



Administrative Support Guide

BTEC Level 1 / Level 2 Tech Award in Creative Media Production

First teaching September 2022

Version 1.7

Document Classification and Version Control

Version	Amendment	Date
1.0	Document created	01/11/22
1.1	Page 6: Inserted PSA release date	23/11/22
1.2	Page 9 – Administration - updated PSA release information to September and January. Page 10 – updated overview of assessment availability	16/03/23
1.3	Page 7 – Digital Learner Work Transfer (LWT) May/June availability amended to 17/04/23	03/04/23
1.4	Pages 5 and 6 – Updates to Key Dates Schedule Page 11 - Updated guidance on feedback from moderators to centres following moderation	31/03/23
1.5	Page 5 – Remove reference to year Page 6 - Remove Key Dates Schedule table and replaced with a link to BTEC Tech Awards Key Date Schedule Page 10 – Added link to BTEC Tech Award Moderation website Page 10 – Removed reference to the year in submitting marks on LWT	09/08/23
1.6	Page 10 – Adding information on retaking internally assessed components	29/09/23
1.7	Page 8 – May/June window submission deadline for the internally assessed components and the external component updated to 15 May Page 9 – May/June window submission deadline for the internally assessed components updated to 15 May	06/03/2024

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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 01 November BTEC registration deadline.

- Creative Media Production: RCM3

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
1: Exploring Media Products	Pearson Set Assignment	BCM01
2: Developing Digital Media Production Skills	Pearson Set Assignment	BCM02

Key Dates Schedule

Please follow this link to the [BTEC New Tech Awards schedule](#)

Key Links

Internally Assessed Components

Quality Assurance Support

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

- Quality Assurance Quick Guide [here](#)
- 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 Components 1 and 2

Please visit our qualification pages for support materials including:

- Sample Pearson Set Assignments [here](#)
- Exemplar Standardisation Materials [here](#)
- BTEC Tech Awards Creative Media Production Assessment Tracker Tool [here](#) under candidates' assessment record

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**

Externally Assessed Components

[The External Assessment Overview document](#) contains key information and definitions of terms related to the delivery of our external assessments from assessment dates, entry deadlines, and levels of control in one useful document. Key dates for the externally assessed component will be found via the following links from 2024 when external assessment first becomes available:

Click [here](#) for information on **entry deadlines** and **results dates**

Click [here](#) for information on **exam timetables**

Support Materials for Component 3

Please visit our qualification pages [here](#) for support materials including:

- Sample Assessment Materials

General Guidance for Internally Assessed Components

1. 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.

Administration

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

There will be two releases each year for each internally assessed component of the Tech Award in Creative Media Production:

These are:

- September release for December/January moderation series
- January release for May/June moderation series

Learners 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 internally assessed components will ensure that we have supplied you with all relevant information and allow a moderator to be allocated to receive your learner work.

The Pearson Set Assignment may only be used within the assessment series that the learner is entered for and cannot be held for use in a later window.

Once the Pearson Set Assignments have been released, they can be given to learners at any time. Teachers can then begin the supervised assessment as detailed in this guide.

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

Overview of Assessment Availability – Tech Awards 2022

	Early September	September to December	December to January	March
Annual December/January Assessment Series	Release of PSAs for internally assessed components	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window Submission of centre marks and sample of learner work deadline: 15th December	Results

	Early January	January to April	May to June	August	
Annual May/June Assessment Series	Internally assessed components	Release of PSAs for internally assessed components	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window Submission of centre marks and sample of learner work deadline 15th May	Results
	Externally assessed component	Mid-January	Release of Set Task for Externally Assessed component (from 2024)	Learners sit external assessment	
		January to May	Submission deadline for External Assessment 15th May		

Internal Standardisation

Pearson will supply Exemplar Standardisation Materials for each internally assessed component, and these are to be used to standardise the assessment team **before assessment takes place**. This activity must include the whole assessment team.

Internal standardisation can be completed at intervals, or at any point before the marking period. Assessors should work through the materials as if marking the assessment, before looking at the information provided about the marks awarded and the rationale for this.

Centres will not be asked to submit this evidence of assessor standardisation but may find the evidence useful should any marking activities result in dispute. Assessment team standardisation ensures marks are consistently awarded and reduces the marking burden across your centre. Where there is disagreement with marks, assessors should review marks across the whole cohort and may wish to refer to the standardisation materials to refresh their understanding of the standards to be applied.

Centre Assessment of Learner Work

Internal marking

Teachers will mark learner responses using the published mark scheme for the component which can be found in the specification and on the Pearson website.

The marks for each task/Learning Outcome must be recorded for each learner, and the assessment record must be signed by the teacher and learner declaring the authenticity of the work. Centres may use the published [BTEC Tech Award \(first teach 2022\) Assessment Record template](#) or the [BTEC Tech Award \(first teach 2022\) Assessment Tracker](#) to record the final assessment decisions for each learner. However, centres are permitted to design their own documentation providing the content from the Pearson published template is included in your own as a minimum. General feedback can be given to tell the learner which areas they may need to improve work, but no specific instruction can be given to tell them specifically what to do to improve their responses.

Resubmission of evidence

For internally assessed components, after marking the initial assessment, the centre may make the decision to allow learners who may not have achieved their expected potential the opportunity to resubmit their evidence.

Please refer to the [Centre Guide to Quality Assurance – BTEC Tech Awards](#) for further guidance on resubmission

The Moderation Process

Submission of marks and learner work for moderation

By the mark submission deadline for the relevant assessment series, centres must submit:

- all raw marks for each learner entered for assessment via Edexcel Online
- the learner evidence identified for the moderation sample (indicated by a tick mark in Edexcel Online) into the Learner Work Transfer system via Edexcel Online
- signed authentication and assessment records for the learners

The deadlines for submitting marks and sampled learner work are:

- **15 December (December/January Series)**
- **15 May (May/June Series).**

Centres may choose to submit their marks and samples of learner work earlier than these deadlines if they wish to. Please refer to the Key Dates Schedule in this document for the optional early moderation opening date.

Following the submission of marks for moderation, there is **no further opportunity for learners to improve their evidence** based on the same completed Pearson Set Assignment.

Moderation

Pearson will pre-select a random sample of learners whose work is to be submitted to the moderator. These learners will be indicated with a tick on Edexcel Online in advance of the mark submission deadline.

The number of learners sampled is based on the size of the cohort as follows:

Cohort Size	Sample
1-10	All
11-100	10
101-200	15
>200	20

Work for the selected learners is submitted digitally using the Learner Work Transfer (LWT) portal on Edexcel Online. Guidance for centres on using the Learner Work Transfer system can be found [here](#).

Important Note: If the pre-selected sample does not include the highest marked and the lowest marked learners in the cohort, the centre must also include the work of those learners. In cases where the moderator determines that the randomly selected sample does not represent a range of marks across the cohort, they may contact you to request further samples be added.

Both internal components will be sampled where entries have been made. This will be conducted by the same moderator.

The moderator will contact the registered Quality Nominee to obtain the contact details of the Programme Lead for the qualification. The moderator will complete their moderation and provide feedback in a draft moderator report which will be sent to the Programme Lead. This report will indicate whether marking was accurate or not and give guidance on how to bring marks in line with national standards (where necessary).

In rare cases there may be a significant difference between the centre marks and moderator marks (e.g. aligning with moderator marks would rearrange the centre's rank order). In these cases, the moderator may request further samples to be uploaded to LWT and/or suggest a meeting (via phone or online meeting) to discuss the recommendations in the draft moderator report.

Following moderator feedback, you will have approximately 2 weeks to amend your initial marks, if you wish to, using Edexcel Online. Please note that amending your marks based on moderator feedback is optional.

The sample reviewed by the moderator is representative of the full cohort for the component, so their feedback **will not address individual marks or learners**. Any recommended amendments that you choose to make should be applied to all marks affected by the feedback, not just those of learners in the representative sample.

Availability for centres to amend marks on Edexcel Online will close on the published deadline for each series in the Key Dates Schedule. After this date, no further amendments can be made.

Following moderation, feedback, and any amendments to marks the centre wishes to make, the moderator will review the final centre marks against their moderator marks and finalise their written Moderator Report which will be published on Edexcel Online on Results day for the series.

If the final centre marks are reasonably accurate, they will be awarded.

If centre marks are still not within a reasonable degree of deviation from national standards, an adjustment will be applied by the Pearson system.

Where mark adjustments are made, the pattern of differences between your centre's marks and the moderator's will be taken into account, so that your centre's marks are in line with the standard being applied nationally.

Unless your centre has been demonstrably inconsistent, mark adjustments will maintain the centre's rank order.

Retakes

Following results, if the outcome is still not satisfactory and the learner would like to retake the internal assessment to improve their mark, they may be given one retake opportunity using the new Pearson Set Assignment in a later assessment series. For internally assessed components, the highest result will be carried forward towards the qualification outcome. For further information on retaking assessments, please see the [Centre Guide to Quality Assurance – BTEC Tech Awards](#).

Learners can retake internally assessed components once, should they need or want to during their course. It is always in the best interests of the learner to be entered for assessment when teachers judge that they are ready to be assessed.

If learners are retaking internally assessed components, they must respond to the new PSA released for that series. Learners are permitted to adapt work from their initial sitting **where it is appropriate**. They can use the full allocated time, including monitored preparation where applicable, and if they choose to adapt work from their initial sitting, they will need to **repurpose, build upon and/or amend their work to meet the new PSA**. Learners should never be overly guided on how to improve their work, and if assistance is provided, this should be documented and considered during assessment.

For further information, centres should follow the [JCQ Guidance](#) with particular attention paid to sections 2 and 17.

Assessor Guidance for Internally Assessed Components

Your role as the assessor

As the assessor of this internal assessment, it is your role to:

- ensure correct processes to maintain security and authenticity are followed for the duration of the assessment
- make and record assessment decisions using the mark bands
- provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity, so they are aware of the differences during learning and assessment.

For further information on assessment, please refer to the assessment guidance in the qualification [specification](#).

Component 1: Exploring Media Products

Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of different kinds of media products, how production techniques are used to create them and how they are created for different purposes and audiences.

This assessment will be offered twice a year. The timing of the assessment is approximately 10 hours of supervised assessment.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	<p>Learners will explore media products that approach the given theme in different ways. They should investigate:</p> <ul style="list-style-type: none"> media products that include technology-related content or themes how technology is portrayed in media products audience responses to technology in media products the use of technology in the production of media products 	Supervised conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website (accessible with an Edexcel Online password)

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 sessions 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 supervision takes 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
- Learners can only have access to their work under supervision
- Only permitted materials can be brought into the supervised assessment and no materials should be removed
- During supervised sessions, learners must work independently, and cannot work with or discuss their work with other learners unless part of permitted group or collaborative work required by the task

- Any work learners produce under supervision must be kept securely between sessions and during breaks and must not be taken in or out of the sessions
- Learners will be able to access the materials specified in the assessment
- Learners can access the internet for the purposes of research and/or to enable the use of software that relies on connection to the internet, but this must be monitored by the teacher.
- 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 pre-prepared 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
- When providing structure to support learners in producing appropriate research and support notes during the supervised period, teachers must follow the guidelines for feedback, avoid over-direction and be able to ensure the authenticity of independent learner work produced for the Pearson Set Assignment
- 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 each internally assessed component.
- 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	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Investigate media products	One or any combination of: <ul style="list-style-type: none"> • written analysis • research log • presentations with speaker notes • recordings of audio-visual presentations • screen capture/recordings 	Completion time for task: <ul style="list-style-type: none"> • Approximately 3 hours
Task 2	Learning Outcome B Explore how media products are created to provide meaning and engage audiences	One or any combination of: <ul style="list-style-type: none"> • written analysis • research log • presentations with speaker notes • recordings of audio-visual presentations • screen capture/recordings • practical experiments and responses • annotated practical work 	Completion time for task: <ul style="list-style-type: none"> • Approximately 7 hours

NB: For moderated assessments, moderators must review the evidence produced directly by sampled learners in order to assess the centre's level of marking accuracy against the published mark scheme. For this reason, teacher witness statements/observation records cannot be used in place of learner produced evidence. All evidence must be captured as outlined in the evidence requirements for each task above, and no further teacher produced supporting evidence is required.

Guidance for teachers

Before The Assessment

You are permitted to adapt the vocational context of the Pearson Set Assignment in order to make it more relevant and accessible to your learners (e.g., their specialist practices, the local area)

- The portions of the vocational context which can be adapted are indicated with *italics* on the Pearson Set Assignment
- **The theme set by Pearson must be retained**
- If you decide to contextualise the vocational context of the Pearson Set Assignment, you should download the document and enter the details of the contextualisation in the editable text box provided
- It is not necessary to re-state the entire Vocational Context, and you need only state the modification to words in the original context that are in italics, along with a brief explanation.
- The contextualised Pearson Set Assignment can be printed and issued to learners, but if issuing a digital copy, you will need to save as a PDF as otherwise the Pearson Set Assignment can still be edited. To save in PDF, select the print option and then 'print to PDF'.
- The contextualised assignment must be uploaded into the Learner Work Transfer system when submitting samples for moderation

For further guidance on contextualisation, please refer to the Pearson Set Assignment for this component.

You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.

You should direct 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

To maintain security during supervised conditions:

- 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:
 - the requirements of tasks
 - the evidence they need to produce
 - 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 research sessions and these notes can be used to generate their final 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

Marking Grids

The marking grids for internally assessed components can be downloaded from ['Internal Assessment'](#) section on the qualification page, and interactive versions of the marking grids can be used in the Assessment Tracker Tool. They can also be found in the specification.

Submission of evidence for moderation

The following will need to be submitted for each learner selected for moderation sampling:

Item	Number to be sent
<p>1 A completed portfolio of work in response to the Pearson Set Assignment. This may include various formats of evidence as stated in the PSA and summarised in the Assessment Evidence section above.</p>	<p>One per learner</p>
<p>2 Learner Assessment Record (including declaration of authenticity and consent) signed by the learner and teacher/assessor. Only a single assessment record form for each learner required per internal component which includes the learner and assessor authentication declaration.</p>	<p>One per learner</p>
<p>An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool which will help you to manage the recording of marks and records for the class and allows you to generate the Assessment Record Reports for submission.</p>	
<p>The Assessment Record sheet and Tracker tool can be found on the subject qualification pages for each Tech Award.</p>	
<p>A training video on how to complete the Tracker is available here</p>	

Guidance on preparing evidence for submission

- 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

Component 2: Developing Digital Media Production Skills

Introduction

The key purpose of this assessment is for learners to demonstrate their use of practical media production skills to generate ideas and pre-production materials to create media products. They will demonstrate and apply production processes and techniques, as well as the use of ongoing review throughout the development of work to inform creative decision making.

This assessment will be offered twice a year. The timing of the assessment is approximately 10 hours of supervised assessment.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners will produce a media product in response to the given theme, engaging with the media production process for a chosen media sector to produce a media product.	Supervised conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website (accessible with an Edexcel Online password)

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 supervision takes 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
- Learners can only have access to their work under supervision
- Only permitted materials can be brought into the supervised assessment and no materials should be removed
- During supervised sessions, learners must work independently, and cannot work with or discuss their work with other learners unless part of permitted group or collaborative work required by the task

- Any work learners produce under supervision must be kept securely between sessions and during breaks and must not be taken in or out of the sessions
- Learners will be able to access the materials specified in the assessment
- Learners can access the internet for the purposes of research and/or to enable the use of software that relies on connection to the internet, but this must be monitored by the teacher
- 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 pre-prepared 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
- When providing structure to support learners in producing appropriate research and support notes during the supervised period, teachers must follow the guidelines for feedback, avoid over-direction and be able to ensure the authenticity of independent learner work produced for the Pearson Set Assignment
- 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 each internally assessed component.
- 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	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Develop and apply media pre-production processes, skills, and techniques	<p>A portfolio of work including:</p> <ul style="list-style-type: none"> idea generation and development sector-specific pre-production material review and refinement <p>This could be evidenced through one or any combination of:</p> <ul style="list-style-type: none"> written work research and asset logs annotated images, photographs, and screenshots audio-visual recordings narrated screen capture/recordings practical experiments and responses annotated practical work 	<p>Completion time for assignment:</p> <ul style="list-style-type: none"> Approximately 3 hours
Task 2	Learning Outcome B Develop and apply media production and post-production processes, skills, and techniques to create a media product	<p>A portfolio of work including:</p> <ul style="list-style-type: none"> evidence of the development of a media product through the production and post-production phases evidence of testing, review, and refinement the final outcomes of a media production work <p>The portfolio could include one or any combination of:</p> <ul style="list-style-type: none"> written work research and asset logs annotated images, photographs, and screenshots audio-visual recordings narrated screen capture/recordings practical experiments and responses annotated practical work 	<p>Completion time for assignment:</p> <ul style="list-style-type: none"> Approximately 7 hours

NB: For moderated assessments, moderators must review the evidence produced directly by sampled learners in order to assess the centre's level of marking accuracy against the published mark scheme. For this reason, teacher witness statements/observation records cannot be used in place of learner produced evidence. All evidence must be captured as outlined in the evidence requirements for each task above, and no further teacher produced supporting evidence is required.

Guidance for teachers

Before The Assessment

- You must issue the assignment allowing sufficient time for learners to complete it
- You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.
- You should direct 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

To maintain security during supervised conditions:

- 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:
 - the requirements of tasks
 - the evidence they need to produce
 - 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/development sessions and these notes can be used to generate their final portfolio of work
- learners must not however be given any support or feedback in writing or editing notes
- learners may produce notes during practical activities to support them with compiling their ongoing testing and review.
- 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

Marking Grids

The marking grids for internally assessed components can be downloaded from 'course materials' section on the qualification page, and interactive versions of the marking grids can be used in the Assessment Tracker Tool. They can also be found in the specification.

Submission of evidence for moderation

The following will need to be submitted for each learner selected for moderation sampling:

Item	Number to be sent
<p>1 A completed portfolio of work in response to the Pearson Set Assignment. This may include various formats of evidence as stated in the PSA and summarised in the Assessment Evidence section above.</p>	<p>One per learner</p>
<p>2 Learner Assessment Record (including declaration of authenticity and consent) signed by the learner and teacher/assessor. Only a single assessment record form for each learner required per internal component which includes the learner and assessor authentication declaration.</p> <p>An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool which will help you to manage the recording of marks and records for the class and allows you to generate the Assessment Record Reports for submission.</p> <p>The Assessment Record sheet and Tracker tool can be found on the subject qualification pages for each Tech Award.</p> <p>A training video on how to complete the Tracker is available here</p>	<p>One copy for each learner</p>

Guidance on preparing evidence for submission

- 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.



Pearson
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