

# Onscreen Tested Vocational Qualifications Centre Guidance

Pearson BTEC Level 3 in Retail Knowledge



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## Purpose

This document is intended to provide centres delivering the Pearson BTEC Level 3 in Retail Knowledge 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 Pearson Onscreen Platform (POP) which is used to deliver onscreen tests can be found on our [website here](#).

## 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 for further information about becoming an approved Pearson centre.

You should also complete and return the Pearson Onscreen Platform Declaration form available on our [website here](#). This form is used to request to be approved to run our onscreen tests and confirming that you meet the technical requirements needed to successfully run the software. Once we receive this we will provide you with your username and password for you to be able to access your onscreen tests.

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. 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 Pearson Onscreen Platform which you will be required to install and use for the delivery of onscreen tests.

The Pearson Onscreen Platform 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](#).

## Overview of tests

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 an adult social care 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 unit being assessed, the level and credit rating.

### **Pearson BTEC Level 3 in Retail Knowledge**

<b>Test number</b>	<b>Unit names</b>	<b>Number of questions</b>	<b>Durations of test</b>
1	26 – Understanding customer service in the retail sector	20	35 min
2	28 - Understanding security and loss prevention in a retail business	20	35 min
3	29 - Understanding how the smooth operation of a payment point is maintained	20	35 min
4	30 - Understanding the retail selling process	20	35 min
5	31 - Understanding the management of stock in a retail business	30	45 min
6	32 - Understanding the development of personal and team effectiveness in a retail business	30	45 min
7	33 - Understanding how the effectiveness of store operations can be improved	20	35 min

8	27 - Understanding the management of risks to health and safety on the premises of a retail business	20	35 min
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## Feedback

- For queries relating to onscreen tests, guidance information can be found on [our website](#).
- For general queries about BTEC tested qualifications, please email: [btecdelivery@pearson.com](mailto:btecdelivery@pearson.com)
- For information about registering for onscreen testing, or for any technical queries, please contact your dedicated account specialist you can find contact information on [our website](#).

To provide us feedback on live test content, please email [btectestfeedback@pearson.com](mailto: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.

For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

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