1. Introduction

2. In this section ... Rules and feedback refresher

3. In this section ... Theory into practice

4. Support – Contact us

In this Subject Guide

- **Refresh**: run through each area of the framework and the Feedback Stages summary.

- **Explain**: give advice and guidance at a unit level on how the rules work in practice.

- **Exemplify**: provide subject-specific examples of assignments, recording and giving feedback, and post-results support, so you can see in practice how this new framework will support you, your learners and their progression.
Geoff Harvey, Head of Vocational Assessment at Pearson, introduces the Subject Guide to Internal Assessment for Art and Design, Creative Media Production and Creative Digital Media Production for BTEC Firsts and Nationals teaching teams.

We’re introducing a new framework to support you in delivering high quality internal assessment for all learners registered on a BTEC Firsts or Nationals programme from 1 September 2014*.

Guide to BTEC Internal Assessment
The Guide to Internal Assessment for BTEC Firsts and Nationals explains more about the new framework and gives advice on how to give high quality feedback to support learner progression.

We recommend you have the Guide available to refer to when you’re using the Subject Guides.

Introducing … Subject Guides
You told us you needed more examples of what the new rules framework looks like in practice for your subject areas and sectors.

So we’ve created a series of Subject Guides which contain a:

• quick refresher on the rules framework and learner feedback stages

• Theory into Practice section containing unit-level guidance and some examples of Assessment Plans, Assignment Briefs, Observation Records and Assessment Records, showing what learner feedback you can give at each stage.

For centres outside the UK
Some of the examples in this Subject Guide relate to next generation BTEC Firsts (NQF) which are not available outside the UK. However, the principles we’ve outlined here do represent best practice, and we recommend that you follow them.

*The new assessment rules only apply to new learner registrations for courses starting from 1 September 2014. This means that all BTEC First and National learners who are already part-way through their programme on 1 September 2014 will complete their course following the assessment rules and methodology which applied when they started their BTEC course of study. See page 3 of the main Guide for more information about “top ups”.

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In this section

Refresher

In this section you’ll find:

Quick refresher on the Rules for Internal Assessment for BTEC Firsts and Nationals which you can find explained in full in the Guide to Internal Assessment for BTEC Firsts and Nationals.

Feedback Stages summary – at-a-glance guidance on what kind of feedback you can give your learners to support progression:

• during teaching and learning
• during an assessment
• post-results.
1. Taking an assessment

Once the learner is ready to take an assessment, they must work independently.

What feedback can I give at this stage?

- Give feedback and support around knowledge, understanding and skills.
- Supervise learners if they are undertaking any assignment work in class.

Before the learner submits their evidence for assessment, your feedback must stop short of:

- providing specific assessment feedback on how the evidence meets the assessment criteria
- confirming achievement of specific assessment criteria or grades.

2. Submission of evidence and assessment

Each learner is allowed one submission of their evidence for each assessment – see also resubmission.

What feedback can I give at this stage?

- Formally record the assessment result and confirm achievement against specific assessment criteria (each criterion is assessed once only).
- Confirm the evidence submitted is authentically the learner’s own work (they need to sign and date a declaration to this effect when they submit).

Your feedback must stop short of:

- providing feedback or guidance on how to improve the evidence to achieve higher grades, e.g. you cannot provide a list of specific actions the learner needs to take to achieve a higher grade if they are allowed an opportunity to resubmit.

3. Resubmission of evidence

The Lead Internal Verifier may authorise one opportunity to resubmit evidence for each assignment.

When can the Lead Internal Verifier authorise a resubmission?

- If the learner has met all the initial deadlines or agreed extensions.
- The teacher or tutor judges the learner will be able to provide improved evidence without further specific guidance.
- The assessor has confirmed the evidence originally submitted was authentically the learner’s own work.

How does a resubmission work?

- Record evidence of the Lead Internal Verifier’s decision on the assessment form.
- Set a resubmission deadline within 10 working days of the learner receiving the original assessment decision (within the same academic year, within term time).

Stop short of giving the learner any further specific guidance or coaching on how to improve their grade.

Your Standards Verifier will need to see evidence of the resubmission decision and that the resubmitted evidence is authentically the learner’s own work.

4. Retakes

- Retakes are available to learners studying BTEC on the QCF.
- Retakes are not available to learners studying BTEC on the NQF.

When can the Lead Internal Verifier authorise a retake?

- If the learner has met all the conditions for Resubmission of evidence and the Lead Internal Verifier believes it is appropriate and fair to do so.

How does a retake work?

- Set a new task or assignment targeted only at the pass criteria not achieved in the original assignment. The assessor cannot award a merit or distinction grade for a retake.
- Same procedures for submission and authentication of evidence.
- Standards Verifiers will need to see evidence of retakes in sampling.
- No further submissions or retakes are allowed.
Retakes are only available for BTEC Firsts and Nationals on the Qualifications and Credit Framework (QCF)

In the Creative Skills sectors, we recognise that you may encounter some challenges with providing a retake opportunity for certain activities.

**Before you request a retake**
Before you discuss authorising a retake with your Lead Internal Verifier, we recommend that you consider how a learner will be able to retake each activity.

**Ideas for retake opportunities**
- You may need to provide a small, separate performance task for the individual learner that will allow them to meet the targeted Pass criteria.
- It may also be possible to incorporate the retake of certain Pass criteria into a future assignment (for example if another class performance is scheduled).

**How do I record a retake?**
You will need to provide the learner with clear documentation around any retakes.

It will be useful for your own quality monitoring to have an overview of the number of retakes required on a particular programme.

This should provide you with data on potential concerns about appropriateness of recruitment, levels of support, levels of learner achievement, etc.

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1. Teaching and learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Your feedback could include, for example:

- Identifying **areas for learner progression**, including stretch and challenge.
- Explaining clearly **how BTEC assessment works** and what learners need to do to achieve a Pass, Merit or Distinction.
- Setting “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment.
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

2. During assessment

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills.

Your feedback could include, for example:

- Guidance on how to approach the **knowledge and skills** requirements.
- Guidance on **appropriate behaviour and approach**, confirmation of deadlines etc.
- **Confirmation** of which criteria the assessor is targeting and clarification of what the assignment brief requires.

3. Following assessment

On the Assessment Record, you should give clear feedback on:

- **the criteria the learner achieved** (explaining the assessor’s decisions)
- **the criteria not achieved** (and why)

although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

- Which **assessment criteria the learner has achieved** and what the learner has done well.
- Which **assessment criteria the learner has not achieved** and what was missing.
- Information or **guidance available to the learner** they could have drawn on (e.g. class notes; handouts; resources in assignment brief etc)
- **General behaviour** and conduct, approach, grammar etc.
In this section you’ll find:

- **practical advice and guidance at a unit level**, explaining how to approach giving learner feedback and support during assessment

- **best practice examples for recording assessment decisions and giving feedback**, using filled-in examples of an:
  - Assessment Plan
  - Observation Record
  - Assignment Brief
  - Assessment Record
Show me how this works in practice for Art and Design

In Art & Design, there are often multiple activities required to meet assessment criteria in a unit. For example:

**Learning Aims B and C** require the learner to:

- explore materials, techniques and processes, and
- develop ideas, in response to painting briefs.

**What does this mean for the learner?**
This means the learner must generate evidence towards more than one painting brief in order to achieve the criteria.

**What does this mean for the teacher?**
Before formal assessment, the teacher can:

- give advice and guidance on exploring materials, techniques and processes with reference to the unit content, and
- discuss the pros and cons of the ideas a learner develops.

However, you cannot carry out formal assessment of these criteria until the learner has completed enough activities.

**Learning Aim D** requires the learner to:

- produce and present an outcome in response to a painting brief.

Unlike Learning Aims B and C, this is a single brief.

**What does this mean for the learner?**
This means the learner will develop one of their ideas to present a fully realised end product.

**What does this mean for the teacher?**
The teacher can discuss with the learner the strengths and weaknesses of their chosen idea, but the learner must develop their work independently and not be ‘directed’ on how they should meet the criteria.

The Assignment Brief, unit and prior teaching and learning should provide the learner with all the information they need. The learner is assessed on:

- the finished outcome
- its presentation by the learner and
- the learner’s own analysis of the success of their outcome in relation to the original brief.
It is likely that, during the course of the programme, your learners will use video cameras on several productions.

**What does this mean for the teacher?**

It is not appropriate to target assessment criteria more than once on a programme which means your Assessment Plan should consider the most appropriate time to assess these skills.

When learners are ready to take assessments on the practical elements, your Assignment Brief should clearly provide the opportunity for them to generate the evidence required independently.

**What does this mean for the learner?**

It would make sense for learners to have the opportunity to practise single camera production techniques before they are assessed.

**Learning Outcome 1** requires learners to “understand the features of single camera production”.

So you may want to assess this earlier, to demonstrate the learners' knowledge and understanding of the format.

**For example:**

**Criterion D3** requires learners to:

“produce a single camera production to a technical quality that reflects near professional standards, showing creativity and flair and working independently to professional expectations”.

Learners will need to undertake considerable practice and learning before taking the assessment so they are fully prepared to work independently and develop their own ideas through to a successful outcome.

**Assessment criteria P2 and P3** both include the phrase “with some support”.

This means that, if a learner still requires some technical assistance from peers or tutors during production of the assessed assignment, you should make a note of this and take it into consideration when making assessment decisions. As with other guidance and feedback, this support must not constitute formal assessment against the criteria and must be limited to technical assistance to help the learner complete practical activities. The assessment guidance states that learners will “take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it they should not be considered for a pass grade for this unit”.

Some of the units in Creative Media Production may assess skills that will be repeated throughout the programme. For example:

**Pearson BTEC National Extended Diploma in Creative Media Production**

**Unit 22: Single Camera Techniques**

It is likely that, during the course of the programme, your learners will use video cameras on several productions.

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Some of the units in Creative Media Production may assess skills that will be repeated throughout the programme. For example:
Good assessment practice – training for learners

We recommend that you brief all BTEC learners in good assessment practice at the start of their programme.

If you are confident your learners are clear from the outset about issues like:

- teaching and research methods
- referencing
- the definition and consequences of plagiarism

this is the most effective and fairest way to minimise the risk of malpractice.

Using online assessment platforms

If your centre uses online assessment platforms (such as Moodle or Turnitin), you can use this to create a declaration of authenticity.

You need to ensure that:

- you are using a secure, login-based online assessment system
- the system can accurately identify and confirm each individual learner or user at each stage.

You can then use the system to confirm a declaration of authenticity, using a tick box or secure email address in place of a written signature.

Intellectual copyright

Learners in the Creative Skills sector often use external visual or audio sources in their work either as inspiration, or incorporated into the work itself, e.g.

- referencing other artists’ work
- graphics
- soundtrack music

and so on.

So it is extremely important that learners accurately reference these sources in their evidence for assessment.

Intellectual copyright is an important issue in the creative sectors, so learners need to learn and understand:

- the reasons for acknowledging sources
- the implications of not doing so.

What does this mean in practice?
What is an Assessment Plan?
Your Assessment Plan is an essential planning and support tool to help you be confident that:

- your assignments and deadlines are planned effectively throughout the programme
- you have covered everything your learners need to learn in your BTEC programme, so each assessment criterion is assessed once during the programme.

How does that help me?
Your plan will give the BTEC programme team – and your learners - confidence that:

- you have planned enough curriculum time to cover all the units in your chosen programme
- your teaching and assessment team (teachers, assessors and internal verifiers) is in place and can plan their time effectively
- you have covered all the criteria for which your learners need to provide evidence for assessment
- you can ensure your assessments are at the right time for your learners.

What’s in an Assessment Plan?
The Assessment Plan must include:

- your assessment and internal verification team for your programme
- coverage of all the criteria against which you will be assessing your learners
- assignment hand-out and hand-in dates
- dates for:
  - submission
  - internal verification
  - opportunities for resubmission.

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Who else uses the Assessment Plan?

Your Lead Internal Verifier needs to sign off your Assessment Plan at the start of the programme to make sure there’s an expert second pair of eyes to check you’ve covered everything and the plan is fit for purpose.

Your Standards Verifier will also need your Assessment Plan at the start of the standards verification process so they can agree with you the most appropriate time to select the sample.

What if my Assessment Plan changes?

We realise that plans change and you need to be flexible to meet the evolving needs and demands of your teaching and assessment team and your learners.

If you make significant changes in your plan, you will need to record them to make sure:

• you are still confident you have the right resources in place to support your programme

• your Standards Verifier can sample your assessment decisions at the right time.

Assessment Plan: best practice examples

On the next couple of pages, we’ve created example Assessment Plans which address many of the questions you ask us about how to make the Assessment Plan useful and effective.

There are two plans:


“Not acceptable”: a sample Assessment Plan including many of the problems you’ve told us you encounter, with callouts identifying the issues.

✓ “Acceptable”: the same sample Assessment Plan with the problems resolved, including callouts explaining why this is more effective.
### Art and Design example Assessment Plan: Not acceptable

<table>
<thead>
<tr>
<th>Programme Number &amp; Title</th>
<th>BTEC First in Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No &amp; Title</td>
<td>Assignment No &amp; Title</td>
</tr>
<tr>
<td>Learning Aim</td>
<td>Criteria</td>
</tr>
<tr>
<td>Hand Out Date</td>
<td>Formative Feedback Date</td>
</tr>
<tr>
<td>Hand In Date</td>
<td>Summative Assessment Date</td>
</tr>
<tr>
<td>IV Sampling Date</td>
<td>Resubmission Date</td>
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**Year 1**

<table>
<thead>
<tr>
<th>Unit 1: Introduction to Specialist Pathways</th>
<th>Assignment 1: The Seasons</th>
<th>A,B</th>
<th>1A1, 1B2, 2AP1, 2AM1, 2AD1, 2BP2, 2BM2, 2BD2</th>
<th>17 Oct 13</th>
<th>10 Nov 13</th>
<th>14 Dec 13</th>
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<th>22 Feb 14</th>
<th>May 2014</th>
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<th>Unit 3: Communicating Ideas in 2D</th>
<th>Assignment 2: The City</th>
<th>A,B,C</th>
<th>All Criteria</th>
<th>21 Apr 14</th>
<th>12 May 14</th>
<th>19 May 14</th>
<th>19 May 14</th>
<th>25 May 14</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 5: Developing an Art and Design Portfolio</th>
<th>Assignment: All</th>
<th>A,B</th>
<th>All criteria</th>
<th>21 April 14</th>
<th>12 May 14</th>
<th>19 May 14</th>
<th>19 May 14</th>
<th>26 May 14</th>
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**Year 2**

|-------------------------------------------|-----------------------------------|-------|--------------|-----------|-----------|-----------|-----------|-----------|----------|

<table>
<thead>
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<th>Unit 5: Developing an Art and Design Portfolio</th>
<th>Assignment: All</th>
<th>C</th>
<th>All criteria</th>
<th>18 Sept 14A</th>
<th>11 Nov 14</th>
<th>22 Nov 14</th>
<th>22 Nov 14</th>
<th>2 Dec 14</th>
<th>May 2015</th>
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<table>
<thead>
<tr>
<th>Unit 2: Creative Project</th>
<th>Externally Set Task</th>
<th>A,B</th>
<th>All Criteria</th>
<th>6 January 15</th>
<th>10 March 15</th>
<th>12 May 15</th>
<th>13 May 15</th>
<th>15 May</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Lead Internal Verifier Signature**

*Jane Musson*

**Name**

*Jane Musson*

**Date**

*15-Sep-13*

---

**Notes:**

- You need to write the full title of the programme e.g. BTEC First Award in Art and Design, BTEC First Certificate in Art and Design, etc.
- You no longer need to allocate a formative feedback date.
- IV sampling date needs to be within 1-2 weeks of the summative assessment date.
- You cannot target criteria more than once.
- Resubmission dates need to be set for a specific day and fall within 10 working days of submission. No IV date for resubmissions.
- You need to explain the rules for resubmission: in this case, the "within 10 working days rule" is not identified for resubmissions.
- You need to add a column to identify Assessors and Internal Verifiers for each unit.
## Art and Design example Assessment Plan: Acceptable

<table>
<thead>
<tr>
<th>Programme Number &amp; Title</th>
<th>BTEC First Award in Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No &amp; Title</td>
<td>Assignment No &amp; Title</td>
</tr>
<tr>
<td>Unit 1: Introduction to Specialist Pathways</td>
<td>Assignment 1: The Seasons</td>
</tr>
<tr>
<td>Unit 3: Communicating Ideas in 2D</td>
<td>Assignment 2: The City</td>
</tr>
<tr>
<td>Unit 5: Developing an Art and Design Portfolio</td>
<td>Assignment: 1</td>
</tr>
<tr>
<td>Unit 2: Creative Project</td>
<td>Externally Set Task</td>
</tr>
</tbody>
</table>

### Year 2

| Assignment 3: Scandinavian Design | C | 1C5, 2CP4, 2CM5, 2CD3, 2CP5, 2CM4, 2CD4 | 18 Sep 14 | 20 Nov 14 | 21 Nov 14 | 2 Dec 14 | 16 Dec 14 | 19 Dec 14 | J Musson | D Tennant |
| Assignment 2 & 3 | B, C | 1B2, 2BP2, 2BM2, 2BD2, 1C3, 2CP3, 2CM3, 2CD3 | 22 Sep 14 | 2 Dec 14 | 3 Dec 14 | 10 Dec 14 | 16 Dec 14 | 18 Dec 14 | D Tennant | J Musson |
| Unit 2: Creative Project | Externally Set Task | A, B | All Criteria | 6 Jan 15 | 12 May 15 | 13 May 15 | 15 May 15 | N/A | N/A | N/A | N/A |

**Lead Internal Verifier Signature:** Jane Musson

*Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 10 working days of the learner receiving the results of assessment.*
Assignment Briefs

What are Assignment Briefs?
Assignment Briefs are designed to:

- **Develop** a learner’s **knowledge, skills and understanding** in a defined area of study

- **Measure evidence** of their learning against:
  - **Learning aims**: what the learner needs to know, understand and do
  - **Assessment criteria**: the grade level at which the learner can achieve each learning aim

What are Authorised Assignment Briefs?
We have produced a range of Authorised Assignment Briefs which you can:

- **Use** ‘off the shelf’
- **Edit** and **adapt** to suit your individual programme and local needs.

Authorised Assignment Briefs are available for most core units.
You can **download** copies of the Authorised Assignment Briefs for your qualification from the website at [www.btec.co.uk/2012](http://www.btec.co.uk/2012).

Authorised Assignment Briefs are also available in myBTEC – **learn more about myBTEC**.

Learn more about Assignment Briefs in our **Guide to Writing Assignments for the BTEC Teaching Team**.

Assignment Brief: best practice examples

On the next couple of pages, we’ve created examples of Assignment Briefs which address many of the questions you ask us about how to write effective assignments.

There are two briefs:

- **“Not acceptable”**: a sample Assignment Brief including many of the problems you’ve told us you encounter, with callouts identifying the issues.
- **“Acceptable”**: the same sample Assignment Brief with the problems resolved, including callouts explaining why this is more effective.
Assignment Briefs

Art and Design example Assignment Brief: Not acceptable

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>My Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>M Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date issued</th>
<th>Sept 5th 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand in Date</td>
<td>October 6th 2014</td>
</tr>
<tr>
<td>Resubmission Hand in Date</td>
<td>December 4th 2014</td>
</tr>
<tr>
<td>Retake Hand in Date</td>
<td>If you are not successful you will be able to retake this assignment in May.</td>
</tr>
<tr>
<td>Duration (approx)</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

Qualification suite covered: BTEC Level 1/Level 2 First Award in Art and Design
Unites covered: Unit 5: Developing an Art and Design Portfolio
Learning aims covered: Learning aim B: Compile a portfolio to support progression.

Scenario: A local school would like their Year 9 pupils to understand the requirements of a 14+ course in Art and Design. A group of design students is invited to select suitable portfolios of work to be shown to the Year 9 pupils.

Selecting and Editing:

You should check with your teacher when finishing each section to ensure you have your work in line with your target grade. Portfolios are a way of showing an audience a catalogue of your own skills and talents. They can be large format sheets of work, digital portfolios, slideshows or show reels. The aim of a portfolio is to showcase a body of work but sometimes the purpose and the audience differ.

For this task you should consider what it is that you wish to communicate from your portfolio, e.g. the transition from school to college and the way your work develops, the range of subjects on offer, particular skills or talents. Consider how this will be presented – will it be displayed in a gallery-like space, photographed and made into a presentation, or uploaded on to a blog? Discuss the options and your teacher will answer any questions you have.

You must ensure you don’t confuse teaching and learning with assessment.

You cannot give specific assessment feedback until work is submitted for assessment.

You should not split learning aims by grade e.g. a task aimed at Pass criteria only.
in date order. From this, pick out the strongest pieces of work and those that show the diversity of your abilities. Preparation work, studies and sketchbooks are useful to show how ideas develop and you should try to select a balance between preparatory work and final outcomes.

From this edited selection, create a display. Use photographs and thumbnail sketches to draft a layout of how you would present your work. Once you have made your decisions, take a photograph of the finished display.

The next stages will be completed as a group. Review all of the photographs and select work from the group as a whole that meets the aims of your presentation to the Year 9 pupils. Plan the display and discuss how you will present the work. Even if your own work is not selected, you should still have collated an organised selection of your work for your own portfolio.

Once you have achieved Task 1, those learners allowed to attempt the Merit and Distinction criteria, also need to do the following:

- Make sure your portfolio includes a diverse range of media and techniques.
- Provide a full justification for your selections and how you organised the portfolio in a written report.

Evidence you must produce for this task

- Your individual portfolio
- Plans and development materials: sketches, notes, printouts, lists, trials, roughs, annotations, discussions, witness statements, observation record sheets
- A group portfolio appropriate for the client presentation
- A paper-based portfolio containing digital formats, e.g. CD-ROM, DVD, USB drive
- A digital portfolio supported by paper-based materials, e.g. sketchbooks
- Teacher assessment records and/or witness statements
- A written report (Merit/Distinction learners)

Criteria covered by this task:

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile own portfolio to support progression, showcasing a range of different uses of media and techniques, and showing selection and organisation.</td>
<td>5</td>
<td>2B.P2</td>
</tr>
<tr>
<td>Compile own portfolio to support progression, showcasing a diverse range of media and techniques, and showing effective selection and organisation.</td>
<td>5</td>
<td>2B.M2</td>
</tr>
<tr>
<td>Compile a comprehensive portfolio, showcasing a creative use of media and a diverse range of techniques, and showing well-judged selection and organisation.</td>
<td>5</td>
<td>2B.D2</td>
</tr>
</tbody>
</table>
**Art and Design example Assignment Brief: Acceptable**

<table>
<thead>
<tr>
<th><strong>Assignment title</strong></th>
<th><strong>My Portfolio</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessor</strong></td>
<td>M Smith</td>
</tr>
</tbody>
</table>

| **Date issued**   | 9th October 2014 |
| **Hand In Date**  | 21st November 2014 |
| **Assessment Date** | 27th November 2014 |
| **Duration (approx)** | This assessment should take you about 6 hours |

| **Qualification suite covered** | BTEC Level 1/Level 2 NG First Award in Art and Design |
| **Units covered** | Unit 5: Developing an Art and Design Portfolio |
| **Learning aims covered** | Learning aim B: compile a portfolio to support progression. |

**Scenario**

A local school would like their Year 9 pupils to understand the requirements of a 14+ course in Art and Design. A group of design students is invited to select suitable portfolios of work to be shown to the Year 9 pupils.

**Task 1**

**Selecting and Editing**

Portfolios are a way of showing an audience a catalogue of your own skills and talents. They can be large format sheets of work, digital portfolios, slideshows or show reels. The aim of a portfolio is to showcase a body of work but sometimes the purpose and the audience differ.

You have been told that there will be about 60 Year 9 pupils so you must think about how the portfolios are going to be displayed as some of the work is quite small in scale.

For this task you should consider what it is that you wish to communicate from your portfolio, e.g. the transition from school to college and the way your work develops, the range of subjects on offer, particular skills or talents. Consider how this will be presented – will it be displayed in a gallery-like space, photographed and made into a presentation, or uploaded onto a blog?

Lay out all of your work, including sketchbooks, in date order. From this, pick out the strongest pieces of work and those that show the diversity of your abilities. Preparation work, studies and sketchbooks are useful to show how ideas develop and you should try to select a balance between preparatory work and final outcomes.

From this edited selection, create a display. Use photographs and thumbnail sketches to draft a layout of how you would present your work. Once you have made your decisions, take a photograph of the finished display.

The next stages will be completed as a group. Review all of the photographs and select work from the group as a whole that meets the aims of your presentation to the Year 9 pupils. Plan the display and discuss how you will present the work. Even if your own work is not selected, you should still have collated an organised selection of your work for your own portfolio.

Guidance of this type is acceptable. The criteria assess the ability to select and compile a portfolio. Evidence of planning and discussion allows the learner to provide individual evidence, even though tasks are completed as a group.
Art and Design example Assignment Brief: acceptable

Evidence you must produce for this task

- Your individual portfolio
- Plans and development materials: sketches, notes, printouts, lists, trials, roughs, annotations, discussions, witness statements, observation record sheets
- A group portfolio appropriate for the client presentation
- A paper-based portfolio containing digital formats, e.g. CD-ROM, DVD, USB drive
- A digital portfolio supported by paper-based materials, e.g. sketchbooks

Criteria covered by this task:

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile own portfolio to support progression, showcasing a range of different uses of media and techniques, and showing selection and organisation.</td>
<td>5</td>
<td>2B.P2</td>
</tr>
<tr>
<td>Compile own portfolio to support progression, showcasing a diverse range of media and techniques, and showing effective selection and organisation.</td>
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Sources of information

Books
- In addition to the resources listed below, publishers are likely to produce Edexcel-endorsed textbooks that support this unit of the BTEC First in Art and Design.

Websites
- http://art-support.com
- www.skillset.org

Note to Assessors:
We’re committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

We would encourage you to use relevant resources for your local area such as local employers, newspapers and council websites.

A range of publications, from a number of publishers, is available to support delivery and training for all BTEC and Edexcel qualifications, so students and teachers can select those that best suit their needs.

We’ve listed above just some examples of textbooks. You can find further useful resources at: www.edexcel.com/resources

www.bteco.co.uk/keydocuments - 19 -
What is an Observation Record?
An assessor uses an Observation Record to provide a formal record of their observation of learner performance, for example:

- during presentations,
- practical activities.

What is a Witness Statement?
A Witness Statement is used by someone who isn’t the assessor (for example, an external expert or placement supervisor) to provide a written record of learner performance.

Are Observation Records and Witness Statements the same as an Assessment Record?
No – Observation Records and Witness Statements are sources of evidence which should be included when the learner submits their evidence for assessment. They do not in themselves confer an assessment decision or allocate a final grade.

There are two example records:

- **Not acceptable**: a sample Observation Record including many of the problems you’ve told us you encounter, with callouts identifying the issues.

- **Acceptable**: the same Observation Record with the problems resolved, including callouts explaining why this is more effective.

On the next couple of pages, we’ve created examples which address many of the questions you ask us about how to use Observation Records.

The examples show how a tutor has given feedback to a learner using an Observation Record on Pearson BTEC Level 3 National Certificate in Creative Media Production.

The feedback relates to:

- **Unit 23: Multi-Camera Techniques**

  **Learning Objective 3**: Be able to perform an operational role in a multi-camera production

  **Assessment criteria for Learning Objective 3**:

  - **P3** perform an operational role in a multi-camera production with some assistance.
  - **M3** perform an operational role in a multi-camera production to a good technical standard with only occasional assistance.
  - **D3** perform an operational role in a multi-camera production to a technical quality that reflects near-professional standards working independently to professional expectations.
Creative Media Production example Observation Record: not acceptable

Learner name: Darren Wilson
Qualification: BTEC National Certificate in Creative Media Production
Unit number & title: 23: Multi-Camera Techniques

Description of activity undertaken
The group setup and recorded a multi-camera drama scene in the studio.

Assessment criteria targeted
- P3 perform an operational role in a multi-camera production with some assistance.
- M3 perform an operational role in a multi-camera production to a good technical standard with only occasional assistance.
- D3 perform an operational role in a multi-camera production to a technical quality that reflects near-professional standards working independently to professional expectations.

How the activity covers the requirements of the assessment criteria
Well done, Darren, you clearly met P3 with this activity. You were able to operate the camera under direction, and most of your shots were usable. It’s a shame that you needed so much help from the floor manager and director during the shoot. It’s really important that remember to follow the script and anticipate where you are supposed to be at each point.

When taking direction, make sure you respond quickly and positively to the instructions. It is not your place to question the directions given to you by the floor manager!

When we do the next shoot, in order to get the merit, you will need to make better notes on your shooting script and ensure your shots match the ones assigned to you (e.g. Long Shot, Close Up). You will be assessed again next week when we repeat the recording. Make sure that you are prepared and discuss the plan with the floor manager and director before we start.

Tutors must not give direction about how to improve grades. You can give feedback focused on developing skills and technique, but not directed specifically at assessment.

This is assessment feedback, rather than an observation of an activity.

If you use multiple activities, you must be clear that formal assessment does not happen until all the activities are complete and the learner submits full evidence.

An observation record forms part of the evidence and is not an assessment in its own right.

Learner name: Darren Wilson
Learner signature: D Wilson  Date: 17/04/2014
Assessor name: Pramesh Singh
Assessor signature: Pramesh Singh  Date: 17/04/2014
### Creative Media Production example Observation Record: not acceptable

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Darren Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
<td>BTEC National Certificate in Creative Media Production</td>
</tr>
<tr>
<td>Unit number &amp; title:</td>
<td>23: Multi-Camera Techniques</td>
</tr>
</tbody>
</table>

#### Description of activity undertaken

The group setup and recorded a multi-camera drama scene in the studio. Darren undertook the role of camera operator for Camera 3, taking direction from the floor manager via headphones.

#### Assessment criteria targeted

- **P3** perform an operational role in a multi-camera production with some assistance.
- **M3** perform an operational role in a multi-camera production to a good technical standard with only occasional assistance.
- **D3** perform an operational role in a multi-camera production to a technical quality that reflects near-professional standards working independently to professional expectations.

#### How the activity covers the requirements of the assessment criteria

(Does not confirm achievement of assessment criteria or confer an assessment decision)

Darren performed the role of camera operator. He was able to operate the camera under direction, and most of his shots were useable. Darren required some assistance from the floor manager and director during the shoot. He struggled to follow the shooting script during parts of the recording, but managed to provide the shots required once directed.

Darren responded to direction, but not always as quickly as required. Also, he questioned instructions on a few occasions, instead of responding positively. Preparation for a shoot is important, including reading and making notes on the shooting script, and discussing plans with the floor manager. Darren did not take full advantage of this during this recording, but acknowledged that he will do so next time.

This was the first of two shoots. Evidence from both will contribute to the assessment of the unit.

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Darren Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner signature:</td>
<td>Wilson</td>
</tr>
<tr>
<td>Date:</td>
<td>17/04/2014</td>
</tr>
<tr>
<td>Assessor name:</td>
<td>Pramesh Singh</td>
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</table>

This clearly explains the group project and the learner’s contribution.

The record makes it clear that it is not an assessment sheet.

The observation uses wording from the criteria to help an assessor identify the quality of the activity.

You’ve made clear that the learner will use two recordings to generate evidence for the unit and formal assessment does not happen until all the activities are complete and the full evidence is submitted.
Theory into practice

Assessment Record

What is an Assessment Record?
The Assessment Record is the only place where the assessor formally records their assessment decisions against individual assessment criteria.

The assessor should:

- **give feedback** on the achievement of criteria to support learner progression
- **avoid giving direct, specific instructions** on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

Authenticating learner work

The Assessment Record also includes a declaration of authenticity for the assessor to sign, to ensure everyone is confident the evidence was genuinely the learner’s own work.

It’s important to keep the Assessment Record secure, although it should also remain accessible to the learner.

Assessment record: best practice examples

On the next couple of pages, we’ve created example Assessment Records which address many of the questions you ask us about how to make the Assessment Record effective and be confident you are giving full and constructive feedback that supports learner progression.

There are two plans:

- “**Not acceptable**”: a sample Assessment Record including many of the problems you’ve told us you encounter, with callouts identifying the issues.

- “**Acceptable**”: the same sample Assessment Record with the problems resolved, including callouts explaining why this is more effective.
Creative Digital Media Production example Assessment Record: Not acceptable

<table>
<thead>
<tr>
<th>Programme</th>
<th>BTEC First Award in Creative Digital Media Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment title</td>
<td>Produce Digital Audio Recordings</td>
</tr>
<tr>
<td>Unit no. &amp; title</td>
<td>UNIT 4: Digital Audio Production</td>
</tr>
<tr>
<td>Issue date</td>
<td>9th January 2014</td>
</tr>
<tr>
<td>Submission deadline</td>
<td>9th February 2014</td>
</tr>
<tr>
<td>First submission / resubmission?*</td>
<td>First Submission</td>
</tr>
<tr>
<td>Resubmission authorisation by Lead Internal Verifier*</td>
<td>X Becket</td>
</tr>
<tr>
<td>Date submitted</td>
<td>13th February 2014</td>
</tr>
<tr>
<td>Date</td>
<td>6th March 2014</td>
</tr>
</tbody>
</table>

*All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:
- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

<table>
<thead>
<tr>
<th>Target criteria</th>
<th>Criteria achieved? (Yes / No)</th>
<th>Assessment comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C.5</td>
<td>Yes</td>
<td>Criterion met.</td>
</tr>
<tr>
<td>2C.P5</td>
<td>Yes</td>
<td>Well done Anna you have made two clear recordings in different acoustic environments. In both, the listener can hear and understand the voices, but there is still some background noise, especially in the exterior location recording.</td>
</tr>
<tr>
<td>2C.M5</td>
<td>No</td>
<td>Next time you can reduce the background noise in the exterior recording by using a windshield over the microphone. This would have made your recording more effective.</td>
</tr>
<tr>
<td>2C.D5</td>
<td>No</td>
<td>You needed to have produced three different recordings to meet the distinction.</td>
</tr>
<tr>
<td>1C.6</td>
<td>Yes</td>
<td>Criterion met.</td>
</tr>
<tr>
<td>2C.P6</td>
<td>Yes</td>
<td>You explained how your recordings met the brief, commenting on their technical quality and your intentions.</td>
</tr>
<tr>
<td>2C.M6</td>
<td>No</td>
<td>You didn't fully evaluate strengths and weaknesses of the finished recording. You will need to do this in your resubmission.</td>
</tr>
<tr>
<td>2C.D6</td>
<td>No</td>
<td>If you want to achieve Distinctions, you will need to evaluate your finished recordings and justify the decisions taken in relation to the technical quality, clarity and content of their recording, and the way in which it meets the specification of the original brief and purpose.</td>
</tr>
</tbody>
</table>

The learner has achieved the Level 2 Pass criteria, so there is no need to assess the Level 1 criteria.

If the quality of the work was not sufficient to meet 2C.M5, a 3rd recording would not have allowed the learner to meet 2C.D5.

The assessor must not give specific feedback on how to upgrade work. Learners must work independently throughout the assessment cycle.
### Creative Digital Media Production example Assessment Record: not acceptable  page 2

**General comments**

You worked very well on this assignment. You booked the equipment in a timely manner and returned it when required. Your conduct during the recordings was professional and you managed the recording sessions well. You let yourself down with your choice of microphones, especially in the exterior recording session. An SM58 isn’t really suitable for outdoor work, and the hypercardioid ‘shotgun’ mic with a windshield would have produced a much clearer recording.

**Assessor declaration**

I certify that the evidence submitted for this assignment is the learner’s own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

<table>
<thead>
<tr>
<th>Assessor signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Green</td>
<td>06.03.14</td>
</tr>
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</table>

**Learner comments**

I enjoyed learning about different types of microphones and recorders and I think that the assignment was successful. In my resubmission I will try different microphones and practise with them before doing the final recording.

<table>
<thead>
<tr>
<th>Learner signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Kepinska</td>
<td>06.03.14</td>
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</tbody>
</table>

Again, the assessor has provided specific instructions on how to upgrade work. This is too much guidance and could result in a Standards Verifier not accepting a resubmitted grade. General comments should be on elements such as conduct, timekeeping, attitude, etc.
Creative Digital Media Production example Assessment Record: Acceptable

<table>
<thead>
<tr>
<th>Programme</th>
<th>BTEC First Award in Creative Digital Media Production</th>
<th>Learner name</th>
<th>Anna Kepinska</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Produce Digital Audio Recordings</td>
<td>Assessor name</td>
<td>M Green</td>
</tr>
<tr>
<td>Unit no. &amp; title</td>
<td>UNIT 4: Digital Audio Production</td>
<td>Target learning aims</td>
<td>C: Produce and review digital audio for media productions</td>
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</tr>
<tr>
<td>2C.M5</td>
<td>No</td>
<td>You did not use appropriate equipment to produce effective and clear audio recordings.</td>
</tr>
<tr>
<td>2C.D5</td>
<td>No</td>
<td>As above.</td>
</tr>
<tr>
<td>2C.P6</td>
<td>Yes</td>
<td>You explained how your recordings met the brief, commenting on their technical quality and your intentions in relation to the brief.</td>
</tr>
<tr>
<td>2C.M6</td>
<td>No</td>
<td>You didn't provide sufficient analysis of the finished recording, evaluating strengths and weaknesses and the extent to which they met the brief and purpose.</td>
</tr>
<tr>
<td>2C.D8</td>
<td>No</td>
<td>As above.</td>
</tr>
</tbody>
</table>

The learner has submitted their assignment on time which means the Lead Internal Verifier may authorise a resubmission.

This is acceptable feedback, as it quotes directly from the assessment criteria. The assessor is not providing specific guidance on how to achieve the criterion, allowing the learner to work independently.
Creative Digital Media Production example Assessment Record: acceptable

<table>
<thead>
<tr>
<th>General comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>You worked very hard on this assignment. You booked the equipment in a timely manner and returned it when required. Your conduct during the recordings was professional and you managed the recording sessions well. The effectiveness of the finished recordings was let down by your choice of microphones, especially in the exterior recording session. You didn't refer to class notes and handouts about microphone types.</td>
</tr>
</tbody>
</table>

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<tr>
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</table>

This feedback is acceptable and does not give guidance on achievement of criteria. It is good practice to provide learners with general feedback that will help improve the quality of work for future assessments.
You can also contact us directly if you need a more in-depth discussion about your individual needs.

**UK centres**

If you are in the UK, you can talk to your:

- **Subject Advisor** - for subject-specific advice and guidance
- **Curriculum Development Manager or Curriculum Support Consultant** - for general advice and guidance on curriculum and qualifications
- **Regional Quality Manager** - for advice and guidance on BTEC quality assurance.

Visit [www.btec.co.uk/support](http://www.btec.co.uk/support) for full contact details.

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**Middle East – China – India**

The International Quality Managers will be able to give quality assurance advice to customers in:

- **Middle East**: Mohamed Kamel
  [mohamed.kamel@pearson.com](mailto:mohamed.kamel@pearson.com)
- **Hong Kong or China**: Florence Chan
  [florence.chan@pearson.com](mailto:florence.chan@pearson.com)
- **Indian sub continent**: Saurabh Saxena
  [saurabh.saxena@pearson.com](mailto:saurabh.saxena@pearson.com)

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**Continental Europe – South Africa**

**South Asia – Latin America**

**Australasia**

The International Quality and Assessment Advisors will be able to help customers in:

- **Europe**: Nicola Mortimer-Stokes
- **South Africa**: Colin Beeke
- **South Asia**: Stephen Moore
- **Latin America & Australasia**: Julie Hancock

Please contact Elizabeth Crofts, International Vocational Quality and Risk Manager (elizabeth.crofts@pearson.com) in the first instance. Elizabeth will put you in touch with the relevant International Quality and Assessment Advisor.

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**Where can I find more information?**

**BTEC Guides**

If you need any more help or information, you can refer to the BTEC Centre Guide to Assessment: Entry Level to Level 3 at [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments).

**Your questions answered**

Our BTEC Quality Team has shared their most frequently asked questions around BTEC assessment. Go to our Knowledge Base service to ask your question – or talk to an expert in our Teaching Services team via [www.edexcel.com/contactus](http://www.edexcel.com/contactus).