



## **Administrative Support Guide**

### **BTEC Level 1 / Level 2 Tech Award in Digital Information Technology**

**First teaching September 2022**

**Version 1.7**

# Document Classification and Version Control

Version	Amendment	Date
1.0	Document created	05/11/2022
1.1	Page 5: 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	16/03/22
1.3	Pages 5 and 6 – Updates to Key Dates Schedule Page 11 - Updated guidance on feedback from moderators to centres following moderation	31/3/23
1.4	Document rewrite with significant changes	01/09/23
1.5	- Added clarification on use and monitoring of internet  – Updated PSA release dates and Overview of Assessment Availability	17/03/25
1.6	Page 10 – Sample size requirements updated to reflect cohort size.  Page 14 - Added section on Additional Assessment Considerations (Acknowledging AI Use, Sensitive Content Notice and Personal Identifying Information). All page numbers have been adjusted to reflect changes	3/10/2025
1.7	Page 19 – Updated After the examination section to include correct zip folder submission.  Page 25 – Updated After the examination section to include correct zip folder submission.	05/12/2025

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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 BTEC registration deadline.

- Digital Information Technology: RIT3

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 User Interface Design Principles and Project Planning Techniques	Pearson Set Assignment	BIT01
2: Collecting, Presenting and Interpreting Data	Pearson Set Assignment	BIT02
3: Effective Digital Working Practices	Paper-based exam	BIT03

# 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

### Internally 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 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 Digital Information Technology Tracker Tool [here](#), under the 'Candidate 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

## 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 Digital Information Technology:

These are:

- June release for December/January moderation series
- September release for May/June moderation 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 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 June	Anytime following PSA release to December	December to January	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: <b>15<sup>th</sup> December</b>	External Assessment	Results

	Early September	Anytime following PSA release to May	May to June	May	August
Annual May/June 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: <b>15<sup>th</sup> May</b>	External Assessment	Results

## Internal Standardisation

Before any assessment takes place, centres should carry out a standardisation activity involving the entire assessment team. To support this, centres may refer to the Principal Moderator Reports, which are available for each internally assessed component on our website [here](#). These reports provide valuable insights and exemplars to help ensure consistency and accuracy in assessment practices.

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

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](#) 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

Both internal components will be sampled where entries have been made. This may be conducted by the same moderator but this cannot be guaranteed.

Pearson will pre-select a random sample of learners whose work is to be submitted to the moderator. These learners will be indicated by 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 Size Required	Sub-Sample	Full Sample	Extended Sample
Up to 5	All	All	All	All
6 - 10	All	5	All	All
11 - 15	All	6	10	All
16 - 100	15	6	10	15
101 - 200	20	6	15	20
More than 200	25	6	20	25

The sample is selected randomly but should generally consist of work from learners with a range of marks, including the highest and lowest scoring work in the cohort.

**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.

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](#).

Once the sample of work is submitted, the moderator will first look at part of the sample, known as the Sub-Sample. If the moderator agrees with the centre's marks, within the specified tolerance for all the work in the sub-sample, then no further work is to be moderated. This means that no change is made to the centre's marks, resulting in centre marks being used as the final marks for each learner in a particular component, for results issued.

However, if the moderator finds that any of the marks in the Sub-Sample are outside of the specified tolerance, then they would be required to moderate the Full Sample as shown in the table above. After moderating the Full Sample, adjustments to the centre's marks may be made. In most cases, the Full Sample of work will be sufficient to determine the size and scale of the adjustment that needs to be applied. However, in exceptional circumstances where an adjustment cannot be calculated fairly from the sample, due to an extreme range in outcomes where centre marks are found to be inconsistent throughout the samples, the moderator will moderate the additional work provided in the Extended Sample as shown in the table above. This may be necessary to apply a fair adjustment to the marks in the whole cohort.

More detailed guidance on the moderation process can be found in [this explanation](#) for centres.

The moderator will complete their moderation and provide feedback in an initial moderator report which will be accessed through Edexcel Online. Notification will be sent to registered Exams Officer(s) and the Quality Nominee when the report is available. 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).

Following initial moderator feedback, you may be given the opportunity to amend your initial marks using Edexcel Online. The window for amending marks may not be available where there have been extensions, requests for further samples or submission deadlines have been missed. 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.

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.

# **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 it's 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.

# 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 User Interface Design Principles and Project Planning Techniques Introduction

## Introduction

The key purpose of this assessment is for learners to develop their knowledge and understanding of what makes an effective user interface and how to effectively manage a project.

This assessment will be offered twice a year.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	<p>Learners will demonstrate an understanding of how to design efficient user interfaces.</p> <p>Learners will be assessed on:</p> <ul style="list-style-type: none"><li>the design meeting user requirements and the use of design principles</li><li>their use of project planning, with clear deadlines and requirements</li><li>their ability to review a user interface to better meet the audience needs</li></ul> <p>Learners are not permitted to use the internet for this assessment.</p>	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 their own course notes and any materials specified in the assessment. Course notes should not include mock assessments, writing frames, prepared formats, exemplar responses, templates, or any other forms of scaffolding.
- Learners are permitted to access the internet to for the purpose of sourcing audio/image/video content to be used in tasks that allow for inclusion of these types of media. This must be monitored by the teacher. Any sourced content must be appropriately referenced. Inclusion of audio/image/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks.
- 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

# Guidance for teachers

## Before The Assessment

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
- appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
- Where internet access is permitted within the assessment, this should be accessed through the centre's devices with appropriate safeguards/content restrictions and monitoring in place, and not through the learner's own devices
- Tips for monitoring internet access during assessment, where permitted:
  - Monitor websites accessed during the session and review the resulting data after the assessment, to ensure only appropriate access was utilised
  - Set specific (limited duration and/or limited capacity) sessions where internet access is enabled on centre devices for the specific purpose stated in the assessment (e.g. research, sourcing of audio/images)
  - Provide access to a limited range of websites for specified purposes only (e.g. stock images/video/clip art, audio/sample libraries)
  - Consider limiting access to a curated image/audio/video library (where your centre has this)

## 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
1	A completed portfolio of coursework in response to the Pearson Set Assignment.	Portfolio per learner
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.  An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool 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.  The Assessment Record sheet and Tracker tool can be found on the subject qualification page for each Tech Award.  A training video on how to complete the Tracker is available <a href="#">here</a>	One copy for each learner

#### **Centres should follow the guidance below after the assessment.**

- At the end of the assessment, learners should be instructed to log out of their accounts. Learners are not permitted to remove any materials from the assessment room.
- At the end of the assessment, the invigilators or IT technicians should ensure that the correct folder for each learner, containing all files created during the assessment, is zipped.
- For each learner's work to be easily identified, the naming convention for the zip folder should follow:

CENTRE\_NUMBER\_LEARNER\_NUMBER\_SURNAME\_FORENAME

For example: 12345\_0123\_SMITH\_ADAM (forenames may be shortened if necessary but must remain unique, e.g. SMITH\_A).

## **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: Collecting, Presenting and Interpreting Data

## Introduction

The key purpose of this assessment is for learners to develop their knowledge and understanding of characteristics of data and information.

This assessment will be offered twice a year.

### This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners will be assessed on their ability to collate data, perform some analysis and present it in such a way that it can be understood by others  Learners do not require an internet connection for this assessment.	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 their own course notes and any materials specified in the assessment
- Learners can access the internet for sourcing visual assets to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher
- 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

# Guidance for teachers

## Before The Assessment

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 must not however be given any support or feedback in writing or editing notes
- appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
- Where internet access is permitted within the assessment, this should be accessed through the centre's devices with appropriate safeguards/content restrictions and monitoring in place, and not through the learner's own devices
- Tips for monitoring internet access during assessment, where permitted:
  - Monitor websites accessed during the session and review the resulting data after the assessment, to ensure only appropriate access was utilised
  - Set specific (limited duration and/or limited capacity) sessions where internet access is enabled on centre devices for the specific purpose stated in the assessment (e.g. research, sourcing of audio/images)

- Provide access to a limited range of websites for specified purposes only (e.g. stock images/video/clip art, audio/sample libraries)
- Consider limiting access to a curated image/audio/video library (where your centre has this)



## 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
1 A completed portfolio of coursework in response to the Pearson Set Assignment.	Portfolio per learner
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An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool 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.	
The Assessment Record sheet and Tracker tool can be found on the subject qualification page for each Tech Award.	
A training video on how to complete the Tracker is available <a href="#">here</a>	

#### **Centres should follow the guidance below after the assessment.**

- At the end of the assessment, learners should be instructed to log out of their accounts. Learners are not permitted to remove any materials from the assessment room.
- At the end of the assessment, the invigilators or IT technicians should ensure that the correct folder for each learner, containing all files created during the assessment, is zipped.

- For each learner's work to be easily identified, the naming convention for the zip folder should follow:  
CENTRE NUMBER\_LEARNER NUMBER\_SURNAME\_FORENAME  
For example: 12345\_0123\_SMITH\_ADAM (forenames may be shortened if necessary but must remain unique, e.g. SMITH\_A).

## **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.

