



# **Centre Guide BTEC Internal Assessment**

2025-2026

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# Internal assessment made easy

Use this guide to make assessing BTEC programmes easier. We're here to support you from the get-go with everything you need to make sure you feel confident assessing the Pearson Level 1 - Level 3 BTEC programmes, including the BTEC Nationals from 2025 (AAQs).

## We're here to help.

If you need any help with quality assurance, contact us via the [Pearson support portal](#) and we'll be on hand to help.

Need to have a quick chat or want some dedicated time for one-to-one support? Book a 15-minute appointment with your [vocational quality assurance manager \(VQAM\)](#) on our website.

## Version Control

Page Number	What has changed	Date of Change
10	Confirmation of sufficient teaching and learning prior to assessment.	30.09.25

# UK qualifications covered by this guide

This guide provides essential information for BTEC programme teams on the planning and internal assessment of the following BTEC qualifications:

- BTEC Level 1 / Entry Level Introductory Suite
- BTEC Level 1/2 Firsts
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC Level 3 Nationals from 2025 (AAQs)

It does not cover:

- BTEC Qualifications accredited by SQA. For guidance on BTEC Security (SQA) qualifications please refer to the BTEC Security Centre Management Handbook
- BTEC Entry Level (legacy programmes)
- BTEC Level 1 (legacy ungraded programmes)
- BTEC Specialist programmes from Entry to Level 3
- BTEC PSD, Workskills and Skilled for Life
- BTEC Higher Nationals (Level 4-7)

# Planning for assessment

## Assessment planning and rules of combination

The assessment plan is a working document, so you might need to update it during the year. Use version numbers to create a clear audit trail if you do make changes. Your programme team should work together to develop robust assessment plans. The lead internal verifier for the programme should then check that the units chosen meet the rules of combination for that specific BTEC programme.

As a minimum requirement, the assessment plan should include:

- the names of all assessors and internal verifiers
- scheduling for hand-out of assignment briefs/Pearson-set assignment briefs (PSABs)
- deadlines for assignment submission
- scheduling for internal verification of assessment decisions
- scheduling of the opportunity for resubmission
- scheduling of all units (internal and external) for the duration of the course so that a full programme plan is shown (if it's a two-year programme, show all units for both years)
- BTEC Level 3 Nationals from 2025 (AAQs) only – the PSAB version chosen



### Need helping designing an assessment plan and working out dates?

Download our assessment plan template from our [BTEC forms and guides](#) page. There's a separate assessment plan for the BTEC Nationals 25 AAQs. Watch our bitesize video on '[Good practice producing assessment plans](#)'

### When planning assessment, you should consider:

the correct sequence or integration of units – carefully consider any synoptic units

rules of combination

the value of the units selected for the size of qualification

planning assignment deadlines across the programme to ensure a balanced workload for students

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that at least one internally assessed unit will be available for standards verification annually (deadline 15 May)\*

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staff timetabling

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schemes of work

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resource planning, such as when to deploy specialist staff

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access to external resources

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feedback from students and from external sources, such as progression providers

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ensuring authenticity of student work.

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*\*Level 3 Nationals 2025 (AAQ): completing one unit by the deadline in the first year of delivery may not always be feasible. Your SV will review the requirements when you share your assessment plan.*

## Rules of combination

When creating the assessment plan, the programme team must check that the units chosen meet the rule of combination. Failure to do this may mean that students are ineligible when their claim is submitted.

You'll find the qualification structure in sections 2 and 9 of the subject's specification. This will tell you how an overall grade is calculated, if the qualification is pass-only, if any units have a minimum grade requirement and the rules of combination.

Consider the following to check that your chosen units will meet the rule of combination:

- Have you selected the correct number of units (mandatory and optional) and guided learning hours (GLH) to make up the qualification? E.g., if you're delivering a BTEC Level 3 National 720 Diploma, the unit combination should add up to 720 GLH.
- If the qualification has grouped units (group A, B, C etc.), have you made the correct selection from each group?
- Are the optional units you've chosen suitable and correct for the programme size? Think about whether any particular optional units are required for progression.



# Planning internal verification

Internal verification is how you'll check that assignment briefs are fit for purpose (excluding the AAQ PSABs) and assessment decisions have been made accurately by assessors. An assessor can't internally verify their own assessment decisions, so another member of staff should act as their internal verifier. When creating your assessment plan at the start of the course, you should plan the dates that you will internally verify assignment briefs and both first submissions and resubmissions. Record these dates on the plan.

Once you have chosen the units, their delivery order and which assessor will teach them, you can create an internal verification plan. This records when and how many pieces of student work you will internally verify for each assessor, and you may choose to record the student's names on this document. You must internally verify every assignment (after it is submitted, and not just at the end of the whole unit if there are multiple assignment briefs) and include student work from all assessors teaching the unit. The internal verification sample size should be based on risk; for example, consider how experienced the assessor is, whether it's a unit that has not been taught before and past standards verification report outcomes. Higher risk means internally verifying more student evidence. If you need more guidance on the internal verification plan, see our on-demand CPD package on [planning for internal verification](#).

## Frequently asked questions

### Can I structure my BTEC programme in any way that I want?

Yes. Your delivery plan needs to make sure your students achieve the best they can however, there are a few points to consider when planning your programme such as:

- Students must be registered on a programme for any assessment to be valid.
- Check sampling requirements and deadlines to make sure you will have standards verification samples ready for submission at the right time. The window for standards verification runs from January and the deadline for samples to be shared with your SV is 15 May.
- Does your plan make best use of synoptic units so your students can draw on their learning across the programme to develop the knowledge and skills required to achieve the very best they can?
- Does the plan reflect the unit guidance in the specification?

If you are unsure about any of these points or need any help when planning your programme, [contact your subject advisor](#) who will be happy to help.

### **Can I integrate BTEC units for assessment?**

Yes. A unit-by-unit approach and an integrated approach are valid and appropriate delivery methods for BTEC qualifications.

For programmes where units will be integrated, the assessment plan should provide the appropriate assessment criteria for each unit. At the point of assessment, it is important to map the assessment of evidence against assessment criteria across units and maintain accurate records of student achievement for each unit. You will also need to consider the published guidance in the unit specification.

### **Can I amend my assessment plan?**

Yes. This is a working document. Dates planned into your assessment plans can be amended. We recommend that you use version control to avoid confusion and so that there is a full audit trail.

During the standards verification process, you'll need to make sure your Pearson standards verifier is notified of any significant changes via email.

### **All my units are delivered throughout the year. Do I still need a plan?**

You should reconsider this approach and whether all the units need to be delivered 'long and thin'. A range of units must be available for standards verification which means having some completed units available for sampling by 15 May.

You should also consider if students are best supported by this method of delivery and avoid overloading them with assessment at the end of the year.

### **Can I use my centre's assessment and verification forms, or must I use the Pearson templates?**

Yes. We're happy for centres to design and use their own forms. All we ask is that in addition to their own requirements, centres also include what we have in our templates as a minimum.

### **I have several late starters. How do I plan for their assessment?**

You can create a separate assessment plan if these students are following different dates so that you can show where assessment will take place for these students.

### **For BTEC assessment, what is considered a conflict of interest?**

Potential conflict of interests can include:

- a close relation, spouse or partner within the centre who is either a student or another member of staff.



- a close relation, spouse or partner acting as a standards verifier or other external quality assurance role.

Individuals should be forthcoming in disclosing any activity that might represent a conflict of interest.

### **What information do we need to record for a conflict of interest?**

The log should include programme details, and the names and relationships of the parties involved, along with an outline of the assessment plan in terms of who is delivering each unit on that programme. You should also note any relationship to other assessors e.g. line manager, internal verifier etc.

### **How can we mitigate the risk of a conflict of interest?**

You should consider possibilities for amending delivery in some way; can the student be moved to another group for that unit which is delivered by someone else? Can someone else assess the unit?

You should put steps in place to independently verify the work of any assessor or internal verifier involved. This can be indicated on your internal verification plan.

### **Do the assessment decisions of all students need to be internally verified during the lifetime of the programme?**

No. There is no requirement to internally verify every student. The sample must include students who have been awarded each grade and a sample of assessment decisions for all assessors and all assignments need to be internally verified.

### **Can I internally verify my own assessment decisions?**

No. Assessment decisions must always be internally verified by someone other than the assessor. Ideally, this should be someone delivering a similar qualification who has the required subject knowledge, or someone experienced in the assessment of BTEC qualifications.

# Assessment and grading

Before you start any assessment for a BTEC qualification, make sure you register your students on the programme.

You can find detailed guidance on how to do this on our [vocational registrations page](#), and don't forget to check your centre's Registration Policy.

As an assessor, it's your responsibility to ensure your students are ready for their assessment. After a sufficient period of teaching and learning covering the content for an internally assessed unit, students can be issued the assignment brief. You need to be confident that they are well prepared to begin their independent assessment. Encourage your students to work diligently on their assignments and encourage them to aim to get it right on their first try so they don't have to rely on resubmissions or retakes.

Before beginning an assessment, have a chat with each student to make sure they understand:

- the assessment requirements.
- the type of evidence they need to produce.
- how to manage their time effectively and meet deadlines, including what happens if they submit late or need to resubmit or retake an assignment.
- the importance of submitting their own work, and the consequences of plagiarism and using Artificial Intelligence and the investigation process.

Helping your students take responsibility for their achievements will prepare them well for the future, whether they go into the workforce or continue their education.

## Frequently asked questions

### **Can we design our own assignment briefs or adapt the authorised assignment briefs? Not including BTEC National AAQs**

Yes. We are happy for you to design your own assignment briefs around your needs and requirements. We provide authorised assignment briefs (AABs) to save you time in case you need them, and these are found in the course materials section of the relevant specification pages on our website. We would encourage the review of AABs to ensure the scenario is relevant to your locality, community, and students. Also consider the assessment method and feel free to adapt it to show innovation and recognition of student needs.

### **Do assignment briefs need to cover all unit content?**

No. Your assignment brief needs to cover just what is being assessed so no need to include the entire unit content.

All unit content needs to be taught, where relevant, to provide students with the breadth and depth to their studies. There is no formula for how much content needs to be assessed.

The amount of content the student will need to refer to will depend on the specific requirements of the actual assignment and the requirements of the assessment criteria and associated assessment guidance which can sometimes prescribe which areas of the unit content needs to be assessed.

Please remember that Learning Aims should not be split across assignments.

### **What about the PSABs for the BTEC Level 3 Nationals from 2025 (AAQs)?**

The BTEC Nationals from 2025 are assessed via Pearson set assignment briefs (PSABs). These are produced by Pearson with no adaptations allowed, except for hand out and hand in dates. For further guidance please see the [centre guide to quality assurance for BTEC Nationals from 2025 \(AAQs\)](#).

## **Submission of evidence**

Only *one submission* is allowed for each assignment.

The assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

Each student should submit:

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.



**Assessment language** All work should be submitted in English unless prior approval is obtained. The [use of languages in qualifications policy](#) contains full details of what is required.

## Meeting deadlines

Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Students should be assessed fairly and consistently and should not be advantaged by having additional time to complete assignments.

You should have in place a clear assessment procedure for a student to formally apply for an extension if they have genuine reasons for not meeting a deadline, such as illness. If an extension is granted, the new deadline should be adhered to and recorded. This should be covered with students in their induction at the start of the programme.

Please note that once evidence is accepted for assessment, students are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions.

If a student is not able to use an extension opportunity, then it may be appropriate to request special considerations. For further details please refer to the [Supplementary guidance for reasonable adjustments and special consideration](#).

## Authenticity and authentication

Assessors should only accept evidence for assessment that is authentic, i.e. that is the student's own work and that can be judged fully to see whether it meets the assessment criteria. Students are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work at the point of submission.

Assessors should ensure that authenticity is considered when setting assignments. For example, ensuring that each student has a different focus for research could reduce opportunities for copying or collusion.

It is important that the authentication of all evidence can be validated. When practical and performance evidence is used, it is important to consider how supporting evidence could be captured using videos, recordings, annotated photographs, handouts, task sheets etc.

The authentication of student evidence is the responsibility of each centre. If through the assessment process it is found that some or all the evidence is not authentic, assessors need to take appropriate action, including following your centre malpractice policy and reporting any suspected malpractice to Pearson as required.

## Using Electronic Signatures

Electronic signatures are permitted on all assessment documentation if there is an audit trail to support its authenticity. This also includes student and parental signatures where required.

When signing online documents, an electronic signature can be scanned or typed onto the document.

## Artificial Intelligence (AI) use in assessments

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. The [JCQ guidance](#) reminds teachers and assessors of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(k) of the [JCQ General Regulations for Approved Centres](#), **all work submitted for qualification assessments must be the students' own.**
- Students who misuse artificial intelligence (AI) such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the [Acknowledging AI Use section](#)).
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

# Assessing student work

On receipt of the student work, having confirmed authenticity, the assessor should:

- mark the work against the requirements of the unit specification.
- formally record and confirm the achievement of specific assessment criteria on an assessment record.
- complete a confirmation statement that to the best of their knowledge, the evidence they have assessed is authentic and is the student's own work.

The [BTEC assessment record template](#) captures the student authentication, assessor feedback and authentication, supporting you with reducing the number of forms needing to be completed at the assessment stage.

If there are concerns about the authenticity of the student work submitted, refer to pg25 in this document and the [centre guide to plagiarism](#) (listed in the useful documents section).

## Assessment tracking and recording

It is necessary to track and record student achievement throughout your BTEC programme. Tracking student progress, recording the achievement of each student per criteria on a unit-by-unit/PSAB task-by-task basis ensures:

- the assessment evidence is clearly measured against national standards.
- student progress is accurately tracked.
- the assessment process can be reliably verified.
- evidence for the safety of certification,
- full coverage of the units.
- identification of which assessments are outstanding.
- the enabling of internal verification .
- samples for standards verification and other external audits can be made available as required.

Up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues if, for an example, an assessor leaves during the delivery of a BTEC programme.

## Frequently asked questions

### **Can the assignment be given out at the start of the unit?**

No. The assignment should not be issued until the students are ready to work independently with no further input from the assessor.

### **Can I use homework or mock assignments?**

Yes. Homework and mock assessments are an ideal way of deciding whether your students are ready to work independently and to prepare them for assessment.

### **Students will be generating evidence through recorded visual evidence for their assignment. Does this need to be supported by an observation record?**

No, an observation record isn't required if the video clearly shows the student performing the assessed task. It's also not mandatory for presentations where the student is speaking directly to the camera.

Observation records can help confirm skills that weren't clearly shown on camera or identify students in group settings—such as in group activities where the student isn't clearly visible, or if the recording quality is poor.

### **What if the unit specification states observation records are mandatory?**

Always follow the current Pearson published guidance in this guide concerning the use of observation records which confirms they are not mandatory.

### **Can students work at home?**

Yes. Students can complete assignment work at home providing the assessor is satisfied as to the authenticity of the work completed outside of the centre. If it is found that some or all the evidence is not authentic, assessors need to take appropriate action, including following your centre's malpractice policy as required and reporting any suspected malpractice to Pearson.

For the BTEC Level 3 Nationals from 2025 (AAQs) please refer to the individual PSAB for guidance on the levels of control for each task. This will outline which tasks can be completed from home and which ones require supervision.

### **Does the level of spelling, punctuation and grammar affect the assessment decision I make?**

It is good practice for assessors to "mark" spelling and grammar i.e., correct mistakes on student work. However, mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of student understanding.



- specific assessment criteria require communication, spelling, and grammar and/or the correct use of technical language.

If student work has consistently poor spelling, grammar or language below the standard expected at the level of the qualification, marking should be delayed before the first submission until the student has resubmitted work considered to be up to standard. This should be within a given timeframe not considered to provide an unfair advantage to the student. This may also indicate that the student is not at the correct level for the programme of study.

### **For BTEC qualifications, can we apply for recognition of prior learning (RPL)?**

Recognition of prior learning is a method of assessment that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. It is used sparingly and is likely to be more applicable to adult students returning to education.

Centres are expected to develop their own policy in line with Pearson policy. Further guidance can be found in our [recognition of prior learning policy](#).

### **Can my students retake units if they are ‘topping up’ in Year 2?**

A top-up reopens a student’s registration after certification of a smaller BTEC qualification. The grades from those units are automatically imported into Edexcel Online and cannot be changed. Internally assessed unit grades are final and cannot be retaken, but externally assessed units can be retaken but cannot exceed the maximum number of attempts allowed for the qualification.



**Remember** – Your groups may contain a mix of students studying the qualification for the first time as well as students who are topping up. Care should be taken to ensure that all members of these cohorts are equally engaged and challenged, for example by ensuring all team members in group activities have an opportunity to perform the leadership roles.

# Resubmission of evidence

## Opportunities for resubmission of evidence

Because every assignment contributes towards the final qualification grade, students may be eligible for one resubmission of evidence for each assignment submitted.

When can a lead internal verifier authorise a resubmission?	What if a student does not meet all the conditions?
<p>The lead internal verifier can only authorise a resubmission if all the following conditions are met:</p> <ul style="list-style-type: none"><li>• The student has met initial deadlines set in the assignment or has met an agreed deadline extension.</li><li>• The assessor judges that the student will be able to produce improved evidence without further guidance.</li><li>• Both the learner and the assessor have completed a declaration of authentication.</li></ul>	<p>If a student has not met these conditions, the lead internal verifier must not authorise a resubmission.</p>

Your lead internal verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently applied for all students.

### Frequently asked questions

#### Can all students have a resubmission?

Whilst all students are eligible for a resubmission, it is not automatic, and they must meet the criteria above for an opportunity to be authorised by the lead IV. There may be a situation where all students have been impacted by something which has disadvantaged them but there must be clear evidence of this.

#### Are resubmissions capped at pass only?

No. If a student meets the criteria for a resubmission opportunity and one is authorised, the student should be given the opportunity to submit to the full range of the assessment

criteria targeted by the assignment. It is not necessary to resubmit the whole assignment, only the criteria identified as needing further work by the assessor and lead IV.

**Does this mean that a learner who submitted work that was not their own can have a resubmission and/or retake?**

All students must submit authentic work which is referenced correctly and demonstrates their own understanding. It is key that students are made aware of the importance of ensuring that work is their own and of the consequences of failing to do so. This should be detailed in your centre's own plagiarism and malpractice policy.

However, if work submitted is found to be inauthentic, the learner may be given one resubmission and/or retake opportunity in accordance with the updated criteria above.

As detailed in Pearson's [centre guidance for dealing with malpractice and maladministration](#), you must report all suspected cases of learner malpractice to Pearson.

**What sanctions could Pearson apply if malpractice is reported?**

You can find details in Pearson's [centre guidance for dealing with malpractice and maladministration](#).

**If a student submitted work that was found to be inauthentic, would the resubmission be capped at a pass?**

No. If a student meets the criteria for a resubmission opportunity and one is authorised, the student should be given the opportunity to submit to the full range of the assessment criteria targeted by the assignment. It is not necessary to resubmit the whole assignment, only the criteria identified as needing further work by the assessor and lead IV.

**The criteria have changed slightly. Why have you made this change?**

We understand that centres operate using their own individual systems, policies and procedures. Therefore, we hope that this change simplifies the process for approving a resubmission/retake and allows for a greater level of consistency in applying the rules for students, allowing them to meet the minimum requirements of the unit/qualification.

We have also made this change so that the impact of our malpractice sanctions is in keeping with their impact on other qualifications, ensuring all students are being treated fairly.

We know that centres are increasingly aware of their responsibilities to prevent, identify and report malpractice cases. Pearson continues to have systems and processes in place to investigate any allegations of learner malpractice, as outlined in our [centre guidance for dealing with malpractice and maladministration](#).

# Procedure for resubmission of evidence

There should be a clear, simple procedure which will be applied consistently across all students and centres.

## Forms and Deadlines

If the lead internal verifier does authorise a resubmission, it must:

- be recorded on the assessment record.
- state a deadline for resubmission within 15 working days\* of the student receiving\*\* the results of the assessment.
- be undertaken by the student with no further guidance.

\* 15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period. If students are studying part time, this is the equivalent of 15 days of “study time” to ensure all students are treated fairly.

\*\* Feedback must be received by student close to the assessment date. It is not permissible for assessors to retain the feedback until the following term, for example, just before a resubmission week or at the end of the year once the student’s overall achievement for the qualification is known.

## Frequently asked questions

### Why does the resubmission timeframe need to fall within term time?

This is in place to safeguard against potential malpractice and to avoid disadvantaging students who may be unable to access resources outside of their centre during non-term time.

### For BTEC we have a large cohort. How do I manage resubmissions?

For BTEC teams who are overseeing large cohorts, it’s even more important for the lead internal verifier to:

- make sure at the start of the programme that there is an agreed procedure in place to manage submission and resubmission of evidence.

- brief the BTEC programme team and the students up front to ensure everyone is clear about the deadlines and the processes involved.
- make sure that all this detail is shown on the assessment plan at the start of the year.

Students are not automatically entitled to a resubmission; assessors must first confirm that all three criteria to be eligible for a resubmission are met before allowing an opportunity to improve their assessment evidence.

**I am the lead IV for a programme and the assessor for an assignment. Can I authorise resubmissions for an assignment I am assessing?**

Yes, this is permitted. However, as good practice we recommend you work with your IV to confirm the resubmission authorisation and remember that you cannot IV your own assessment decisions.

**Will my standards verifier want to see a resubmission in their sample?**

Yes. Your standards verifier can request resubmissions as part of their sample. If selected, they will require you to include:

- evidence of a signed and dated lead internal verifier authorisation, with the resubmission deadline clearly stated.
- the original student work accompanied by a signed-and-dated declaration of authenticity by the student.
- the first submission assessment record accompanied by a signed-and-dated declaration of authenticity by the assessor.
- the resubmitted student evidence accompanied by a signed-and-dated declaration of authenticity by the student.
- the resubmission assessment record, detailing the additional student evidence submitted, showing any related changes to the assessment decisions and accompanied by a signed-and-dated declaration of authenticity by the student.
- documentation of the internal verification of the resubmission assessment decisions, if applicable.

# Retakes

Retakes are available for the following qualifications:

- BTEC Level 1 / Entry Level Introductory Suite
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC Level 3 Nationals from 2025 (AAQs)

Retakes are *not* available on the BTEC Level 1/2 Firsts due to the fallback level 1 criteria.

If a student has met all the conditions listed above in the opportunity for resubmission section but has still not achieved the targeted pass criteria following the resubmission of an assignment, the lead internal verifier may authorise one retake opportunity to meet the required pass criteria.

The lead internal verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate, and fair to do so.

## Conditions for a retake

- BTEC Level 1 / Entry Level Introductory Suite
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals

- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment\*
- The assessor must agree and record a clear deadline before the student starts a retake.
- The deadline must fall within the same academic year that the initial submission was made.
- On submission of the work, both the student and the assessor must also submit a signed and dated declaration of authentication.
- The student will not be allowed any further resubmissions or retake opportunities.

\*Different for BTEC Level 3 Nationals from 2025 (AAQs), see below.

The below applies to the following qualification suite

- BTEC Level 3 Nationals from 2025 (AAQs)

- The retake will be a third attempt at the same PSAB task targeting only to the pass criteria which are not achieved in the original PSAB version.

Whilst retakes do NOT need to be taken within a set time frame and can be completed at any time, they must still take place within the same academic year that the initial submission was made. It is also important to remember that a unit/task is not complete until all resubmissions and retakes are finalised.

Leaving a retake opportunity until the end of the academic year can impact your centre's ability to complete the standards verification activity. More importantly, it can also impact on a student's ability to recall information which could disadvantage them.

## Frequently asked questions

### **Does this mean that a student who missed the original deadline cannot have a retake?**

Yes. The student must have met the original submission deadline. Students who do not meet the initial submission date will not have the opportunity for resubmission nor a retake. It is important that students are made aware of the importance of meeting deadlines. The only exception would be where an extension to the initial deadline has been granted by the lead IV due to extenuating circumstances.

### **Does this mean that a student who submitted work that was not their own cannot have a retake?**

All students must submit authentic work which is referenced correctly and demonstrates their own understanding. It is important that students are made aware of the importance of ensuring that work is their own and of the consequences of failing to do so. This should be detailed in your centre's own plagiarism and malpractice policy.

However, if work submitted is found to be inauthentic, the student may be given one resubmission and/or retake opportunity in accordance with the updated criteria above.

If the declaration of authentication has been completed by the student and any malpractice, including plagiarism is suspected, this must be reported to Pearson.



**If a student is granted a retake opportunity, do they need to be assessed against all the pass criteria for the unit/task?**

No. A retake opportunity means a new assignment \*\* which targets only the pass criteria that the student has not yet met following submission and resubmission. Results from the retake should be combined with criteria already awarded from previous assignment submissions to determine the overall unit achievement grade.

\*\* Students on the BTEC Level 3 Nationals from 2025 AAQ will retake the PSAB task pass criteria again for a third attempt.

**Will the standards verifier want to see a retake in their sample?**

Yes. Standards verifiers can request students who have been granted a retake as part of their sample. If selected, they will require you to include:

- evidence of a signed and dated lead internal verifier authorisation, with the retake deadline clearly stated.
- the original student work accompanied by a signed-and-dated declaration of authenticity by the student.
- the first submission assessment record accompanied by a signed-and-dated declaration of authenticity by the assessor.
- the resubmitted student evidence accompanied by a signed-and-dated declaration of authenticity by the student.
- the resubmission assessment record, detailing the additional student evidence submitted, showing any related changes to the assessment decisions, and accompanied by a signed-and-dated declaration of authenticity by the student.
- the new assignment for the retake and the associated internal verification document
- the retake student work accompanied by a signed-and-dated declaration of authenticity by the student.
- the retake submission assessment record accompanied by a signed-and-dated declaration of authenticity by the assessor.
- documentation of the internal verification of the retake assessment decisions, if applicable.

# Student appeals and malpractice

You should have in place a mechanism for ensuring all students and staff are aware of the following:

- what constitutes an appeal and what is considered assessment malpractice.
- the related processes for instigating an appeal or investigating malpractice.
- the possible outcomes that may be reached.
- the consequences of both internal and external outcomes.
- the process that exists to enable students to make an appeal to Pearson relating to the external or internally awarded assessment outcomes.

Procedures should be known and understood by both students and staff. Malpractice issues can be minimised by ensuring students and staff are aware of the issues including:

- plagiarism (including the use of AI)
- collusion
- fabrication of results
- falsifying grades
- fraudulent certification claims
- referencing skills
- promoting a zero-tolerance approach.

It should be transparent and enable formal challenges to assessment grades.

A thorough student induction programme should cover both appeals and malpractice. The student handbook is also a useful way to ensure the key information about your centre's assessment, malpractice and appeals policies are communicated.

Further guidance on preventing malpractice, plagiarism and AI misuse can be found in:

- [BTEC Centre Guide to Plagiarism – Found on our Quality Assurance Webpage](#)
- [JCQ Full Guidance for Malpractice](#)

# What if I suspect AI misuse or plagiarism?

If you discover any irregularity in the internally assessed units of qualifications before a student has signed the declaration of authentication, you don't need to report this to us. Instead, you should follow your centre's academic misconduct/malpractice policy in resolving the matter. This should include ensuring that students are aware of what malpractice is, how to avoid malpractice, how to properly reference sources and acknowledge AI tools, etc.

If you discover an irregularity after a student has signed the declaration of authentication, or you suspect any malpractice by a student during an external assessment, you must report this to Pearson and submit full details of the case at the earliest opportunity by emailing the [JCQ Form M1](#) with supporting documentation to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com).

Pearson will then consider the case and, if necessary, impose a sanction in line with the sanctions given in the *JCQ Suspected Malpractice Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>).

The sanctions applied to a student committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and debarment from taking Pearson qualifications for several years.

Examples of AI misuse cases dealt with by Pearson can be found in Appendix A: Misuse Examples, at the end of this document.

Further guidance can be found in:

[BTEC Centre Guide to Plagiarism – Found on our Quality Assurance Webpage](#)

[JCQ Full Guidance for Malpractice](#)

# Retention of student evidence

Original student evidence must be kept current, safe, and secure for 12 weeks after students have been certificated (unless specifically advised longer due to unforeseen circumstances). Please note that the 12 weeks starts once the certificates have been received by your centre.

Due to the nature of the evidence produced for Art & Design practical work, this can be good quality photos or videos rather than the original evidence. Current student work must be made available to Pearson on request. On occasion, the Regulator may also request portfolios of student work and assessment documents.

For students undertaking a top-up qualification, the student work must be retained for 12 weeks after receipt of certificates for the largest size qualification that the student will be undertaking. This means that you must retain student work throughout the second year of the qualification. Work that has been certificated will not be called for standards verification sampling.

It is a risk to allow students to keep work long-term while on the programme. Evidence produced by students still on the programme should be kept at the centre. Electronic archiving is acceptable, providing it is secure and accessible on request.

## Retention of assessment documentation

Following student certification, the following BTEC documentation should be retained for a minimum of three years for centre and awarding body scrutiny as required:

- assignment briefs
- assessment records (feedback sheets)
- the associated internal verification documentation
- achievement tracking at criteria and unit level.

This will require:

- storing all assessment records securely and safely relating to both internally and externally set assessments. This may be electronic.
- maintaining records of student achievements that are up to date, regularly reviewed and tracked accurately against national standards.

- having all current student evidence available for verification purposes. Once students have received their BTEC certificates, you may return their work to them 12 weeks after the certification date.
- retaining records of assessment decisions at criterion and unit level.

All assessment documentation should be made secure against hazards like theft and fire, etc. The records should be of sufficient detail to show exactly how assessment decisions were made. Data should only be accessible by relevant staff. It is essential records are kept securely for a Pearson audit if required and in case of student appeals or certification issues, for example.

## Feedback stages

For BTEC qualifications, feedback to students is split into three distinct types:

- teaching and learning
- during assessment
- following assessment

You will need to follow the information below to ensure you are providing students with the appropriate level of feedback during the delivery and assessment of the qualification.

The evidence students submit for assessment must always be their own work. Teachers providing additional supported learning are already aware of the line between helping a student achieve their full potential and doing the work for them, and the framework of rules for BTEC assessment reinforces these principles.

The assessment rules for BTEC do not cover formative feedback, only feedback during and following assessment. Therefore, during teaching and learning you are using your best professional judgement about the nature, quantity, or level of feedback.

## Stage 1: teaching and learning

The focus of this stage is to prepare students for the assessment, developing their decision making and personal skills to support their achievement of the assessment criteria.

### Providing students with feedback at stage 1:

Before starting an assessment, the tutor must ensure each student understands the:	Your feedback during this stage could include:
<ul style="list-style-type: none"><li>• Assessment requirements</li><li>• Nature of the evidence they need to produce.</li><li>• Importance of time management and meeting deadlines.</li></ul>	<ul style="list-style-type: none"><li>• Identify areas for student progression, including stretch and challenge.</li><li>• Explain clearly how BTEC assessment works and what students need to do to achieve a pass, merit or distinction</li><li>• Set “dry run” or “mock” tasks and scenarios to help students understand what level they have reached and prepare for assessment.</li><li>• Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.</li></ul>

## Stage 2: during assessment

The teacher or tutor must decide when the students are fully prepared to undertake the assessment.

When students are completing assignments for assessment, they are required to work independently to create and prepare their evidence. Teaching staff should supervise students during assignment work conducted in class; however, all submitted work must be completed by the students themselves, regardless of whether it is done inside or outside the classroom.

### Providing students with feedback at stage 2:

While students are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills, for example:	Your feedback during this stage should <u>not</u> include:
<ul style="list-style-type: none"><li>• Guidance on how to approach the knowledge and skills requirements.</li><li>• Guidance on appropriate behaviour and approach, confirmation of deadlines etc.</li><li>• Confirmation of which criteria the assessor is targeting.</li><li>• Clarification of what the assignment brief requires.</li></ul>	<ul style="list-style-type: none"><li>• Formative assessment of the specific assignment evidence as your students are generating it or confirm the achievement of or how to meet specific assessment criteria; this only happens once formal assessment has taken place.</li></ul>

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### Frequently asked questions

#### Once we have given students an assignment brief/PSAB task can we offer them any feedback?

Yes. You can give feedback to your students on their work; however, you mustn't provide them with feedback that would specifically show them how to meet criteria to achieve a specific grade.

Students must show that they can generate evidence independently using their knowledge, skills and understanding gained through the learning and teaching process.



BTECs are vocational qualifications, designed to help students become independent workers in their chosen field. So, while it is important to continue giving general feedback and support during assessment, it is not appropriate for teachers and tutors to:

- “coach” students to produce the evidence itself.
- give them a specific list of actions they need to take to meet the assessment criteria or achieve a particular grade.

### **What resources can students use when completing their assignments/PSABs?**

Once students are working on assignments, they still have access to a range of information to help them generate evidence:

- knowledge and skills gained during teaching on the programme.
- handouts and learning resources available for the programme.
- the unit/task content, assessment criteria and assessment guidance in the qualification specification
- the assignment brief/PSAB, detailing the scenario, specific tasks, evidence, and information sources.

### **Are we still able to provide predicted grades to our students?**

Yes. Predicted grades are a useful indicator of expected achievement and can be provided to students prior to commencing an assignment. However, it is important students understand that they are just an indicator rather than a confirmation of final achievement. They do not count as formal assessment nor confirmation of achievement. The assessment rules help to reinforce this by making a clear separation between:

- the feedback given during teaching and learning (which could include predicting grades and on-going progress reporting) and
- support supervision and feedback during and following assessment.

Once a student has started to receive results from their assessments, they will have concrete information on how well they are achieving and how that achievement translates into a grade.

This means that BTEC teachers, assessors, internal verifiers, and students can all be clear about how they are achieving and progressing during the programme or course, and this information can also:

- inform predicted grades.
- help identify and focus on areas for stretch and progression.

## Stage 3: following assessment

Following assessment, the assessor formally records their assessment decisions against individual assessment criteria on the assessment record. The assessment record provides a formal opportunity for the assessor to give students feedback to support their progression.

**To help the student learn and progress, on the assessment record you should give clear feedback on:**

- The assessment criteria the student has achieved and what the student has done well.
- Which assessment criteria the student has not achieved and what was missing
- Information or guidance available to the student they could have drawn on (e.g. class notes; handouts; resources in assignment brief)
- General behaviour and conduct, approach, grammar etc.

**Your feedback during this stage should not include:**

- Direct, specific instructions on how the student can improve the evidence to achieve a higher grade as this would affect any resubmission opportunity. You can justify why the criteria has been awarded or not awarded but you cannot tell the student what to do to improve their grade.



**Remember** a sample of assessment decisions should be internally verified before returning the work and feedback to the students.

## Frequently asked questions

### **When completing the assessment record, do I need to complete feedback for each individual criterion?**

Where students have achieved the higher-grade criteria, it is not necessary to give full feedback on the lower criteria achieved by default e.g. if D3 is achieved there does not need to be detailed feedback on M3 and P3 that flow into this. You should indicate they have been achieved but the feedback can be given against the D3 criteria only.

## **Can we annotate student work to indicate where they have or have not met the assessment criteria?**

We recognise that it is good practice to make annotations on student work during feedback. This helps the students, assessors, internal verifiers and standards verifiers identify where evidence towards specific assessment criteria can be found.

However, the annotations must purely highlight where student evidence contributes to the achievement of a specific assessment criteria. The annotations themselves do not constitute confirmation of achievement of specific assessment criteria; they are merely indicators of where the evidence can be found.

The assessment record should provide summative assessment feedback to the student so it is clear why that student has not met the individual assessment criteria, but you must not add comments that indicate what needs to be added as that would affect resubmission.

# More resources to help you

## BTEC qualification specification

Programme leaders and teams should use each BTEC qualification's specification as the first point of reference for all planning and assessment. The specifications include assessment and delivery guidance, with instructions and advice for each unit. You can find your BTEC specifications on our qualification's website under their respective subject pages.

## Forms and templates

Having clear and consistent records makes it easier to monitor your centre's quality assurance, so we've created a range of useful forms and templates for you to use. You're welcome to use them as they are, or you can use them as a starting point to create your own.

They include:

- AAQ assessment plan
- internal verification plan
- internal verification of assignment briefs and assessment decisions
- assessment record template
- record of practical activity and guidance

Explore our [BTEC forms and guides | Pearson qualifications](#)

We also produce a range of centre guides and guidance on policies. Find everything you need in the useful documents section of our BTEC quality assurance [page](#).



# Appendices

## Appendix A – AI misuse and marking

The following is an example of how the JCQ [AI use in Assessments](#) guidance relating to students using AI tools such that they have not independently met the marking criteria can be applied by teachers/ assessors. It's important to note page 8: “b) *Students are also reminded if they use AI they have not independently met the marking criteria, therefore they will not be rewarded.*” The example below demonstrates a student that has not independently met the assessment criteria due to their over reliance on AI tools.

Awarding Body: Pearson

Qualification: BTEC Level 3 National Extended Diploma in Business

A student has produced work for unit 1: Exploring Business. The work is a good standard in which they have compared two different businesses in some depth. The candidate has used a range of sources and AI tools which have been appropriately cited within the work. The student has assessed the relationship with stakeholders by the two companies, analysed the two organisations' structures, discussed the effects of the business environment on the companies – including their response to recent and potential future changes in the market, and reviewed the importance of innovation and entrepreneurship in the success of one of the companies.

The assessor has carefully reviewed the submitted work using the assessment criteria for unit 1, which are as follows:

Assessment Criteria		
Pass	Merit	Distinction
Learning Aim A: Explore the features of different businesses and analyse what makes them successful		
A.P1 Explain the features of two contrasting businesses.	A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research	AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.
A.P2 Explain how two contrasting businesses are influenced by stakeholders.		
Learning aim B: Investigate how businesses are organised		
B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.	B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.	

Assessment Criteria		
Pass	Merit	Distinction
Learning aim C: Examine the environment in which businesses operate		
<b>C.P4</b> Discuss the effect of internal, external, and competitive environment on a given business.	<b>C.M3</b> Assess the effects of the business environment on a given business.	<b>C.D2</b> Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.
<b>C.P5</b> Select a variety of techniques to undertake a situational analysis of a given business.		
Learning aim D: Examine business markets		
<b>D.P6</b> Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.	<b>D.M4</b> Assess how a given business has responded to changes in the market.	<b>D.D3</b> Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.
Learning aim D: Examine the environment in which businesses operate		
<b>E.P7</b> Explore how innovation and enterprise contribute to the success of a business.	<b>E.M5</b> Analyse how successful the use of innovation and enterprise has been for a given business	<b>E.D4</b> Justify the use of innovation and enterprise for a business in relation to its changing market and environment

The assessor is content that the work meets all pass, merit and distinction criteria. However, the assessor is aware that in the section in which the student discusses how one of the businesses might react to future changes in the business environment, the student has relied upon the use of an AI tool (appropriately acknowledged, with the input and output from the AI tool submitted together with the assignment) and has not independently demonstrated their own understanding beyond this. The assessor therefore cannot award criterion D.D3 and, as the work has not met all distinction assessment criteria (which is required to achieve an overall Distinction grade), the work is awarded a merit grade overall.

The assessor ensures this decision regarding the student's AI use and its impact on marking is clearly recorded. This provides feedback to the student and provides clarity in the event of an internal appeal, or the work being selected for standards verification.