



Administrative Support Guide

**BTEC Level 1 / Level 2 Tech Award in
Art & Design Practice**

Component 2: Responding to a Brief - BAD02

First teaching September 2022

Version 1.4

Document Classification and Version Control

Version	Amendment	Date
1.0	Document created	30/10/2023
1.1	Pg 8 – Overview assessment dispatch method	05/01/2024
1.2	Pg 11 – Learners’ work labelling	29/01/2024
1.3	Pg12 – Link to the Learner Authentication and Record Form added	23/04/2024
1.4	Page 8 - Added section on Additional Assessment Considerations (Acknowledging AI Use, Sensitive Content Notice and Personal Identifying Information).	01/10/2025

Table of Contents

Contents

Administrative Support Guide	1
Document Classification and Version Control	2
Table of Contents	3
General Information	4
Exams Officers.....	4
Teachers	4
Key Dates Schedule	4
Key Links	5
Externally Assessed Components.....	5
General Guidance for Externally Assessed Component	6
Administration	6
Overview of Assessment Availability -	7
Tech Awards 2022 – Art and Design	7
Resits.....	7
Additional Assessment Considerations	8
Acknowledging AI Use:	8
Sensitive Content Notice:	8
Personal and Identifying Information:.....	8
Component 2: Responding to a Brief	9
Introduction	9
Levels of Control	10
Supervised Conditions	10
Assessment Evidence	11
Guidance for Teachers	12
Before the assessment	12
During the assessment	12
After the assessment	13
Submission of evidence	14

General Information

If you have any further queries regarding this administrative support guide, please visit the contact pages below for:

[Exams Officers](#)

[Teachers](#)

Registration of Learners at Qualification Level

Learners should be registered for the qualification at Edexcel Online using the following title and code by the BTEC registration deadline.

Art & Design: RAD2

Please see our [support pages](#) for further guidance on how to register learners.

Learner Entries for Individual Components

You will need to enter your learners for each individual component once they are ready to undertake the assessment:

Component Title	Type of Assessment	Entry Code
2: Responding to a Brief	Externally Assessed Set Task	BAD02

Key Dates Schedule

Key dates for the BTEC Level 1 / Level 2 Tech Award from 2022 can be found on the website at <https://qualifications.pearson.com/en/qualifications/btec-tech-awards.html>

Key Links

Externally Assessed Components

Quality Assurance Support

Please visit our BTEC quality assurance support pages for information including:

- Centre Guide to Quality Assurance for BTEC Tech Awards [here](#)
- BTEC Tech Awards Assessment Record Sheet [here](#)
- Bitesize Training Videos [here](#)
- Quality Assurance Training and Support for Quality Nominees [here](#)

Support Materials for Component 2

Please visit our qualification pages for support materials including:

- Sample Pearson Set Assignments [here](#)
- Exemplar Standardisation Materials [here](#)
- External Assessment Materials [here](#)

Special Requirements

Click [here](#) for information on **special considerations**

Click [here](#) for information on **access arrangements**

Post Results Services (PRS)

Click [here](#) for information on:

- Review of Marking and Moderation (RoMMs)
- Appeals

Training from Pearson

Click [here](#) to register your interest for forthcoming **training and CPD events**

General Guidance for Externally Assessed Component

Teacher/assessors must ensure that:

- They have read and understood the instructions for administration of BTEC Tech Awards assessments provided in this document.
- They have understood the delivery of the assessment and read the JCQ Instructions for Conducting Coursework which can be found [here](#).
- Learners have been registered onto the correct qualification.
- Learners are entered for assessments by the deadline for the series they wish to sit them.

Administration

All externally assessed set tasks are released digitally on the Pearson website as padlocked secure content. An Edexcel Online password is required to access and download the externally assessed set tasks when they are released.

There will be one release each year for the externally assessed component of the Tech Award in Art & Design Practice:

- January release for May/June assessment series

Centres are required **to enter learners for each assessment**. They must be entered by the deadline for the series in which the learner wishes to sit them, and late fees will apply for late entries. Entry for the externally assessed component will ensure that we have supplied you with all relevant information.

The externally assessed set task may only be used within the assessment series that the learner is entered for and cannot be held for use in a later window.

For information on registration and entry processes and quality assurance please visit our [Pearson Support pages](#).

Overview of Assessment Availability – Tech Awards 2022 – Art and Design

		Early September	September to December	May to June	August
Annual May/June Assessment Series	Internally assessed components	Release of PSAs for internally assessed component	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window Deadline for submission of centre marks - 48 hours prior to the agreed visit date	Results
	Externally assessed component	Mid-January	January to May	May	
		Release of Set Task for Externally Assessed component (from 2024)	Learners sit external assessment	Submission deadline for External Assessment	

Resits

The external assessments for creative subjects are task-based and conducted over a longer period of time and therefore available in the May/June series only. As such, on-programme resits for these subjects are not available due to the terminal assessment rule.

In order to meet the terminal rule requirement, a learner must take the external assessment in their final series, i.e. the one in which they are requesting certification for the qualification.

For further information on resits, please see the [BTEC Qualifications: Re-sit Rules](#)

Additional Assessment Considerations

Acknowledging AI Use:

Acknowledging AI use: At Pearson we are aware of the continued dynamics surrounding the use of AI and particularly in response to our Assessments. We will continue to monitor this and where conditions for its use/non-use in our assessments are not explicitly stated, we encourage providers to follow JCQ guidance.

Sensitive Content Notice:

While every effort is made to ensure that assessment materials do not contain sensitive or distressing content, there may be occasional references that some learners find unsettling. Pearson takes all reasonable precautions to avoid the inclusion of such content in assessments. However, if a learner encounters material they feel is inappropriate or upsetting, we encourage centres to raise the concern with us via the Pearson Helpdesk. Each case will be reviewed and addressed individually to ensure appropriate support and resolution.

Personal and Identifying Information:

Students must minimise the inclusion of personal data or identifying information about themselves or others in assessment submissions. This includes names, images, contact details, centre information, or any content that could reveal identity. Such information should only be included if explicitly required by the task. Where context is needed, anonymised references (e.g. "a colleague" or "a local business") should be used. Including unnecessary personal data may compromise anonymised marking and breach data protection policies.

Component 2: Responding to a Brief

Introduction

The key purpose of this assessment is for learners to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole qualification in an integrated way. This external component assesses how learners can apply their research, ideas generation and practical skills within the constraints of a brief, demonstrating an understanding of the requirements of a brief as they develop, produce, and present a response to a brief.

This assessment will be offered once a year during the May/June series. The timing of the assessment includes a preparatory period prior to a 20-hour assessment, including 8 hours of informal supervision and 12 hours of formal supervision, taken during the period timetabled by Pearson. While the timings for each task are approximate to allow for some flexibility in centres, it is suggested that learners be given the overall 20 hours for the total of the assessment as a minimum, to ensure they can fully evidence their skills and address all assessment criteria.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Externally assessed set task	<p>Learners will produce a portfolio of work and a development review in response to a creative brief.</p> <p>They will be assessed on their demonstration of:</p> <ul style="list-style-type: none"> • their understanding of the requirements of the brief • the development and production of a response to a brief • presenting a response to a brief 	Supervised conditions	Secure download via Secure Tests , to be accessed only by exams officers with an Edexcel Online access

Levels of Control

The assessment evidence is produced under supervised conditions to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The supervision takes place in a session/s timetabled by the centre.

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Supervised Conditions

- The estimated hours stated for completion of each task in this set assignment refer to supervised hours.
- The supervised conditions take place in a session/s timetabled by the centre.
- Designated assessment areas must only be accessible to the learner and to named members of staff.
- At the end of the **informally** supervised sessions, all materials produced by learners must be kept securely and no items may be removed by the learner.
- Any work learners produce under **formal** supervision must be kept securely between sessions and during breaks and must not be taken in or out of the sessions.
- Learners will have access to their work from previous activities. However, as each activity is completed, work cannot be added to or updated.
- Only permitted materials can be brought into the **formally** supervised assessment, and no materials should be removed.
- Learners may conduct certain informative or practical activities outside of the classroom environment where it is not possible to do them in class, such as visiting/documenting off-site locations or events or conducting interviews.
 - They may bring the resulting materials into the supervised assessment.
 - These materials must be checked to ensure they do not contain any preprepared responses or outcomes to tasks and must be authenticated as the learner's own work.
 - This may be done through meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment.
- During supervised sessions, all work must be completed independently by the learner.
- Teachers/tutors will be able to support learners with matters such as safety, working space, materials, and equipment. However, teachers must not give feedback about work in progress or suggest how work might be improved or developed.
- Learners can access the internet for the **informally** supervised Activity 1 only, but this must be monitored by the teacher.
- Mock assessments, including templates used as part of mocks, are encouraged as part of the teaching and learning process. However, the material or completed work for mock assessments are not considered course notes so should not be used during assessment.
- Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.
- You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of set task.
- You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessment Evidence

Evidence requirements for each task are listed below:

Task	Evidence	Information
Activity 1	Recording of project development on 5-6 pages including evidence and/or images of: <ul style="list-style-type: none"> • research of ideas • exploration of materials, techniques, and processes • review and refinement of progress 	Completion time for assignment: <ul style="list-style-type: none"> • Approximately 8 informally supervised hours
Activity 2	Writing the development review on the template provided. Saving the development review securely as a PDF at the end of the 1.5 hours.	Completion time for assignment: <ul style="list-style-type: none"> • Approximately 1.5 formally supervised hours
Activity 3	Making and recording the final response on 2-3 pages including evidence and/or images of: <ul style="list-style-type: none"> • final response in development • final response • qualities and details • different angles of 3D work (where applicable) Saving images for Activity 4.	Completion time for assignment: <ul style="list-style-type: none"> • Approximately 8 supervised hours
Activity 4	6–8-page digital and/or physical portfolio or collection of the body of work saved as a PDF.	Completion time for assignment: <ul style="list-style-type: none"> • Approximately 2.5 formally supervised hours

Guidance for Teachers

Before the assessment

Teacher/assessors must ensure that:

- They have read and understood the instructions for administration of BTEC Tech Awards assessments provided in this document.
- They have understood the delivery of the assessment and read the JCQ Instructions for Conducting Coursework which can be found [here](#).
- Learners have been registered onto the correct qualification.
- Learners are entered for assessments by the deadline for the series they wish to sit them.
- Learners have been prepared through a suitable period of teaching and learning before assessment takes place.
- Learners are made aware of the timetabled sessions during which they should complete monitored preparation (where relevant), when they will undertake supervised assessment and the levels of supervision for the assessments.
- They have issued the set task, allowing sufficient time for learners to complete it.
- They have directed learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
- Learners must not be given writing frames, prepared formats, templates, or any other forms of scaffolding.

During the assessment

Teacher/assessors must ensure for the duration of the assessment:

- All work must be completed independently by the learner under the monitoring and supervision conditions outlined in the levels of control.
- Work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose.
- Guidance or support can be given to learners only in order to clarify:
 - o the requirements of tasks
 - o the evidence they need to produce
 - o any resources they are allowed to access.
- Learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks.
- Learners may produce notes as part of their practical/exploration sessions, and these notes can be used to generate their final portfolio of work. Learner must not however be given any support or feedback in writing or editing notes.
- Any permitted group or collaborative work must be clearly defined.

- Appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

After the assessment

Submission of evidence for external assessment

The following will need to be submitted for each learner for external assessment:

Item	Number to be sent
Activities 1, 3 and 4: a 6–8-page A3 completed portfolio of work in response to the set task, saved as a PDF. This may include various formats of evidence as stated in the set task and summarised in the Assessment Evidence section above.	Portfolio per learner
Activity 2: a completed development review, saved as a PDF	One per learner
A completed <u>authentication sheet</u> for each assessed learner confirming that all work was complete independently as part of the authentication submitted to Pearson	One per learner

Submission of evidence

Guidance on preparing evidence for submission

Where digital evidence is used, consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence.

Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated.

Digital files should be saved in an accessible format that does not require specialist software to access.

This form does not need to be returned to Pearson, please keep securely in your centre until after Post Results.

This form can be requested at any point up to results day.

- Learner 1 Activity 2: Development Review
- Learner 1 Activity 4: Client Portfolio
- Learner 2 Activity 2: Development Review
- Learner 2 Activity 4: Client Portfolio

External assessment

Pearson will allocate standardised examiners to mark the evidence remotely.

Your centre will need to submit digitised learner work through Learner Work Transfer (LWT) in line with the Key Dates schedule,

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards.html>

We review the quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.