

Centre Guidance for Onscreen Tested Vocational Qualifications

Pearson BTEC Level 2 in Children and Young People's Workforce (QCF)

Issue 2

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Purpose

This document is intended to provide centres delivering the Pearson BTEC Level 2 in Children and Young People's Workforce (QCF) with information and guidance to help prepare learners for onscreen assessments.

This guidance includes information about the onscreen test delivery software and details about the format, structure and coverage of the tests.

This information should only be used in relation to onscreen testing and is not to be used for any other form of assessment. Further documents and forms relating to onscreen testing can be found at on our website: [Onscreen Testing](#)

Approval and registration

In order to gain access to the onscreen assessment, you must first be a Pearson centre with approval to operate the programme. Please refer to the **Information Manual** on our website: [Information Manual](#) for further information about becoming an approved Pearson centre.

You should also complete and return the Pearson approval forms available on our website: [Become an Onscreen Testing Centre](#)

If you are an approved Pearson centre, please complete the **Onscreen Testing Application and Technical Requirements form** and we will contact you regarding installation of the relevant software.

Registrations must be made on Edexcel Online. Registered learners will then need to be entered for particular testing occasions. You should ensure that learners are adequately prepared before each testing attempt. Please refer to the **Schedule of Fees** for information regarding fees: [Vocational Fees](#) Learners are allowed up to three attempts for each test. Please note that further test attempts may incur additional fees.

Onscreen test delivery

Tests are available through the Edexcel Onscreen Testing System, which you will be required to install and use for the delivery of onscreen tests.

The Edexcel Onscreen Testing System has a useful help facility which provides guidance on the functions and layout of the system. Assessors and invigilators should familiarise themselves with the screen and ensure that there is time for learners to fully explore the information on the help screen before starting the test.

All centres offering onscreen assessment must comply with the current **Instructions for the Conduct of Examinations (ICE) document**. The current version of this document can be found on our website: [Conducting Examinations](#)

Overview of tests

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The tests will operate on a test banking system. Where a group of learners is taking a test at the same time, different learners will be presented with different tests from the bank. Each year all the tests will be reviewed and updated.

Each test will have a set number of questions each worth 1 mark. Please refer to the **Test structure section** of this guidance for more detailed guidance. The main question format is to choose the correct response from one of four answers, either through answering a question or completing a statement. There is no use of questions with more than one right answer.

No questions will require specific manipulation, such as “drag and drop” and there are no videos. Some images are used and may be presented in colour.

The tests may use images both for the context of a question (e.g. showing a situation) or for the answer options (e.g. selecting the correct sign). The learner will be asked to select the correct picture for the right answer.

Question types

The tests will be comprised of both recall and application question types.

Recall questions test the learner’s knowledge of the subject area. They are typically lower level questions and as such there will be more recall questions on a Level 2 test than there will be on a Level 3 test. An example of a recall question is: *“When should work tasks be prioritised?”*

Application questions test whether the learner can apply the knowledge of the subject area to a situation given in the question. These questions are higher level questions as they are testing more than just knowledge. As such, there will be more application questions on a Level 3 test than in a Level 2 test. An example of an application question is: *“Time is running out on a project. What action should be taken?”*

Test structure

For the purposes of assessment, all the content of the published specification will be considered to be open to testing in detail against any of the related assessment criteria statements. Each test will provide a broad test of key principles and typical situations found in a professional taxi and private hire driver environment. Learners will be assessed across all the learning outcome statements to provide adequate evidence of learning and achievement.

The unit content found in the specification details the knowledge and understanding required in order for learners to be successful in the onscreen test. While all the knowledge cannot be tested within one test, the different versions of the test will all cover this knowledge. Therefore it is essential that learners are deemed to have a full knowledge of the test specification content before being entered for the onscreen test.

Test items will not necessarily be sequenced in the order of the criteria. No test item will rely on or directly follow on from another test item.

Learners are advised to use the time allocated for the test carefully. All questions in the test should be attempted. Learners are advised to use the “flag” facility to mark questions that they wish to return to when they have answered the other questions in the test.

All tests are graded pass/fail.

After completing the test, each learner will receive a score report which will show the learner’s individual strengths and weaknesses against the areas covered on the test. Unsuccessful learners should use this information when revising to re-take the test.

Learners who are unsuccessful will be eligible to re-take the test on the following day. However, it is strongly recommended that a period of revision against weak areas identified on the score report takes place before the test is attempted again.

The tables below give some guidance on which units are assessed as part of each test, the amount of questions and the duration of the tests. The number of questions in a test is related to the units being assessed, the level and credit rating.

Pearson BTEC Level 2 in Children and Young People’s Workforce (QCF)

Test number	Unit names	Number of questions	Durations of test
1	5 - Understanding Partnership Working in Services for Children and Young People	20	35 mins
2	10 - Child and Young Person Development	20	35 mins
5	16 - Understand How to Safeguard the Well-being of Children and Young People	35	45 mins

Feedback

- For queries relating to onscreen tests, guidance information can be found on our website: www.edexcel.com/iwantto/Pages/onscreen-testing-btec-qcf
- For general queries about BTEC tested qualifications, please email: btecdelivery@pearson.com
- For information about registering for onscreen testing, or for any technical queries, please contact your dedicated account specialist:
 - for WBL centres, email: wblcustomerservices@pearson.com
 - for Schools & FE colleges, email: serviceoperations@pearson.com

To provide us with feedback on live test content, please email: btectestfeedback@pearson.com

Please include as much detail as possible (without emailing any secure content); including the qualification title, question number, test name/number, centre number, candidate number, and date/time that test was taken.