographed for digital submission. Further [Guidance on photographing work for submission](#) can be found on our website.

During the assessment

Centres are free to devise their own preparatory period of study (20 hours spread over a number of weeks) prior to the 10 hours of working under controlled conditions to produce the final outcome. It is strongly recommended that the set task paper is given to learners in its entirety.

Portfolio development of supporting studies

The set task paper contains themes and briefs with client expectations. Learners must choose one of these to complete their work for this unit. Learners should read the brief and think about the creative problem that needs solving. They have 20 guided learning hours to prepare for the final outcome. This can be spread over several weeks or months.

Learners should:

- Research
 - what the client expects for the brief.
 - a range of primary and secondary sources appropriate to their chosen pathway.
 - artists' or designers' work that relate to their own ideas in response to the theme (a list of suggested resources can be found in the resources section).
 - global, environmental, ecological, cultural, and social issues connected to the theme.
- Develop
 - ideas from their research
 - a work plan for the final 10 hours.
- Review
 - progress, plans, ideas, working processes and any changes as they develop their work.
- Evaluate
 - chosen ideas, materials, processes, and techniques in relation to the brief.

The teacher may help learners as they prepare their personal response to the brief. They must talk to their teacher about the materials and processes they plan to use during the final 10 hours.

Final outcome (supervised assessment)

Learners have 10 hours to produce their final outcome, using the visual elements, materials, techniques, and processes that they have selected. They will be working under supervised examination conditions.

Learners should refer to their preparatory work and supporting studies during the 10 hours. During the 10 hours, the teacher/invigilator is not able to talk learners about their creative ideas and can only give technical advice and support related to materials, techniques, and processes, e.g., preparing ceramic pieces for firing, use of chemicals in the darkroom, use of sewing and finishing machines.

After the assessment

Marking learner work

Teacher-assessors must mark the work for each learner using the assessment criteria. The assessment guidance grids have been developed so that you can complete it to indicate the mark awarded and how the decision on that final mark was reached. Please fill in one of these for each learner and keep it with each learner submission.

It is essential the marks awarded are based only on evidence of the assessment criteria having been met in the work as it is presented. A total mark out of 30 must be awarded for the whole unit. It is not possible to moderate work unless the centre has carried out the initial marking as required by the specification.

Internal standardisation

It is the centre's responsibility to ensure that where more than one teacher-assessor has marked the work in a centre; effective internal standardisation has been carried out **across all teaching groups and across all endorsed pathways**. Marking should be applied consistently across all pathways as adjustments will affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard.

It may not be possible for external moderation to take place if effective internal standardisation has not been carried out. If it appears to the moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation will then be scheduled at the centre's expense. **Submission of marks will be considered as confirmation that internal standardisation has taken place.**

Applying the assessment criteria

A final mark out of 30 must be submitted online. There are three tools in the specification that you can use to arrive at an accurate mark out of 30 to reward each learner. The assessment guidance grids consolidate this information into one document that you can easily reference.

You should use all three of these tools to help you come to the correct conclusion regarding the mark to be awarded to each learner:

- **Assessment guidance grid**
This is the basis for awarding marks and allows you to assess what the learner has achieved against the expected outcomes for the unit.
- **Teacher guidance grid**
This is used to allocate specific marks once you have worked out which band the learner should be in. The grid helps you to work out exactly what mark to award.

- **Amplified teacher guidance statements**

These statements give more rounded descriptions, providing detailed information on what to expect of learners working in each band.

Submitting marks on Edexcel Online (EOL)

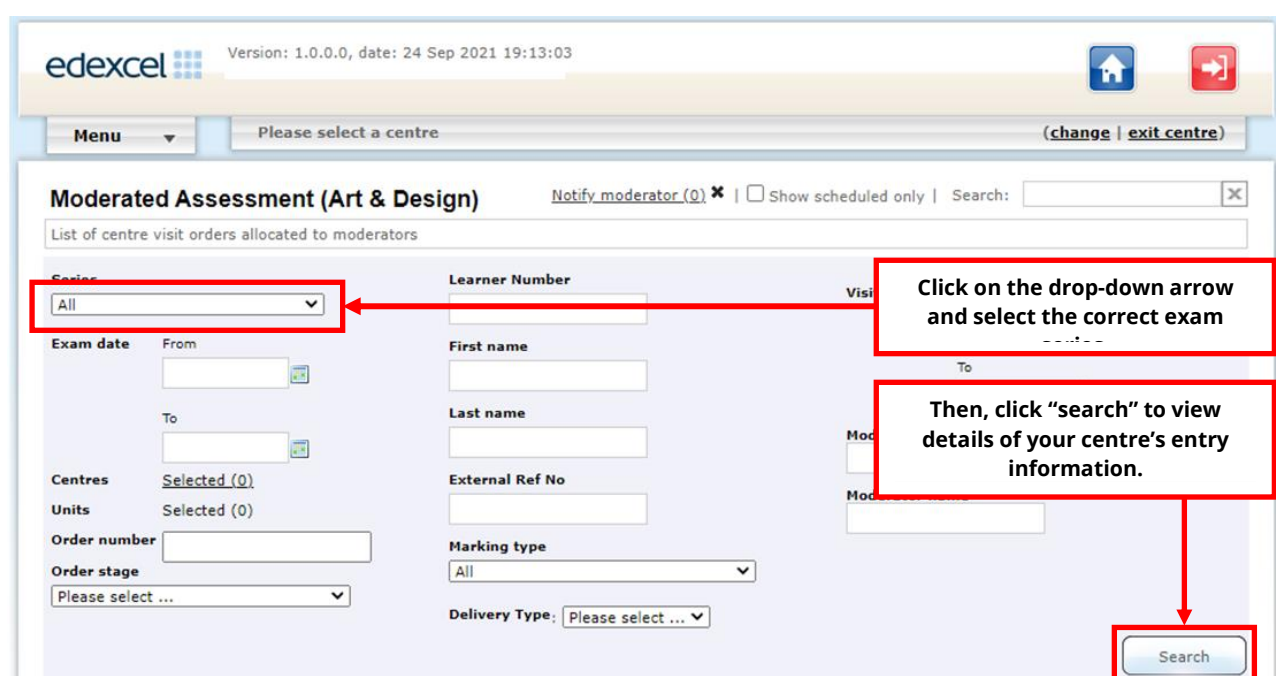
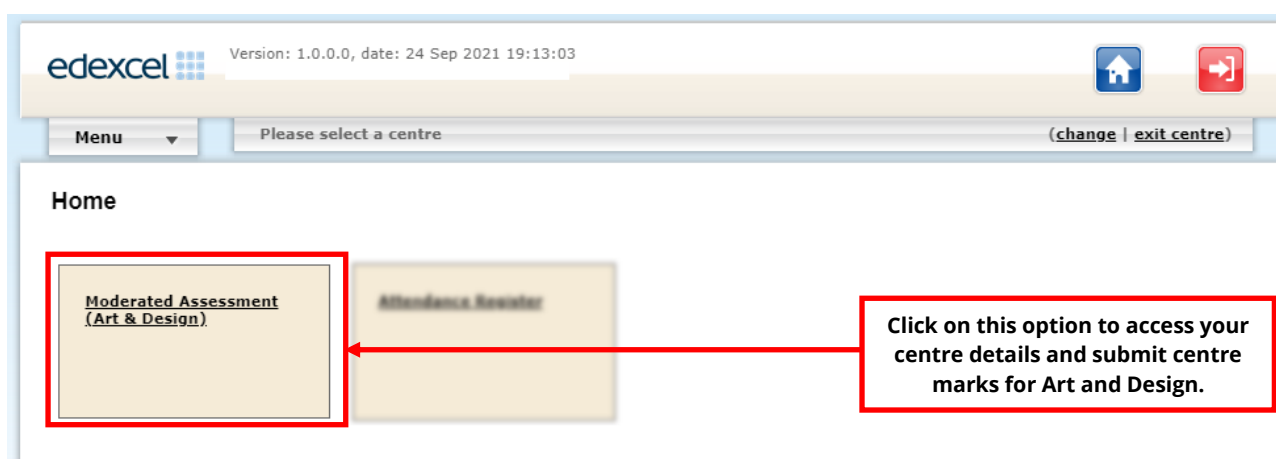
The marks for each learner **must** be submitted using [Edexcel Online \(EOL\)](#) **seven days prior to the remote moderation date**. As the deadline for mark submission is linked to the date of the remote moderation date and this deadline will differ for each centre.

If a learner is absent from the assessment, or has been withdrawn, you must inform us by marking them as 'Absent' online. All learners who complete work should be marked as 'Present'. Please do not submit a mark of 0 for an absent learner.

The screenshot shows the Pearson Edexcel Online (EOL) Home Page. At the top, there is a navigation bar with links for Home, Mailbox, My Account, and Log-out. Below this, the main header area includes the Pearson logo, the date 'Friday 8 Oct 2021', and fields for 'Centre number' and 'Select site'. A red box highlights the 'Select Qualification' dropdown menu, with an arrow pointing to it from a text box that says: 'Log in to Edexcel Online and access the BTEC menu from the drop down here.'

Below the header, the 'Home Page' section features a list of links on the left, including 'Edexcel Accounts', 'Centre Accounts', 'Training Event Bookings', 'Tracking', 'Pearson Assured Service', 'ResultsPlus', 'International Centre Terms & Conditions', and 'Centre Search'. To the right of this list, there is a section titled 'Appeals for Teacher Assessed Grades 2021' with a paragraph explaining the appeals service.

At the bottom of the page, there is a section for 'Bulk Registrations' and 'Individual Registrations'. A red box highlights the 'External Assessment' link in the left-hand menu, with an arrow pointing to it from a text box that says: 'Select "External Assessment", then "Manage Assessments" from the left-hand menu.'



Search Form Fields:

- Series: 1906 NQF BTEC May/June 2019
- Exam date: From [] To []
- Centres: Selected (0)
- Units: Selected (0)
- Order number: []
- Order stage: Please select ...
- Learner Number: []
- First name: []
- Last name: []
- External Ref No: []
- Marking type: All
- Delivery Type: Please select ...
- Visit date: From [] To []
- Moderator no: []
- Moderator name: []

Table of Results:

	Moderator rep	Order No	Order stage	Centre code	Product	Subject	Series name	Learner count	Moderator no	Moderator name	Visit date
<input checked="" type="checkbox"/>	Published	22209764	Centre Marks	16603 16603S	16006822X	20478E	NQF BTEC May	44	500854	Chris Barton	24 Jun 2019
<input checked="" type="checkbox"/>	Published	22209850	Centre Marks	16603 16603S	16006822X	21357E	NQF BTEC May	45	500854	Chris Barton	24 Jun 2019

Explanatory Text Boxes:

- Click here to access details of your Art and Design learners. (Points to Order No: 22209764)
- The unit 2 code (20478E) is shown here. (Points to Subject: 20478E)
- This shows the year of entry for the group of learners completing the assessment. Make sure you look for the current year here. (Points to Series name: NQF BTEC May)
- The details of your allocated moderator can be found here. (Points to Moderator no: 500854)
- Once your moderation date has been confirmed it will show here. (Points to Visit date: 24 Jun 2019)

Order details

Order details

[Order details](#)

[Input/Edit results](#)

[Marking type](#)

[Moderator](#)

Assessment Details:

- Product: 6006822X - Pearson BTEC Level 1/Level 2 First Extended Certificate in Art and Design
- Unit: 20478E - Creative Project in Art and Design
- Centre: 16603 16603S 16603 - SOUTH ESSEX COLLEGE OF FURTHER AND HIGHER EDUCATION (EDI = HSOS1)
- Centre phone number: 01702432320
- Centre e-mail: N/A
- Order number: 22209764
- Learner count: 44
- Examiner: Chris Barton
- Delivery Type: Paper
- Opportunity type: NQF BTEC May/June 2019

Explanatory Text Boxes:

- Click here to access the screen to submit centre marks. (Points to [Input/Edit results](#))
- General details of the assessment can be found here. (Points to the main assessment details)

Marks entry

Order details

Sample	Registration No.	First name	Middle name	Last name	Status	Mark	Learner No.
<input checked="" type="checkbox"/>	L847869	CATHERINE		AKIODE	Present ▾	9	88289278
<input checked="" type="checkbox"/>	L847870	HANNAH		ANDERSON	Present ▾	26	87821347
<input checked="" type="checkbox"/>	L847871	DANA		ANNUSKOVA	Present ▾	12	88289279
<input checked="" type="checkbox"/>	L847872	KENDAL		ASHTON	Present ▾	30	88289280
<input checked="" type="checkbox"/>	L847010	ELISHA MAI		BALDWIN	Present ▾	24	88289355
<input checked="" type="checkbox"/>	L847873	ZOE		BIRCH	Present ▾	15	88289281
<input checked="" type="checkbox"/>	L846891	EMILY		BLYTHE	Present ▾	6	87801091
<input checked="" type="checkbox"/>	L847874	REBECCA		BOOTH	Present ▾	18	88289282
<input checked="" type="checkbox"/>	L846892	LIBERTY		BOYLES	Present ▾	24	88289344
<input checked="" type="checkbox"/>	L846893	WILLIAM		BREWSTER	Present ▾	12	88289345

Learners selected as part of the moderation sample are indicated by a tick here.

Each learner's registration number is displayed here. Each learner should use this number to identify their work.

The learner's name(s) are shown here.

This learner number is our internal reference number - please disregard it. Learners should continue to use their registration number.

Select present or absent for each learner here. You should do this at the same time as submitting your marks.

First name	Middle name	Last name	Status	Mark	Learner No.
AITLIN		ARCHER	Present ▾	12	86508533
TON		BEAN	Present ▾	12	86508690
E413980	ANN	BELL	Absent ▾		86508530
<input checked="" type="checkbox"/>	E413979	BARBARA	Present ▾	30	86508529
<input checked="" type="checkbox"/>	E413994	SHELLEY MARIE	Present ▾	27	86508524
	E413998	NATASHA	Absent ▾		86508693
	E413985	EDUARDO	Present ▾	10	86508534
		DUNNE	Present ▾	15	86508691
		EYRE	Present ▾	19	86508535
LOUISE		FRANKLIN	Present ▾	22	86508699
MES		GILLON	Present ▾	15	86508508

Once you've selected present or absent for every learner and entered a mark for every learner click submit to send in your marks and absences.

Note: once you've clicked submit you won't be able to make any further amendments so double check.
If you make a mistake, get in touch with us and we can put it right.

Submit

Enter your centre marks for each learner in this column.

After marks have been entered onto Edexcel Online, please print a copy. A copy of the Edexcel Online printout must be retained by the centre.

It is very important to note that the assessment bands in the specification are for guidance only. They are produced to help get accurate marks for each learner and do not necessarily represent the final grade boundaries that will be awarded.

Centre mark amendments (pre-results)

It is the centre's responsibility to ensure that marks are submitted accurately. Please note that it is **not** the moderator's responsibility to check that the marks awarded to the learner have been correctly totalled and submitted via Edexcel Online.

If marks that have already been submitted require amendment, it is the centre's responsibility to notify Pearson of the amended mark. This can be done by using our [contact us](#) page. A valid reason for amendment must be provided. The late submission of additional work **does not** qualify as a valid reason.

Assessment guidance grid

An [assessment guidance grid](#) is required for every learner completing the assessment and should be completed by the centre assessor, and must be kept with the learner work. The assessment guidance grid has a front and back sheet and includes all the assessment information you need to make assessment decisions and award marks.

Authentication forms

An authentication form is required for every learner completing the assessment and **must be retained in centre until results have been issued**.

The authentication form can be found on our [Submission of work webpage](#), previously published versions of the form are also acceptable.

Preparing for remote moderation

Remote moderation checklist

- Ensure all learners are working towards the current externally set task.
- Learners resitting must produce new work to match the new task.
- Apply for [special consideration](#), if necessary (your examinations officer will have more information on this).
- Ensure internal standardisation has taken place within each unit that learners have been entered for.
- Agree remote moderation date with allocated moderator.
- Ensure internal standardisation has taken place across all teaching groups and across all endorsed pathways.
- Mark work for all learners, using the assessment criteria.

- Seven days prior to the remote moderator's submission date ensure that the marks you have awarded to each learner are submitted to Pearson.
- Ensure that the marks you have awarded to each learner are submitted to Pearson – once you have submitted your centre assessed mark on EOL, the system will generate a moderation sample.
- The moderation sample will be clearly marked on EOL by a tick next to the learner's name - you only need to photograph the work for these learners.
- Ensure the images of learner work are saved as an easily accessible file format such as JPEG or PNG. It is important to note that work submitted in any other format may not be accessible and may delay the issue of results.
- Ensure the images of the learner work are saved in clearly marked folders, clearly identified for each learner, and accompanied by the assessment documentation.
- Ensure that the work of all learners in the moderation sample has been submitted to your moderator via Secure File Transfer (SFT) prior to the agreed remote moderation date. Additional work may be requested.

Ensure all work in the moderation sample includes:

- Images of learner work
- A copy of a completed assessment guidance grid for each learner

The teacher-assessor must mark all the work of all the learners for each unit. Each learner **must** sign an authentication form to confirm that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment. The authentication form must also be signed by the teacher-assessor. **This is no longer required to be submitted but should be retained in centre.**

There is no minimum number of learners required for moderation at a centre.

Consortium centres

Where learners are not all taught and assessed as one group, internal standardisation should be carried out between all centres in the consortium. All other instructions relating to moderation applies. You must notify Pearson of your intention to assess the externally set task(s) as a consortium by filling in the correct form and submitting it.

The moderation sample

The moderation sample will be automatically chosen by Pearson and indicated to you. Please note that the sampling structure outlined here is only for moderation of the externally set task.

The sample will be comprised of the following depending on the size of the cohort of learners:

Cohort size	Sample size requested
Up to 5	All
6-10	All
11-99	10
100-199	15
More than 200	20

The learner achieving the **highest** mark and the learner achieving the **lowest** mark must always be moderated. These will not necessarily be selected by the automatic selection programme so may need to be added to the sample. **It is the centre's responsibility to ensure that the work of these learners is submitted for moderation.**

The work for all other learners **must** be available as the moderator may request to see additional samples.

Each piece of work submitted for moderation must be identified with the centre number, learner name and registration number.

Please note: if a learner indicated as part of the sample is absent, the centre should present the work of another learner achieving similar marks as part of the sample. These changes should be indicated to the moderator.

Submitting the remote moderation sample

Please note for the Summer 2025 series, we will not be conducting moderation visits. Instead, moderation will be conducted remotely with the centre submitting the moderation sample in a digital format via Secure File transfer (SFT).

Learners who are identified as being in the moderation sample will need to have their work photographed for digital submission. Further [Guidance on photographing work for submission](#) can be found on our website.

Guidance on how to set up a secure file transfer account can be found on our Secure File Transfer (SFT) support [webpage](#).

Centre's must submit the digital samples along with the assessment guidance grids for each learner in the sample.

If you haven't received information on how to submit your remote moderation sample using SFT, Please contact the BTEC Assessment team using our [contact us page](#).

Event	Date
Moderator contacts centre The moderator will contact the centre directly to arrange the remote moderation submission date	late April to mid-May
Centre mark submission deadline A final mark for each learner must be submitted to Via EOL	7 days prior to the moderation remote date
Remote moderation window The work of learners in the moderation sample must be presented for moderation.	Start of May to the end of June

All images of learner work in the samples should be saved easily accessible file format such as JPEG or PNG. It is important to note that work submitted in any other format may not be accessible and may delay the issue of results. Further [Guidance on photographing work for submission](#) can be found on our website.

All learner work for each unit included in the moderation sample should be saved in a folder, clearly identified, and accompanied by the assessment guidance grids. The work of additional learners may be requested by Pearson, if the moderator needs to sample further work.

Please ensure the following are sent via Secure file Transfer (SFT) for each learner in the sample by the specified deadline:

Item	Number to be sent
1 Learner work in response to the externally set task for Unit 2 - submitted digitally.	For each learner in the moderation sample
2 Assessment guidance grids	

We require that you organise the moderation sample in the following way:

- You must create a folder for each learner. Each folder should be named according to the following naming convention:

[Centre #]_[Registration number #]_[surname]_[first letter of first name]

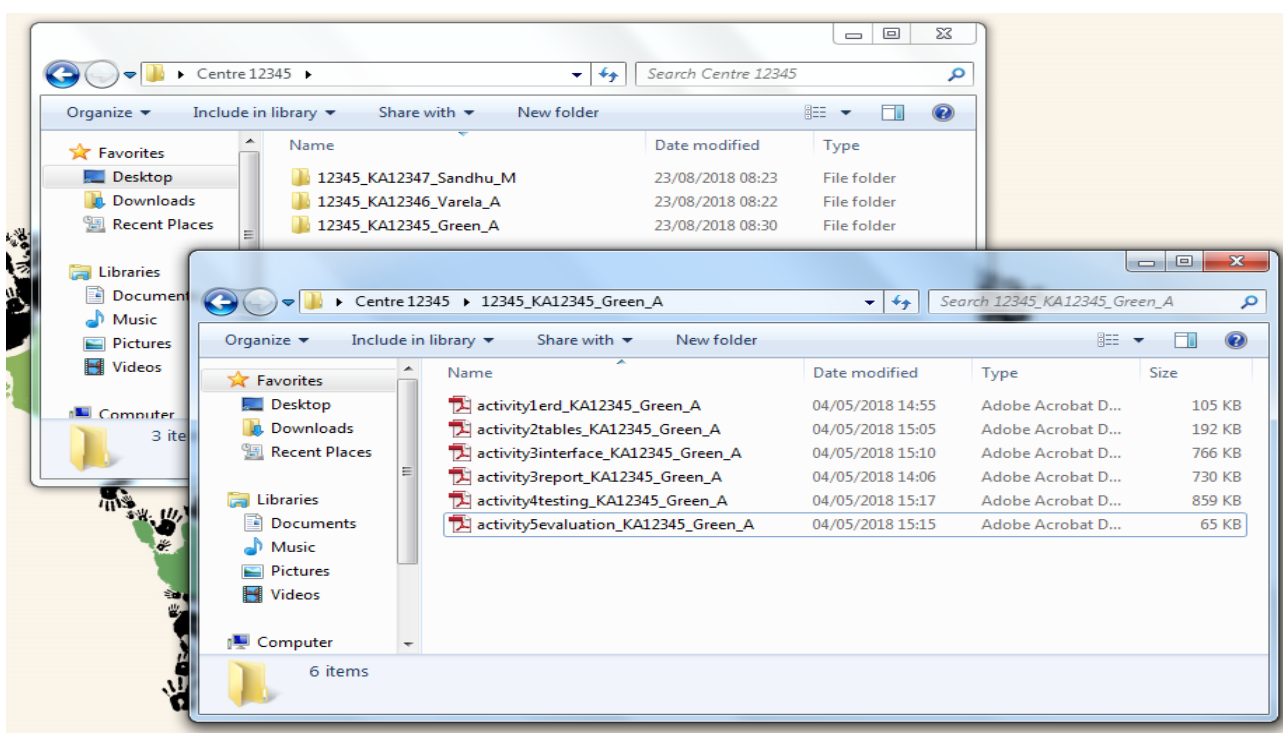
Example: Alex Green with registration number JA00756 at centre 12345 would have work in a folder titled: "12345_JA00756_Green_A".

- Each folder must then contain the individual pieces of assessment evidence. Each piece of the evidence should be named according to the following naming convention:

[Activity title #]_[Registration number #]_[surname]_[first letter of first name]

Example: Alex Green with registration number JA00756 would have work in the folder titled for activity 1 as: "Activity1 _JA00756_Green_A.pdf"

Please see an example below:



Centres should retain copies of learner work until after the examination series and appeals processes have completed.

Copies of the forms are provided in the appendix of this document. These forms are also available in a Word format on the [website](#). Please note that the learner's **BTEC registration number** must be indicated in the relevant field in the forms (GCE candidate number should not be used). Centres should retain copies of learner work until after the examination series and appeals processes have completed.

Final mark procedure

The following is an explanation of the procedure for determining the final marks awarded to learners based upon the marks awarded by the centre and the moderator. All centres have this procedure applied, even those for which all learners' work is seen by the moderator. This is to ensure that all centres are treated equally, whether the entry is large or small.

For the learners sampled by the moderator, the marks awarded by the centre and the moderator are compared and if the differences all lie within a given range, then the centre's marks are accepted

If at least one learner's mark is outside the designated allowable difference, then an adjustment to the learners' marks is considered. However, if the 'adjusted' marks for all learners lie within the given range when compared to the centre marks then, again, the decision would be to accept the centre's marks.

If the condition stated above is not satisfied, then the 'adjusted' marks will be recommended. Please note that this adjustment is applied across all teaching groups and across all endorsed pathways to every learner at the centre. This is why internal standardisation is essential.

Centre mark amendments (post-results)

In all cases Pearson will require proof that an error has been made prior to amending any mark. If an error is found with the marks that were originally submitted by the centre after the issue of results, the centre should contact Pearson directly using our [contact us](#) page. Centres should note that amending the centre mark of one learner at their centre might have an effect on the final marks and subsequently the grades issued to learners at the centre.

Upon receipt of post-results amended mark(s) Pearson will analyse the effect the amended mark(s) will have on the marks/grades for all learners at the centre. If the amended mark(s) will lead to a downward adjustment to the marks/grades for any learner at the centre, apart from the specific learner(s) for whom the error was reported, Pearson will contact the centre to notify them of the effect the amended mark(s) will have and to obtain the centre's approval prior to the actual amendment of the mark.

In all cases Pearson will require proof that an error has been made prior to amending any mark.

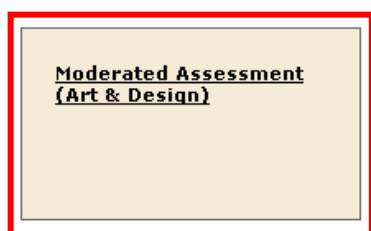
Review of Marking and Moderation (RoMM)

If you are unhappy with the outcome of a decision relating to amending marks you can use our [Post-results services](#).

Downloading your moderator report

Your moderator report will be available to download once results have been issued and can be accessed using the guidance below:

Log in to Edexcel Online and access the **'Manage Assessments'** option as described on page 6 and select the menu option to take you to **'Moderated Assessment (Art & Design)'**.



Access the record for the group of learners by clicking on the **'Order No'** link in the list.

edexcel Version: 1.0.0.0, date: 22 Apr 2013 06:32:19
test28110 test28110 (CentreAdministrator)

Menu Centre: 28110 28110 28110 - BROOMHILL LANE

Submit centre marks ☐ Show scheduled only | Search:

List of centre visit orders allocated to moderators

Order No	Centre code	Product code	Subject code	Series name	Learner count	Moderator no	Moderator name	Visit date
20501022	28110 28110 28110	60047811	20478E	BTEC NG Jun 2013	5	100100	IAN(TEST) Baxter	

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Click **'Download moderator report'**. You will be able to view and download a pdf copy of your centres moderator report.

Order details

Order details

Order details	Product: 60047811 - Edexcel BTEC Level 1/Level 2 First Award in Art and Design
Input/Edit results	Unit: 20478E - Creative Project in Art and Design
Download moderator visit report	Centre: 13212 13212 13212 - FOREST LANE
	Centre phone number: 020 8534 8666
	Centre e-mail: N/A
	Order number: 20502459
	Learner count: 27
	Delivery type: Paper
	Opportunity type: BTEC NG Jun 2013

