



**BTEC International Centre
Guide to Internal Assessment
2025 - 2026**

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Which Qualifications does this Guide Cover?

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

- BTEC Level 1 / Entry Level Introductory Suite
- BTEC Level 1/2 Firsts
- BTEC 2010 Level 3 Nationals, Level 2, Level 1, and Entry Level
- New Pearson BTEC International Level 3, Level 2 Applied Science qualifications 2020 and Level 2 Art and Design qualifications 2021

It does not cover:

- 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

Making time for planning is the best way of ensuring everything is in place for robust assessment.

Assessment Plans

The assessment plan is a working document and as such may need to be changed during the year. The use of version numbers will create a clear audit trail if this happens. Robust assessment plans should be developed jointly by the programme team and be verified by the Lead Internal Verifier who should ensure that the units chosen meet the rules of combination for that specific programme.



As a minimum requirement, the assessment plan should include:

- names of all Assessors and Internal Verifiers
- scheduling for assignment hand-out dates; including Pearson Set Assignments for new Pearson BTEC International Level 3 and Level 2 Applied Science qualifications 2020 and Level 2 Art and Design qualifications 2021
- deadlines for assessments
- scheduling for internal verification
- scheduling of the opportunity for resubmission

In designing the assessment plan, the splitting of Learning Aims/Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria is not permitted. Tasks must be written to allow the opportunity for the full achievement of Pass, Merit and Distinction criteria within each learning aim.

A BTEC qualification is comprised of individual units that cover specific topics. Both a unit-by-unit approach and an integrated approach are valid and appropriate delivery methods. If deciding to deliver through an integrated approach, it is important to map the assessment of evidence against assessment criteria across units and maintain accurate records of learner achievement for each unit.

It is also important to consider the published guidance in the unit specification to ensure a coherent programme of study. For example, core units often provide a foundation of knowledge for other units and synoptic assessment should be carefully planned so assessment takes place towards the end of the programme. For programmes where units are successfully integrated, the assessment plan should provide the appropriate assessment criteria for each unit.

When planning for assessment you should consider:



- unit/component sequencing or integration – including planning of synoptic assessments
- rules of combination (see sections 2 and 9 in subject specification)
- values of units selected appropriate to size of qualification
- assignments and projects
- resource planning, such as when to deploy specialist staff
- timetabling, events, shows and trips
- schemes of work
- access to external resources
- planning assignment deadlines across the programme to ensure a continually balanced workload for learners
- feedback from learners and from external sources, such as progression providers
- ensuring authenticity of learner work

Planning Internal Verification

Internal verification is a quality assurance approach used to monitor assessment practices and decisions. Dates for this activity to take place for both first and resubmission should be established and detailed on the assessment plan before the programme commences.

Full guidance on internal verification can be found in the BTEC Centre Guide to Internal Verification. This can be accessed [here](#) on our quality assurance webpage.

Frequently Asked Questions

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

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

- Learners must be registered onto the programme for any assessment to be valid.
- Checking sampling requirements and deadlines to make sure you will have standards verification samples ready for submission at the right time.
- Does your plan make best use of synoptic units so your learners 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 or International Quality Manager who will be happy to help.

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 will need to make sure your Pearson Standards Verifier is notified of any significant changes via email.

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 learners are following different dates so that you can show where assessment will take place for these learners.

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 learner 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/component 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 learner be moved to another group for that unit/component which is delivered by someone else? Can someone else assess the unit/component?

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.



Assessment and Grading

Before attempting any assessment on a BTEC qualification, learners must be registered on the programme.

Guidance on how to do this can be found [here](#). You should also refer to your centre's Registration Policy.

For internally assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration, and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date, and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For controlled assessment units, Pearson will set the assignment.

The Assessor should decide when the learner is suitably prepared to undertake the assessment and issue the Assignment. Once learners have been issued with an assignment, it is essential they work independently to produce and prepare their evidence for assessment.

Before commencing an assessment, the Assessor should take care to ensure each learner understands:

- the assessment requirements
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines, including the consequences for late submission and rules of resubmission and retakes
- the importance of submitting authentic work (including the impact of plagiarism and use of Artificial Intelligence).

Reasonable Adjustments for Internal Assessments

At the point of accepting a learner onto a programme, or prior to an assessment taking place, assessors should identify if any action is required to help reduce the impact of a disability or difficulty which could place the learner at a substantial disadvantage in the assessment.

Any reasonable adjustment applied must not affect the validity or reliability of the assessment, influence the outcome, or give a learner an unfair advantage, examples of reasonable adjustments include:

- extending the deadline beyond that permitted in your assessment policy
- adapting or changing the method of assessment
- providing assistance during assessment (i.e., a reader or a scribe)
- re-organising the assessment physical environment
- using assistive technology

Examples of situations or circumstances that may require reasonable adjustments to be applied include:

- anxiety or depression
- late starter – transfer from another centre
- disability
- pregnancy
- traumatic past experience
- broken limb

Key considerations:

- each situation should be considered separately, as no learners are the same
- How long has the situation had an impact?
- medical evidence must be from official sources – cannot be self-diagnosed
- are there measures or support you can put in place to alleviate the need to apply for Special Considerations
- advise refer to [JCQ Guidance](#) on links

If reasonable adjustments are applied this must be recorded on an [RAI form](#), this is retained in the assessment records and must be shared with the standards verifier when the assessments are externally verified.

Further guidance can be found in the [Supplementary guidance for reasonable adjustments and special consideration in internal assessments](#) and on the website page [Special Requirements and Reasonable adjustments](#)

Before your learners start an assessment, the Assessor should:

- be confident they are sufficiently prepared to undertake the assessment and can do so independently
- encourage them to aim at “getting it right” on first submission so they are not relying on a repeat submission or retake where applicable



This will help learners develop responsibility for their own achievement and prepare them for the world of work or Higher Education.

Frequently Asked Questions

Can we design our own Assignment Briefs?

Yes. We are happy for you to design your own assignment briefs around your needs and requirements. However, we provide Authorised Assignment Briefs (AABs) to save you time, and these are found in the course materials section of the relevant specification pages on our website.

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.

Assessors are expected to deliver (teach) the unit content fully. You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.

A learner is not required to provide evidence for all the unit content but is required to provide sufficient evidence to address the assessment and grading criteria to successfully achieve the unit.

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

Can we adapt the Authorised Assignment Briefs?

Yes. We would encourage the review of AABs to ensure the scenario is relevant to your locality, community, and learners. Also consider the assessment method and feel free to adapt it to show innovation and recognition of learner needs.

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 learner should submit: evidence towards the targeted assessment criteria.

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. This can be accessed [here](#) on the Pearson policies and guidance for centres webpage.
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
- The declaration can be either:
 - on the assessment record,
 - a separate learner authenticity declaration,
 - an electronic platform, or
 - by incorporating a learner declaration into an Assignment Brief front sheet

Using Electronic Signatures



- Electronic signatures are permitted on all assessment documentation if there is an audit trail to support its authenticity. This also includes learner and parental signatures where required.
- The simplest way to do this is to ensure that signatures are electronic and take the format of a centre issued email address for both the learner and the LIV. Note that a change in font style is not considered an electronic signature.
- Alternatively, you could validate through:
 - an email from the learner/Assessor with the record attached to show that it has been sent from them
 - a system log to show that the learner/Assessor has submitted the record

Meeting Deadlines



- Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Learners should be assessed fairly and consistently, and learners should not be advantaged by having additional time to complete assignments.
- You should have in place a clear assessment procedure for a learner 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 learners in their induction at the start of the programme.
- Please note that once evidence is accepted for assessment, learners 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/components can be used for assessment decisions.
- If a learner is unable 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. This can be accessed [here](#) on the Pearson policies and guidance for centres webpage

Authenticity and Authentication

Assessors should only accept evidence for assessment that is authentic, i.e., that is the learner's own work and that can be judged fully to see whether it meets the assessment criteria. Learners 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 learner 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, photographs, handouts, task sheets etc.

The authentication of learner 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 invoking centre malpractice policies as required.

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(j) 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 in their own words and demonstrates their own knowledge, skills, and understanding.
- 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 contained in the guidance [here](#)).
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the [JCQ General Regulations for Approved Centres](#)).

- 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.

Preventing Malpractice

The key to preventing plagiarism and AI misuse is education of both staff and learners.

This starts by having a strong induction process which starts the teaching of appropriate study skills. These should include what plagiarism and AI misuse is, and how to correctly research, cite resources in the body of the work, how to create a bibliography and the consequences of malpractice.

Additional ways to educate learners include:



- setting reasonable timeframes for assessments
- on issuing the assessment remind learner on the importance of authentic evidence and how to research and reference sources
- conduct checks and remind learners that evidence needs to be their own words showing their own knowledge, skills, and ability
- allocate time for portions of the assessment to be completed in class time where possible

Prior to the hand in deadline give a final reminder to learners to:



- proof-read and check the work is their own
- check referencing is accurate
- has the declaration of authenticity been signed

Assessing the Learner Work

On receipt of the learner work, having confirmed authenticity, the Assessor should:



- mark the work against the requirements of the unit specification
- only work that is authentic and demonstrates the learner's own knowledge, skills and understanding should be marked and awarded the appropriate grade
- 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 learner's own work

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

Assessment tracking and recording

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

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence for the safety of certification
- full coverage of the units/components
- 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/component?

No. The assignment should not be issued until the learners 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 learners are ready to work independently and to prepare them for assessment.

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

No. If the video evidence clearly demonstrates the learner's performance of the assessed task, an observation record is not required. They are also not a mandatory requirement for presentations when the learner is presenting to camera.

The purpose of an observation record is to support and enhance learner generated evidence if the video evidence does not clearly demonstrate how the learner has performed. An example of appropriate use could be in a group activity such as a rehearsal, where the learner is situated at the back of the group and is not always visible in the shot.

An observation record can be used to confirm skills have been demonstrated which may not have been captured on camera. They can also be used if the quality of the recording is poor or if the learner needs to be identified within a group practical activity.

What if the unit specification states observation records are mandatory?

Some of the older BTEC specifications do refer to this. However, you should always follow the current Pearson published guidance in this guide concerning the use of observation records which confirms they are not mandatory.

Can learners work at home?

Yes. Learners 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 invoking your centre's malpractice policy as required.

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 learner work. However, mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of learner understanding
- specific assessment criteria require communication, spelling and grammar and/or the correct use of technical language.

If learner 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 learner 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 learner. This may also indicate that the learner 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 learners can demonstrate that they can meet the assessment requirements for a unit/component 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 learners returning to education.

Centres are expected to develop their own policy in line with Pearson policy. Further guidance on Recognition of Prior Learning can be accessed [here](#) on the Pearson policies and guidance for centres webpage.

Can my learners retake units if they are 'topping up' in Year 2?

A top-up registration reopens a learner's registration following the certification of a smaller size BTEC qualification. After you have made a top-up registration for your learner, the achievement of the certificated units will be imported into your records on Edexcel Online.

Therefore, there is no opportunity to retake the assessments in internally assessed units via a top-up registration, as the imported grades are final. It is possible for a learner to retake externally assessed units.

If your learner did not realise their full potential in a BTEC that they have been certificated for and wishes to study a larger size BTEC at a new centre, an entirely new registration will be required. In this case the learner will need to produce entirely new assessment evidence generated by your centre devised assignment briefs or via an Authorised Assignment Brief where used.



Remember: Your groups may contain a mix of learners studying the qualification for the first time as well as learners 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



Pearson Set Assignments (PSAs)

Pearson Set Assignments (PSAs) for BTEC International Level 2 and 3

Some mandatory units in the qualifications are assessed using a set assignment. By setting an assignment for a unit, we can ensure that all learners take the same assessment for a specific unit. Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by teachers.

Further information about PSA

- Pearson Set Assignment should not be shared with learners prior to the start of the assessment period. Teachers/tutors are responsible for security of Pearson Set Assignment and materials.
- Pearson Set Assignment units will be assessed internally by the centre using the unit Assessment Criteria detailed in the qualification specification.
- Pearson Set Assignments have recommended timelines. These are suggestions only. Your learners may need more time to complete these and this should be permitted if needed.
- Pearson Set Assignment units are subject to external standards verification processes common to all BTEC units.
- Centres should check section 2 in the programme specification carefully, where it includes a summary of the set assignments for the qualification being delivered and assessed. This to be checked together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.
- Units assessed using Pearson Set Assignments are subject to the same assessment rules as all other internally assessed units.
- Learners are permitted to retake/re-sit Pearson set assignment units during their programme.
- Learners must take the Pearson Set Assignment for the set assignment unit.
- Teachers are not permitted to create their own assessments for set assignment units
- Set assignments are available from September each year and are valid for one year only.
- At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for retake/re-sit opportunities.
- Centres must not select an assignment that learners have attempted already.

- Centres can choose any of the published versions to assess their learners in the first submission.
- Centres can use the same version that has been used in the first submission for the opportunity of resubmission for PSA.
- In case of a retake/re-sit, centres should use the other version of the published PSA.
- Each set assignment has a defined degree of control under which it must take place, this can be located in the unit being assessed and the programme specification.
- Learners must complete an authentication sheet and submit this along with their work.

More information can be found in the qualification specification and Pearson Set Assignment published on our [website](#)

Degree of Control (applies to Pearson Set Assignments)

For Pearson Set Assignments, centres must make arrangements for the secure delivery of Pearson Set Assignments. Each set assignment has a defined degree of control under which it must take place. We define degrees of control as follows.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the assignment.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. Each set assignment unit will contain instructions in the Essential Information for assignments section on how to conduct the assessment of that unit.

Limited Control

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- **Time:** each assignment has a recommended time period; this is for advice only and can be adjusted depending on the needs of learners.
- **Supervision:** all centres should be confident of the authenticity of learner's work; this may mean that learners need to be supervised.

- **Resources:** all learners should have access to the same types of resources to complete the assignment.
- **Research:** learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.



Resubmission of Evidence

Opportunities for Resubmission of Evidence

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

When can a Lead Internal Verifier authorise a resubmission?

The Lead Internal Verifier can only authorise a resubmission if all the following conditions are met:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- The learner has produced work that is authentic and has signed the declaration of authenticity
- The Assessor judges that the learner will be able to produce improved evidence without further guidance
- The Assessor has authenticated the evidence submitted for assessment

What if a learner does not meet all the conditions?

If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission.

Your Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

Frequently Asked Questions

Can all learners have a resubmission?

Whilst all learners 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 learners have been impacted by something which has disadvantaged them but there must be clear evidence of this.

Are resubmissions capped at a Pass only?

No. If a learner meets the criteria for a resubmission opportunity and one is authorised, the learner 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.

Procedure for Resubmission of Evidence

There should be a clear, simple procedure which will be applied consistently across all learners 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 learner receiving** the results of the assessment
- be undertaken by the learner 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 learners are studying part time, this is the equivalent of 15 days of “study time” to ensure all learners are treated fairly.

** Feedback must be received by learners 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 learner’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 also avoid disadvantaging learners who may be unable to access resources outside of their centre during non-term time.

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:

- ensure 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 learners up front to ensure everyone is clear about the deadlines and the processes involved
- ensure that all this detail is shown on the assessment plan at the start of the year.

Resubmissions are not an automatic right for learners, the assessor must ensure the three criteria stated above are valid and it is appropriate to give the learner the opportunity to improve the assessment outcome.

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 learner work accompanied by a signed-and-dated declaration of authenticity by the learner
- the first submission assessment record accompanied by a signed-and-dated declaration of authenticity by the Assessor
- the resubmitted learner evidence accompanied by a signed-and-dated declaration of authenticity by the learner
- the resubmission assessment record, detailing the additional learner evidence submitted, showing any related changes to the assessment decisions and accompanied by a signed-and-dated declaration of authenticity by the learner
- documentation of the internal verification of the resubmission assessment decisions, if applicable.



Retakes / Re-sit

Retakes are available for the following qualifications:

- BTEC 2010 Firsts and Nationals (Legacy)
- 2016 Introductory Suite

Opportunity for a Retake

If a learner 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/re-sit:



- The retake/re-sit must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment. For Pearson Set Assignments, a different PSA version should be used for a re-sit.
- The Assessor must agree and record a clear deadline before the learner starts a retake/re-sit.
- The deadline must fall within the same academic year that the initial submission was made.
- On submission of the work, both the learner and the Assessor must also submit a signed and dated declaration of authentication.
- The Assessor cannot award any merit or distinction criteria for a retake assignment.
- The learner will not be allowed any further resubmissions or retake opportunities.

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 is not complete until all resubmissions and retakes are finalised.

Leaving a retake/re-sit opportunity until the end of the academic year can impact your centre's ability to complete standard verification activity. More importantly, it can also impact a learner's ability to recall information which could disadvantage them.

Frequently Asked Questions

Does this mean that a learner who missed the original deadline cannot have a retake?

Yes. The learner must have met the original submission deadline. Learners who do not meet the initial submission date will not have the opportunity for resubmission nor a retake.

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

No. A retake opportunity means a new assignment which targets only the pass criteria that the learner has not yet met following submission and resubmission.

Will the Standards Verifier want to see a retake in their sample?

Yes. Standards Verifiers can request learners 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 learner work accompanied by a signed-and-dated declaration of authenticity by the learner
- the first submission assessment record accompanied by a signed-and-dated declaration of authenticity by the Assessor
- the resubmitted learner evidence accompanied by a signed-and-dated declaration of authenticity by the learner
- the resubmission assessment record, detailing the additional learner evidence submitted, showing any related changes to the assessment decisions and accompanied by a signed-and-dated declaration of authenticity by the learner
- the new Assignment for the retake and the associated internal verification document

- the retake learner work accompanied by a signed-and-dated declaration of authenticity by the learner
- 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.



Feedback Stages

For BTEC qualifications, feedback to learners 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 learners with the appropriate level of feedback during the delivery and assessment of the qualification. The evidence learners submit for assessment must always be their own work. Teachers providing additional supported learning are already aware of the line between helping a learner 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 learners for the assessment, developing their decision making and personal skills to support their achievement of the assessment criteria.

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.

Providing Learners with Feedback at Stage 1:

Before starting an assessment, the tutor must ensure each learner understands the:



- Assessment requirements
- Nature of the evidence they need to produce
- Importance of time management and meeting deadlines

Your feedback during this stage could include:



- Identify areas for learner progression, including stretch and challenge
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction
- Set “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

Predicted grades are a useful indicator of expected achievement – but it is important that learners 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.

Once a learner 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 learners 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 2: During Assessment

The teacher or tutor must decide when the learner is fully prepared to undertake the assessment.

Once learners are working on assignments which they will submit for assessment, they must work independently to produce and prepare evidence for assessment.

Teaching teams should also supervise learners when they are undertaking assignment work in class; although the work itself must be produced by the learners themselves, either in or outside of class.

Providing Learners with Feedback at Stage 2:

While learners 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:



- Guidance on how to approach the knowledge and skills requirements
- Guidance on appropriate behaviour and approach, confirmation of deadlines etc.
- Confirmation of which criteria the assessor is targeting
- Clarification of what the assignment brief requires
- Reminders on the need for work to be authentic
- Reminders to use own words and referencing

Your feedback should not include:



- Formative assessment of the specific assignment evidence as your learners are generating it or confirm the achievement of or how to meet specific assessment criteria; this only happens once formal assessment has taken place.

Frequently Asked Questions

Once we have given learners an Assignment Brief can we offer them any feedback?

Yes. You can give feedback to your learners 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.

Learners 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 learners 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” learners 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 learners use when completing their Assignments?

Once learners 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/component content, assessment criteria and assessment guidance in the qualification specification
- the assignment brief, detailing the scenario, specific tasks, evidence, and information sources.

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 learners feedback to support their progression.

Providing Learners with Feedback at Stage 3:

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



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

Your feedback should not include:



- Direct, specific instructions on how the learner 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 learner what to do to improve their grade.

Remember that a sample of assessment decisions should be Internally Verified before returning the work and feedback to the learners.

Frequently Asked Questions

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

We recognise that it is good practice to make annotations on learner work during feedback. This helps the learner, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found.

However, the annotations must purely highlight where learner 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 to where the evidence can be found.

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



Eligibility for an award

Applies to the new Pearson BTEC International Level 3, Level 2 Applied Science qualifications 2020 and Level 2 Art and Design qualifications 2021

To be awarded a qualification, a learner must complete all units, achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in Section 2 in the programme specification.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination.
- achieve the required units at Pass or above shown in Section 2, abiding by the minimum requirements in the compensation table stated in the programme specification.
- achieve the minimum number of points at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification. Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

To be eligible for certification on these qualifications; BTEC Level 1 / Entry Level Introductory Suite, BTEC Level 1/2 Firsts and BTEC 2010 Level 3 Nationals, Level 2, Level 1, and Entry Level assessors must be familiar with the qualification structure, rules of combination and how to calculate achievement and outcomes which are detailed in the relevant subject specification.

Special Considerations

There may, at times, be unforeseen circumstances such as, temporary illness, injury, bereavement where a learner is unable to complete an internal assessment and reasonable adjustments have not overcome the disadvantage this creates.

In these circumstances, as a last resort, to compensate the learner and to provide an allowance towards overall achievement a Special Consideration application can be submitted to Pearson by the Quality Nominee. Special Consideration cannot give any learner an unfair advantage or mislead anyone about the learner's achievement.

The Assessor or Lead Internal Verifier must make the Quality Nominee aware as soon as possible after it is identified that an assessment is not able to be completed by a learner. This allows time to review the circumstances and discuss alternative reasonable adjustments or submit the required application.

This must be completed at least 45 days prior to claims being submitted for certification. If it is agreed an application is needed the Quality Nominee will need to complete and submit the Form SC1 which can be located [here](#) on the Special Considerations website.

It is not guaranteed that an application will be approved. Each case is viewed on its own merits and must be supported with clear evidence on when the circumstances arose, the severity of the circumstance, the date of the assessment, what reasonable adjustments have been considered and/or applied and the outcome of these.

For more information and guidance please read the [Supplementary guidance for reasonable adjustments and special consideration in internal assessments](#) and watch the video [Special Considerations for BTEC Internal Assessment](#)

Learner Appeals and Malpractice

You should have in place a mechanism for ensuring all learners 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 learners to make an appeal with Pearson relating to the external or internally awarded assessment outcomes

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



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

The appeals process must be understood by learners and staff. It should be transparent and enable formal challenges to assessment grades.

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



Retention of Learner Evidence

Original learner evidence must be kept current, safe, and secure for 12 weeks after learners 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 learner work must be made available to Pearson on request. On occasion, the Regulator may also request portfolios of learner work and assessment documents.

For learners undertaking a top-up qualification, the learner work must be retained for 12 weeks after receipt of certificates for the largest size qualification that the learner will be undertaking. This means that you must retain learner 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 learners to keep work long-term while on the programme. Evidence produced by learners 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 learner 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/component 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 learner achievements that are up to date, regularly reviewed and tracked accurately against national standards
- having all current learner evidence available for verification purposes. Once learners 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/component 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 this for a Pearson audit if required and in case of learner appeals or certification issues, for example.



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/component 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 policies for centres, which can be found [here](#) and our other guidance which can be found on the [Quality Assurance website](#)

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

Pearson support contacts and resources

Pearson offers dedicated support throughout the academic year.

- If you need support with assessment, quality assurance or anything else please contact us through the Pearson Support Portal

Just want to quickly check something? We've got guidance on our website and a wealth of support articles covering everything you need to know:

- [Delivering BTEC qualifications | Pearson qualifications](#)
- [Explore the Pearson support portal](#)

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 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.

