



Administrative Support Guide

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

First teaching September 2022

Document Classification and Version Control

Version	Amendment	Date
1.0	Document created	05/11/2022
1.1	Page 5: Inserted PSA release date	23/11/2022
1.2	Page 9 – Administration - updated PSA release information to September and January. Page 10 – updated overview of assessment availability	16/03/2022
1.3	Pages 5 and 6 – Updates to Key Dates Schedule Page 11 - Updated guidance on feedback from moderators to centres following moderation	31/3/2023
1.4	Document rewrite with significant changes	01/09/2023
1.5	Page 10 – Adding information on retaking internally assessed components	29/09/2023
1.6	Pages 7 and 8 – May/June window submission deadline updated to 15 May	06/03/2024

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General Information

This Administrative Support Guide (ASG) will provide you with the information you need to run the internally assessed component assessments, covering the control conditions and information relevant to the receipt of assessment materials and the sending of assessment materials and entering your raw mark assessments.

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 using 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/tech-awards-specifications-september-2022.html>

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 internally assessed Components (component 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 Assessment 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**

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 Digital Information Technology:

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	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	External Assessment (from 2024)	Results

	Early January	January to April	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: 15th May	External Assessment (from 2024)	Results

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

You can allow opportunities for learners to improve their submission right up until the time that you decide to set an internal deadline that enables you to meet the submission of marks and sample work deadline. You do not need to capture or submit anything but your final raw marks.

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 evidence for the sampled learners into the [Learner Work Transfer system](#) via Edexcel Online
- signed authentication and assessment records for the sampled learners

The mark submission deadlines for Digital Information Technology are:

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

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 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
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 non-zero 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 or Exams Officer 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 amended 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 amended centre marks are within a reasonable degree of deviation from the national standard, they will be accepted without change.

If centre marks are 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 a 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 [JCO 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.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

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"> the design meeting user requirements and the use of design principles their use of project planning, with clear deadlines and requirements their ability to review a user interface to better meet the audience needs <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)

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

These conditions apply for both Component 1 and Component 2.

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 the completion of each task in this set assignment refer to supervised hours
- The estimated hours are for guidance only and will help you to plan and organise the formal assessment session(s) in the time between publication of the Pearson Set Assignment and raw mark and sample deadlines
- The supervision takes place in a session/s timetabled by the centre
- Designated computer user areas must only be accessible to the learner and to named

members of staff

- Only permitted materials as stated in the Pearson Set Assignment can be brought into the supervised assessment and no materials should be removed
- During supervised sessions, learners must work independently, cannot have access to the internet, cannot work with or discuss their work with other learners
- Any work learners have produced 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 with read only access and any materials specified in the assessment under supervision
- When providing structure to support learners 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 and meeting these controlled conditions 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

The evidence required for assessment will be clearly stated in the PSA

Guidance for teachers

Before The Assessment

You must issue the Pearson Set Assignment allowing sufficient time for learners to complete it prior to the mark submission deadline. You should advise learners of the timetabled sessions when they will undertake supervised assessment.

You should direct learners to read the information given in the vocational context and each task section of the Pearson Set Assignment carefully. Tasks may link to one another, so it is important to check that learners understand all tasks before they start the Pearson Set 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 appropriate monitoring and supervision to ensure authenticity
- work must be produced in response to the Pearson Set 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

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 assignment.</p>	<p>Portfolio per learner</p>
<p>2 Learner Assessment Record signed by the learner and teacher/assessor. Only a single assessment record sheet for each learner required per internal component which includes the learner and assessor authentication declaration (the authentication signature can be done via a centre approved process if one exists)</p> <p>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.</p> <p>The Assessment Record sheet and Tracker tool can be found on the subject qualification page 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 submitted as evidence
- Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated



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