



# Assignment Writing

2024 - 2025

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# Introduction

This guide provides essential information for *BTEC programme teams* when developing assignments for internal assessment of BTEC qualifications. As the majority of BTEC units/components are internally assessed you can tailor the assessment strategies to suit your learners and/or local employers.

Internal assessment should be fair and consistent as defined by the requirements for national standards.

*If you are new to teaching BTEC*, this should provide you with a handy guide to the basics and where to find more help and support, so you can devise creative assessments with confidence.

*If you are an experienced BTEC practitioner*, you should also find this Guide useful as a quick reference, or as a starting point for coaching colleagues new to your BTEC teaching team.

If you have any questions, or want to discuss your individual needs and requirements with a BTEC expert, please contact us via the [Pearson Contact Portal](#).

## Which Qualifications Does This Guide Cover?

This guide covers BTEC qualifications from Level 1 to Level 3, where you may write your own assignments. This includes:

- BTEC Level 2 (SRF)
- BTEC Level 3 (QCF, International and SRF)
- BTEC Level 3 International Foundation Programme for Higher Education in Business
- BTEC Levels 4 – 5 (QCF and RQF)
- BTEC Level 7 (QCF)

# Understanding Assessment Terminology

BTEC qualifications are made up of individual units (or components) which cover specific topics and contain:

- Learning aims which define what the learner needs to know, understand and do
- Assessment criteria which details the level at which the learner can achieve each learning aim.

Learners studying internally assessed units/components need to generate evidence to demonstrate that they have met the learning aims and assessment criteria specified for each unit or component.

## *Unit/Component - Definition*

Units or Components are the building blocks of BTEC qualifications. The content of a unit/component gives the basis for the teaching, learning and assessment for each learning aim and covers:

- *knowledge*, including definition of breadth and depth
- *skills*, including definition of qualities or context applications or activities, through which a learner provides evidence of knowledge and/or skills.

## *Learning Aim - Definition*

The learning aims are statements indicating the scope of learning for the unit/component. They provide a holistic overview of the unit/component when considered alongside the unit content.

## How can Learners Generate their Evidence?

Learners can generate evidence through a range of different activities set in a vocational, work-related context, including (but not limited to):

- written and project work
- case studies

- creating a product
- creating a podcast
- workplace assessment
- role play
- interviews
- presentations.

The assessment guidance in each unit provides advice and examples of good practice and it is important for the Assessor to ensure assessment activities and assessment decisions are in line with national standards.

## What does a High-Quality Assignment Look Like?

Each assignment should present a vocational scenario. All assessment tasks and activities must ensure your learners provide evidence for their learning which is:

*Valid:* the evidence is robust and genuinely meets the assessment criteria

*Sufficient:* there is enough evidence to demonstrate the knowledge, skills and understanding required

*Authentic:* the evidence the learners produce is genuinely their own

*Appropriate:* it is in line with the level the learner is studying and is evidence which is relevant to a learner at that level

*Relevant:* it is in line with the topic, subject area, and content the learner is studying and is set in a vocational, work-related context.

### ***How can I ensure I'm creating high quality BTEC Assignments?***

A high-quality assignment which is fit for purpose, and suitably controlled by you as the Assessor, will provide:

*Evidence:* the tasks allow the learner to provide evidence that meets the learning aim, and which can be assessed clearly using the assessment criteria

*Clarity:* there are clear instructions to the learner about what they need to do and what evidence is required

*Timing:* you have clearly defined the amount of time allowed for the assessment, and that timeframe is appropriate for the knowledge, understanding and skills you are assessing

*Resources:* you have made available and accessible the resources your learners need to complete the assignment fairly, and in full.

### ***Learning Aims***

When you design an Assignment Brief for a BTEC assessment:

- it must cover *all assessment criteria* listed within the *whole learning aim*.
- you *cannot cover just part of the assessment criteria* listed within a learning aim.
- you *can cover the assessment criteria of more than one* learning aim within your assignment.
- you *cannot split the achievement of learning aims* across different assignments.

# Designing your Assignment Brief

The rule that you cannot split a Learning Aim does not mean that only one can be covered in an Assignment Brief. In fact, combining Learning Aims can be very effective, and pragmatic for certain situations.

This flexibility exists in BTEC and can enable you to build engaging and enriching experiences for your students. Think carefully about the design of your assessment strategy and make use of the flexibility that exists within the BTEC quality assurance processes.

**Scenarios** – A setting for the learner work that provides background and context. This should be as realistic as possible given the learner position. For example, being a recruit is more realistic than being a manager. The scenario should also be contextualised to the local area or locality where possible. For example, a recruit at a local named business.

**Tasks** – Details what the learners need to do and/or produce to demonstrate the skills, knowledge and understanding required for the unit / component. Provide a clear statement of what the learner needs to do or provide, rather than simply repeating the criteria.

Tasks should be written in a *holistic* manner aimed at the *highest criteria* available with the other criteria naturally flowing from this.

There should *not* be separate tasks for each assessment criterion available.

**Evidence** – There should be clear details of the evidence you expect from the learners, e.g., leaflet; presentation; handout; artefact; performance, etc.

**Assessment Criteria** – All targeted criteria should be shown on the assignment brief.

*Please note*, all tasks should contain the full range of relevant criteria and not be split into P tasks, M tasks and so on.

### *Assessment Criteria – Definition*

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

### ***Assessment Guidance in the Specification***

The assessment guidance for each unit/ component gives examples of the quality of work needed to meet the range of assessment criteria. It also offers suggestions for innovative ways learners can produce appropriate evidence to meet the criteria.

You should always refer to the guidance in the specification, as well as the assessment criteria, when writing assignments.

You can find out more about assessment criteria and guidance in the qualification specification.

# What are Authorised Assignment Briefs?

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

- use 'off the shelf'
- edit and adapt to suit your individual programme and local needs.

Authorised Assignment Briefs are available for most units/components. They can be found under the Course Materials section on the qualification's specification page on the Pearson website.

## Using Authorised Assignment Briefs

It is **not compulsory** to use these assignments and if you do develop centre devised briefs, you should review these to ensure they are in line with national standards and best BTEC practice. For more guidance on internal verification, please see our **BTEC International Centre Guide to Internal Verification** on our [website](#).

If you do not use the Authorised Briefs for your assessments, we strongly recommend that you read them before you write your own to familiarise yourself with the format and with what constitutes best practice for writing Assignment Briefs.

## Authorised Assignment Briefs and Internal Verification

If you use an Authorised Assignment Brief "off the shelf" with no editing, you will be setting your own deadline dates and therefore you must send it to your Internal Verifier to confirm that the dates are suitable, and that the assignment is appropriate for your learners.

## For Higher Nationals Example Assessment Briefs

For some Higher National qualifications, we offer Example Assessment Briefs, this is **NOT** an authorised assignment brief. It is provided as a **reference only**. Centres must develop assignments and assessment materials that meet the needs of their students and align with their curriculum planning. This Example Assessment Brief may be used only as a starting point for the development of an assignment.

You can access these along with other teaching resources on our [HN Global Platform](#)

# Other Essential Guidance

## BTEC qualification specification

The specification for each BTEC qualification is the document that programme leaders and teams should use as their first point of reference for all planning and assessment. Specifications are accompanied by important assessment and delivery guidance which provide instructions and advice for each unit in the qualification. All BTEC specifications are freely available on the BTEC website under the relevant subject page.

## Forms and templates

We publish a range of useful forms and templates [here](#) for you to use in your centre. These templates are not mandatory, and you can devise your own.

They include:

- Assessment Plan
- Internal verification of assignment briefs
- Assignment briefs
- Internal verification of assessment decisions
- Assessment Record
- Record of Activity and guidance

You should also view our guidance on how to develop effective policies and procedures for your own centre, which can be found [here](#).

*If you have a question, please contact your International Quality Managers via the Pearson Support Portal.*

## International Quality Managers

International Quality Managers are an important part of our quality partnership and are full time managers within our BTEC Assessment team. We have four International Quality Managers working in:

- Indian subcontinent – [saurabh.saxena@pearson.com](mailto:saurabh.saxena@pearson.com)
- Middle East, Africa, Latin America, Caribbean, Turkey & Uzbekistan – [mohamed.kamel@pearson.com](mailto:mohamed.kamel@pearson.com)
- Gulf and Lebanon – [khaled.elhabashy@pearson.com](mailto:khaled.elhabashy@pearson.com)
- Asia Pacific – [florence.chan@pearson.com](mailto:florence.chan@pearson.com)

Their role is to:

- offer quality assurance advice and support for BTEC qualifications
- provide formal support and monitoring throughout our quality assurance
- process of standards verification
- review SV/EE reports submitted for centres in their region

## Regional Development Managers

Our Regional Development Managers are sales experts who provide information and guidance to Senior Management Teams.

If you would like your Regional Development Manager to get in touch, their contact details can be found on the website. Alternatively, email [pqs.internationaleo@pearson.com](mailto:pqs.internationaleo@pearson.com) and the team will get in touch with you.

In addition, you will find further information on Pearson qualifications and services the [Delivering BTEC Qualifications](#) section of our website.