



Centre Guide Quality Assurance BTEC Tech Awards (2022)

2025-2026

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Quality assurance made easy

Use this guide to make managing quality assurance in 2025/26 easier. We're here to support you from the get-go, with everything you need to make sure you feel confident delivering the Pearson BTEC Level 1/2 Tech Awards (2022).

You'll also benefit from bookmarking the following pages for quick support when needed:

[BTEC Tech Awards 2022 landing page](#)

[BTEC Tech Awards 2022 FAQs](#)

[BTEC Tech Awards 2022 Support Index](#)

[BTEC Tech Awards 2022 Quality Assurance webpage](#)

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 15min appointment with your [Vocational Quality Assurance Manager \(VQAM\)](#) on our website.

Version Control

Page Number	What has changed	Date of Change
11	Amended spelling mistake in section title	25/09/25
14	Procedure for absences during PSA assessments	17/10/25
15	Updated moderation sample sizes	17/10/25

Getting started

Who is responsible for quality assurance?

Quality nominee

To keep things running smoothly, make sure you've got a quality nominee (QN) listed on Edexcel Online. Just pick "quality nominee" as the job role and tick the box underneath to confirm it. The QN is the person we'll get in touch with whenever there's important info about the qualification suite.

Programme lead

You'll also need to nominate someone as the programme lead of each subject. They're in charge of making sure everyone's on the same page and quality assurance is effective. You don't need to formally add this role on Edexcel Online. The programme lead could be the head of department, the quality nominee, or anyone who helps keep things running smoothly for your programme and carries out quality assurance checks.

Planning

You don't need to create an assessment plan, thanks to the terminal assessment rule and moderation. Just focus on planning each component – like your schemes of work – for your own teaching. Check the set timings for the Pearson set assignments (PSA) and the externally assessed component, so your plans fit the timeline. If you need ideas on how to organise things, check out the suggested delivery models in the teacher guide for your course. You'll find these on the qualification web page, under *teaching and learning materials*.

You'll find the **key dates schedule** handy for planning and staying on track. It's on the [Tech Awards landing page](#) and the [quality assurance page](#), along with lots of other useful information—like bitesize videos, links to resources, and info about the quality assurance process.

Approval and compliance

Approval

If your school/college has offered Pearson GCSEs at any point in the last three years, you already have auto-approval to run BTEC Tech Awards 2022 in any subject – there's nothing else you need to do. You can go ahead and register your students on any BTEC Tech Award 2022 qualification.

If you run BTEC Firsts but don't do Pearson GCSEs, or run them alongside GCSEs from another awarding organisation, you just need to fill in the online approval form through Edexcel Online. It usually takes about five working days to process, depending on internal checks.

If you're another UK provider wanting to offer these qualifications, you'll need to send in a full approval application. That means including a JCQ centre approval application if you haven't already been inspected by JCQ (or CCEA for Northern Ireland, or WJEC for Wales). If you need help, just get in touch with us through the [Pearson support portal](#).

Consortium

If you need to set up a collaborative arrangement or consortium (where several centres work together), you'll use the Centre Admin Portal (CAP). The consortium co-ordinator takes care of this, and the whole process is the same as what's used for GCSE and A Level courses. If you need further guidance, check out the support article [Approvals: centre consortium arrangements](#) for step-by-step instructions.

Compliance

Each year, between 15 September and 28 October, your head of centre (or deputy head of centre, vice principal, or MAT CEO) is required to complete two activities. Although quality nominees are not responsible for carrying out these activities personally, it's a good idea to check with the head of centre to make sure they are done on time.

Edexcel Online account confirmation – This activity confirms your Edexcel Online (EOL) account and contact details are accurate. Only people currently working at your school/college should have access to secure information on EOL, and you can then be sure we'll contact the right people when we need to.

Terms and conditions – You don't need to complete an annual quality declaration this year. We're keeping things simple, so your head of centre just needs to accept our updated terms and conditions when they complete your Edexcel Online account confirmation.



Need more information? Read our step-by-step guides – [Edexcel Online: Account confirmation](#) and [Centre terms and conditions confirmation](#).

Reviewing your policies and procedures

You need to have specific policies and procedures for your BTEC qualifications, and you need to review and evaluate them annually. Your quality nominee is usually responsible for this. The [centre guide to policies and procedures for vocational qualifications](#) lists which policies you need and there are templates you can use. Make sure you detail how BTEC programmes and their quality assurance processes work in your school/college.

If you already have policies and procedures in place for other BTEC qualifications, there's no need to create separate ones for the Tech Awards; just make sure procedures for the following Tech Award-specific aspects are included:

Registration and certification policy

- timely registration and entry for PSAs/external assessments
- certification/cash-ins

Assessment policy

- completing the PSAs within the set timeframe

Internal verification policy

- internal standardisation of the assessment team (**using exemplar standardisation materials**, available on the qualification web page)
- internal standardisation of assessment decisions (to make sure all assessor's marking is to the same standard before submitting marks for moderation)
- moderation procedures (responsibilities for providing the marks/sample)

There are other policies required, but if you are an existing BTEC school/college, the three mentioned above are the ones that require minor additions to cover the Tech Award (2022) suite.

Registration and entries

Registering students on the programme

You can register students on the programme from 1 September each year.

Your students must be registered on the programme by the normal deadline of 1 November. The standard late fees apply after this date.



How do we register our students? Your exams officer can follow our guidance - [BTEC Tech Awards 2022: creating learner registrations](#).

Entering students for assessments

You must **enter your students for each internal component assessment** and by the deadline for the series that you wish students to sit them in. Late fees apply for late entries. The entry deadlines can be found in the [key dates schedule 2025/2026](#).

Entries are needed so we can allocate a moderator to receive your students' work and supply you with relevant information.

There are two assessment series each year where moderation takes place: December/January and May/June. A new Pearson set assignment (PSA) is released for each series. You must use the current PSA for the series your students are entered for. You can't submit evidence for a previous PSA in a later assessment series. If a student needs to retake a PSA, just enter them for the next assessment series and use the new PSA for that series.

Entry for the externally assessed component must be made after or in the same series as the internally assessed components due to the terminal external assessment requirement.



How do we enter our students for the internal component assessments? Your exams officer can follow our guidance - [BTEC Tech Awards 2022: making entries](#).

Access to assessment

For guidance on access arrangements, see our [Exams – special requirements](#) page or contact us via the [Pearson support portal](#).

You can find more information on access arrangements in the Joint Council for Qualifications (JCQ) document [Access arrangements and reasonable adjustments for general and vocational qualifications](#).

Internal standardisation before assessment

Pearson provides exemplar standardisation materials (ESMs) for each internally assessed component. You must use these to standardise the whole assessment team, so all teachers know how to mark accurately. You can do the activity at intervals, or at any point before you start marking the PSA.

Download the ESMs from the relevant qualification's *course materials* page > teaching and learning materials > exemplar standardisation materials. There you'll find the materials under silver padlock, meaning you will need to enter your Edexcel Online login credentials to download them. After each assessment series, new ESMs are added for you to choose from.

Go through the materials like you're marking the real assessment but hold off on checking the answers and explanations until you've finished. You don't need to provide evidence of this activity to Pearson, but it's useful to keep your notes on an electronic shared area in case there are any questions or disagreements about marking later. If there are differences in marking, teachers should review the marks for everyone and can always look back at the standardisation materials if they want a refresher on what's expected.

Internal assessment

Assessment of the internal components is completed using Pearson set assignments (PSAs).

There are two assessment series per year, each with their own PSAs used for that series. PSAs are released via secure link in:

- early June for moderation in December/January,
- early September for moderation in May/June.

Art and Design does not have a December/January assessment series due to the practical nature and longer duration of assessment in the subject.

Students should be taught all content before starting a PSA. Therefore, the first assessment series (for moderation in December/January of year 1) is not intended for students who just started their programme in September. For tips on when to do the first internal assessment, see the example delivery models in your subject's teacher guide.

Providing feedback

Assessment records

After students have completed the assessment, the teacher/assessor will complete the assessment record sheet. Here, both the student and assessor will sign the declaration of authenticity and sample consent. This sheet is a way to formally record the marks achieved by looking at the mark band descriptors and provide feedback to the student. We have a template that you can use, but this isn't mandatory; feel free to design your own version providing the content of our template is included in yours as a minimum. You can find the template on each qualification's web page or on the [BTEC Tech Awards 2022 quality assurance page](#).

If you prefer, we also offer an assessment tracker tool for each programme that you can use right from the start of your assessments. It's handy for keeping track of all your assessment decisions as you go. When it's time to upload marks and samples, the tool will automatically make the assessment record and authentication forms you need, which saves you time and effort. You'll find these assessment tracker tools in the *internal assessments* section of each qualification's web page.



Using electronic signatures? When signing online documents, an electronic signature is acceptable – this may be scanned or typed onto the document. This applies to teacher and students.

The assessment record needs to be attached to the student's work for moderation. The assessor should give clear feedback on:

- overall achievement in the assessment
- the task / learning outcome mark band descriptors the student has achieved and done well
- the task / learning outcome mark band descriptors not achieved or missing elements
- information or guidance the student could have drawn on (e.g., class notes or other resources, if permitted)
- general behaviour and conduct, approach, grammar etc.

You **must not give direct, specific instructions on how the student can improve the evidence** to achieve a higher mark as this would affect any resubmission opportunity. You can say why the mark has been awarded or not awarded, but you cannot tell them what to do to improve their mark.

Annotating student evidence

It's a good idea to make annotations on student work when giving feedback. Annotations help students, assessors, internal quality assurers, and moderators easily find where the work matches specific mark band descriptors.

These annotations are there to highlight where the evidence for each descriptor is— they do not confirm that the student's work fully meets the requirements for a certain mark band descriptor. They're simply handy markers to help everyone see where the evidence for a mark can be found.

Resubmission and retakes

After marking, if a student doesn't achieve their expected potential, you can let them have another go and resubmit their work. The assessor just needs to approve it first. You can give general feedback to the student to tell them which areas they may need to focus on, but do not give specific instructions on how to improve the evidence.

The student doesn't have to start from scratch or submit a whole new set of work; they should just work on the parts where they didn't get the mark they hoped for. Because of this, they probably will not need the full amount of time listed on the PSA to improve things, but they can have up to the full time if needed. For example, if the PSA says approximately six hours, students could use up to an additional six hours for their resubmission.

When a student has a resubmission, there's no need to produce a separate resubmission assessment record sheet. You can simply overwrite the original sheet with the new marks and include additional comments. It's advisable to keep internal records of which students had a resubmission so there's a clear audit trail. This will be useful if student or parent queries are raised later.

If a student has a resubmission, you only need to submit the **final marks and evidence** for moderation.



Can students have a resubmission after we have uploaded marks and the sample for moderation? No, once marks and the sample have been submitted for moderation, students can no longer resubmit their work.

Retakes

After moderation, if a student is unhappy with their result and wants another chance to improve their mark, they can have **one** retake opportunity per internally assessed component. They will need to be entered for a later assessment series and complete the new PSA. Remember, a new PSA is set for each assessment series, twice a year, except for Art and Design Practice, which just has one series per academic year.

Learners are permitted to adapt work from their initial sitting where it is appropriate and where there have been no concerns raised about the work (e.g. malpractice/authenticity/security of work).

If a student completes a retake, the **highest outcome** (UMS – uniform mark scale mark) for the component will count towards their overall qualification, whether it's from their first or retake attempt.

You should always put students in for assessment when you think they're ready. When it comes to retakes, it's worth thinking about the timing – they must retake before or at the same time as the externally assessed component to meet the terminal external assessment

rule. Remember, if a student retakes an internal assessment after they've already sat the external component, they'll also need to resit the external component to meet the rule.

Evidence for a retake

When students are entered for a retake, they must complete the new PSA released for that series. However, they can use the evidence from their first attempt and adapt it, where appropriate.

The full allocated time is allowed again, including monitored preparation where applicable. If they choose to adapt work from their initial sitting, **they will need to repurpose, build upon and/or edit their work to meet the new PSA.**

Remember, students must not be guided on how to improve their work, and if assistance is given, this should be documented and considered during assessment. For more information, refer to [JCQ Instructions for conducting coursework](#), especially sections 2 and 17.

Internal standardisation after assessment

If there's just one teacher/assessor, you do not have to do internal standardisation of their assessment decisions. Still, it's good practice to have someone with experience in the subject look at the marking, just as an extra check.

If there's more than one assessor for the same internal component, you **must** carry out standardisation. It's important to check that everyone is consistently marking in the same way and to the expected standard. This means running an internal standardisation meeting or process so that assessment decisions are fair and consistent for all students. Keep a record of this activity in case your moderator asks to see it or if there's ever a disagreement about the marking.

There is no specific way to record your internal standardisation activity. It may be beneficial to use a system you already have for other subjects where you check work before submitting it for moderation. There is also no rule about how many students' work you need to standardise. That's up to you and you should follow any existing procedures you have in place.

If the Pearson moderator determines that internal standardisation has not been carried out – such as in cases where there are severe discrepancies between assessors' marking – they may stop the moderation process. If this happens, you will be required to re-mark all student work, complete the internal standardisation process, and arrange for a new

moderation activity at your school/college's own expense. Please note that submitting marks is considered confirmation that internal standardisation has taken place.

Moderation

The DfE requires Pearson to check that all internal component assessments have been marked fairly and accurately, and that there are no discrepancies between assessors if there is more than one. This is the purpose of moderation, and it involves reviewing a sample of your students' work. All students entered for an assessment series, whether first-time or retake, are considered one cohort. Where there are pathways/optional routes in a subject, moderation also applies to the whole cohort and every assessor.



Student work must be moderated in the same series that it is completed. As each series has its own PSA, **it's not possible to use the PSA for one series and submit it for moderation in another series.**

Moderation is available twice a year for all subjects except Art and Design.

Before the assessment series deadline*, you'll need to:

- enter student marks on Edexcel Online
- upload the sample of student work to the Learner Work Transfer platform.

**For the December/January assessment series, you must submit the above by 15 December. For the May/June series, the deadline is 15 May. If a deadline lands on a weekend, you might want to use the last working day before it, but marks/work will still be accepted up until the official deadline. Missing the deadline could mean you won't have a chance to amend marks after feedback (if needed), and results might be delayed.*

Entering student marks

All student marks must be entered on Edexcel Online (EOL) by the assessment series deadline. Please note, every student who has been entered for assessment must receive a mark unless absent, which is indicated by entering a capital 'X' in place of the mark. You must not enter a mark of zero if a student was absent.



How do we enter our student marks on EOL? Follow our guidance - [BTEC Tech Awards 2022: submitting/amending marks via Edexcel Online](#).

On the marksheet, a tick next to the student's name will show that they've been selected for moderation. The selection is automatically and randomly made by Pearson's system for all subjects except [Sport](#)*.

When entering the marks, you'll need to check that the randomly generated sample **includes the students who achieved both the highest and lowest non-zero marks**. If the requested sample doesn't include them, you must manually add them on the Learner Work Transfer platform.

The number of students sampled is based on the size of your cohort:

Cohort size	Sample
1 – 15	All
16 – 100	15
101 – 200	20
>200	25

For all qualifications subject to moderation, the moderator will first look at part of the sample, known as the sub-sample. If the moderator agrees with the centre's marks, within the specified tolerance, then no further work is moderated. If the moderator finds any of the marks in the sub-sample to be outside of the specified tolerance, they will extend their moderation sample. Further details can be found in our [coursework moderation of internal components and mark adjustments](#) document and the Administrative Support Guides for each subject.

*For Sport, you can select which students are moderated, as a minimum of 20 students in the cohort must have video footage recorded to meet the PSA video requirement. If you have 20 or more students in your group, make sure at least 20 of them have video recordings. If there are fewer than 20 students, you'll need to record everyone. So, pick your sample from those with video evidence. However, if your cohort size is over 200 students, you must provide video evidence for 25 students, in line with the sampling requirements for large groups. If you want more details, see the [Sport administrative support guide](#).

Uploading the moderation sample

You'll upload the moderation sample on the **Learner Work Transfer (LWT)** platform by the assessment series deadline.



How do we upload the moderation sample to LWT? Follow our guidance - [Learner Work Transfer \(LWT\) Moderation: Managing requests - Step-by-step guide](#).

Don't forget to include the students who achieved the highest and lowest non-zero marks. This may mean the sample size is greater than shown in the table above.

If a student selected for the sample is marked as absent, you must replace them with another student on a similar mark. Guidance on how to add students is in the step-by-step guide linked above.

What do you need to submit for each student?

- their evidence
- assessment record sheet showing the marks achieved and declaration of authenticity

Remember, if a student had a resubmission, you only need to upload their final marks and final evidence.

Reviewing the moderation sample and feedback

Once a moderator is assigned, you should get an introductory email. This usually goes to the quality nominee (QN) or the exams officer (if there isn't a QN on Edexcel Online). Make sure your QN details are up to date in Edexcel Online, and when the email is received, it's passed onto the programme lead promptly.

Moderation takes place remotely* as the sample of student work is sent to the moderator securely through Pearson's digital *Learner Work Transfer* platform.

**For Art & Design, the moderation process is carried out through an in-person visit rather than remotely through the LWT. Feedback is given at the end of the visit.*

After your sample has been checked, you'll get feedback through an initial (draft) moderator report. When it's ready, the exams team and quality nominee will get a notification email, and you'll be able to download the report from Edexcel Online to share with the programme team. If you need help finding the initial report, [follow our guide](#). The [key dates schedule](#) shows when you should expect to get your report for each assessment

series. Bear in mind that if marks or student work are submitted late, the initial report might be delayed.



We haven't got our initial report by the scheduled date, what should we do? Contact your moderator directly first – [BTEC Tech Awards 2022: moderator contact details](#). If that is unsuccessful, raise a case on the [Pearson support portal](#).

Feedback

The moderator's report is provided to give you general feedback on how closely your marking matches the national standard.

As with all moderated qualifications, the report doesn't comment on individual students or their marks. Instead, it identifies how accurate your marking is at learning outcome and mark band level.

The report might suggest where marks could be more suitably placed within a mark band, or even to another band. It'll also point out which mark ranges are affected. Because of this, you may be recommended to amend your original marks. As an example, the recommendation could be, *'For learning outcome A and students assessed in band 4, assessment was found to be somewhat lenient, and a mark at the top of band 3 would be more appropriate'*.

Alternatively, the feedback might be just a tip to be applied in a future assessment series, to help you get the marks right. The report will clearly say if you are recommended to amend marks now or not.

Moderation outcomes

Where assessment is accurate and meets national standards (within an allowable margin of error), you'll receive an initial moderator report confirming this, and no further action is required. Even if marking is accurate, the moderator may still give feedback on how to maintain or improve the accuracy of your marking in the future. Your final moderator report will be available to you on the published results day for the assessment series, see the [key dates schedule](#).

Where assessment is found to be inaccurate (when compared with national standards), you'll be given feedback and the option to change your marks, providing you

submitted marks and the sample by the series deadline. Amending marks is optional but is recommended. If you decide not to amend the marks, Pearson will apply a fair adjustment so your marking meets the national standard. If you do amend marks, you must do so by the mark amendment deadline for the series, see the [key dates schedule](#).

If you decide to amend marks, use the initial report to lead the discussion with the subject team, as the mark changes you make should be based on the moderator's feedback. Focus on what was pointed out as inaccurate, whether that's for all students or just a few. Remember, this is only about reviewing and possibly changing marks – students can't do extra work after marks and the sample has been submitted for moderation. Any improvements to work must happen before moderation, through the usual resubmission process.

The comments in the initial report won't tell you exactly how much to change your marks, and remember, the advice might not just be for the students in the sample. It's a good idea to look over all marking where this feedback might apply. For example, if the feedback says marks at the lower end of mark band 3 would fit better at the top of mark band 2, take another look at those marks and the student's evidence. Depending on what you find, you might want to change marks for everyone, or just a few students, based on how well their work fits the mark band 3 description.

After you've made any mark changes you want, the moderator will finalise their report, which you'll be able to find on Edexcel Online from results day.

If you amend your marks and they're found to be accurate (within a reasonable margin of error), those will be the final marks awarded. But if, after the feedback and any changes you make, the marks still don't meet national standards, adjustments will be made to your marks, just like in any moderation process. Depending on how inaccurate the marks are, the changes could affect everyone in the cohort or just some. [Find out more about mark adjustments](#).



Not sure where to find the moderator reports? See [BTEC Tech Awards 2022: Accessing and downloading moderator reports](#).

Results and post-results services

On results day, you can view your results and the final moderator reports on Edexcel Online. You'll also be able to download the principal moderator reports from the relevant subject

qualification pages. These give you information about overall results for the assessment series and useful guidance for future series.

You can find guidance on accessing results and final moderator reports in the results section of our [BTEC Tech Awards 2022 support index](#).

If you are concerned about your results after you have reviewed your moderator report and final marks, you can request a [review of marking or moderation \(ROMM\) service 3](#) from results day until the deadline shown in the [key dates schedule](#). You can't request this service if we agree your marks during moderation. Remember, you can only submit post-results service requests once all your students have received their results on the official results day.

Appeals

If you've used **review of marking or moderation (ROMM) service 3** and still aren't happy with the outcome, you can appeal if there's a good reason. You have up to 30 days from when you get the ROMM decision to send in an appeal.

If you want to appeal a moderated component, you'll need to do this for the whole cohort; you can't appeal for just one student. Only schools/colleges can submit an appeal; we cannot accept appeals made directly by students or their families.

There's a two-step appeals process: first, a preliminary appeal, and if needed, an appeal hearing after that. The team will handle a preliminary appeal within 42 days once they get your application, and a hearing request will be processed within 70 days if the application is valid.

If you want to appeal, email edexcelappeals@pearson.com and use the JCQ/APPI form from page 22 of the [JCQ guide to awarding bodies appeals processes](#). Appeals for externally marked or moderated components are managed according to this guide. For fees, [see the appeals tab on our post-results services page](#). You can also refer to Pearson's [policy for internal assessment in vocational qualifications: reviews and appeals](#).

Retention of student work

You should securely store students' original work for at least 12 weeks after they get their certificates. The 12-week period starts once the certificates are received at your school/college. Storing everything electronically is fine; just make sure it's secure and easy to get to if needed.

For Art and Design, you do not need to keep original artwork — good quality photos or videos of the work are acceptable. Just make sure you can show any current student work to Pearson if we ask, or if there's an appeal or a problem with certification. Sometimes, the regulator might also want to see portfolios and assessment documents, so it's handy to have everything organised and ready.

It is a risk to allow students to keep their work long-term while on the programme. Evidence produced by students still on the programme should be kept at the school/college.

External assessment

Each BTEC Tech Award has one externally assessed component. There is a DfE **terminal external assessment requirement** for these qualifications, meaning that the external assessment must be taken at the end of the programme.

Written external exams are sent out as paper copies and must be kept securely until the exam date. For creative subjects, the task-based external assessment is released digitally on the Pearson website (under padlock) in January for the May/June series, and you should upload students' digital external assessment work using the digital Learner Work Transfer platform.

Students can take the external assessment in January, and if they need to resit, there's another chance in May. Just remember, any internal component assessments must be sat before - or at the same time as - the external assessment to meet the terminal rule.

Students are allowed one resit of the external assessment while they're on the course. For creative subjects, though, because the external assessments are task-based and take longer, you can only take them in the May/June series—so there is no resit opportunity for these subjects.

Certification

You should make certification claims during the series the students sit their terminal external assessment. You will need to use the cash-in code for the qualification, which you can find in our support article: [BTEC Tech Awards 2022: Cash-in codes](#).

You can make certification claims during the normal entry window for the assessment series. If a student takes their terminal assessment in January and is happy with their result,

you can submit a late claim after the January results are released. But if a student wants to resit in the May/June series, it's fine to wait and claim when you enter them for the resit.



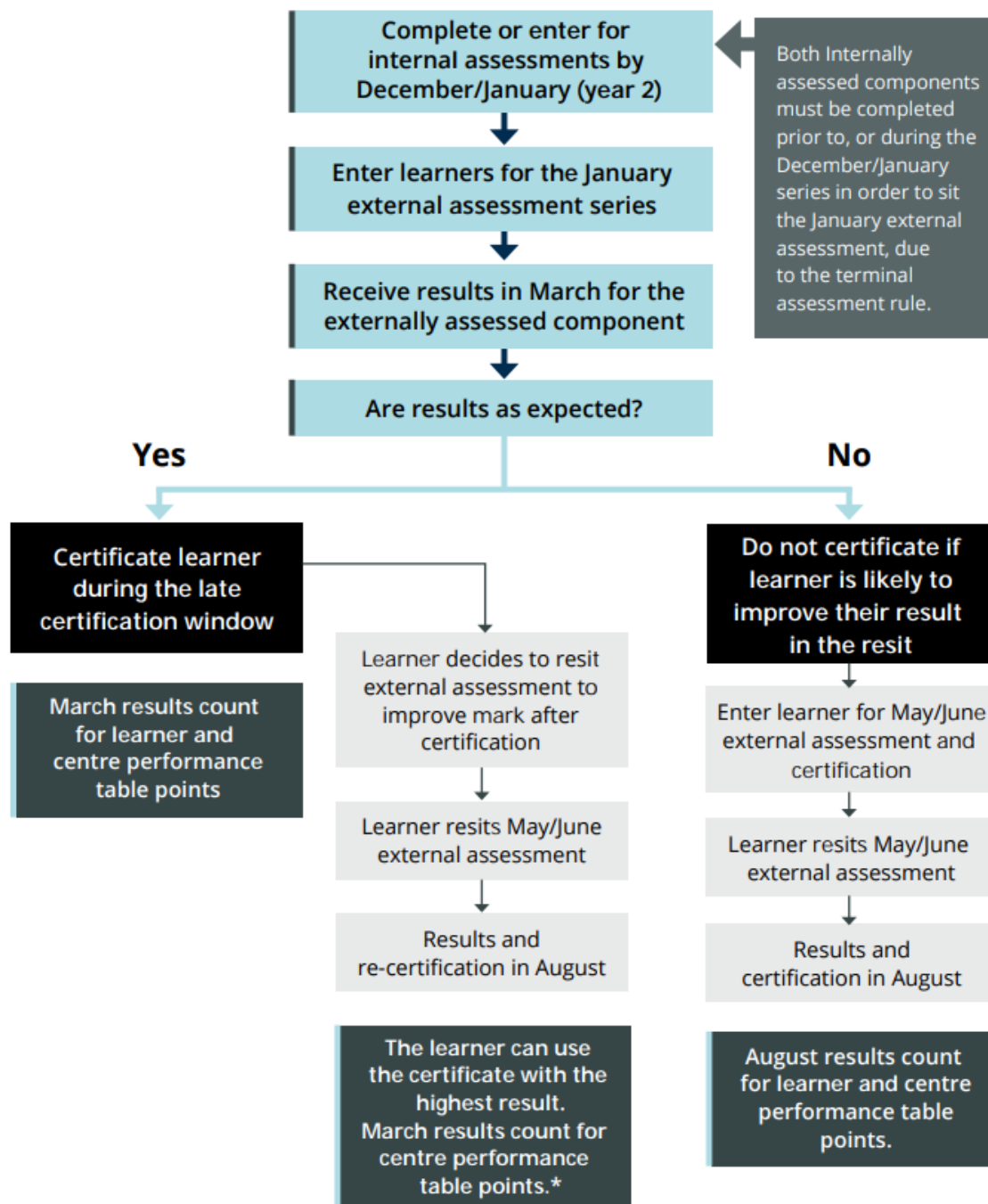
Need more information about the claiming process? See our [BTEC Tech Awards 2022: Certification FAQs](#).

If a student sits their terminal assessment in January and is happy with their result, claim certification immediately during the late certification window.

However, if a student is not happy with their results and intends to resit, you have the following options.

- **Do not claim certification based on the January sitting, and certificate based on the May resit.** In this case, the final sitting will be used for the student's final qualification result, even if the first sitting was higher. A student can't resit and then choose to certificate using the first sitting. You should make the certification claim by entering the cash-in code at the same time as making the entry for the resit, as this will be the student's second and final external assessment attempt.
- **Claim certification based on the January result and then recertificate using the May/June resit result.** If both the January and May sittings of the external assessment are used for certification, the student can hold both certificates and use the highest result for their own progression purposes. **However, it is the student's first certification that will count towards performance tables for the school.**

What are the certification options if a learner sits the external assessment in the January series?



* If both the January and May sittings of the external assessment are used for certification, the learner is permitted to hold both certificates and use the highest result for their own progression purposes. **Performance table points** for centres are reported based on the first point of certification.

More resources to help you

BTEC qualification specification

Programme teams should use the 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 component. You can find your BTEC specifications on our qualification's website under their respective subject pages.

Bitesize learning

We've created a range of bitesize videos to help you understand the quality assurance requirements. See our [BTEC Tech Award quality assurance](#) page to explore:

- Introduction to quality assurance
- Completing the assessment record
- Guide to applying mark schemes
- Moderation process
- Understanding your moderator feedback report

