



Administrative Support Guide

BTEC Level 1/2 Tech Award in Performing Arts

Component 3: Responding to a Brief (BPA03/BPD03)

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Summary of changes

Summary of changes made between previous issue and this current issue	Page Number
Formatting updated and information reduced so document is concise. Up-to-date links provided to all relevant guidance.	All

Introduction

Purpose of this guide

This guide supports centres in preparing candidates, completing the required administration and submitting assessment evidence for the external components of BTEC Tech Award in Performing Arts (Component 3: Responding to a Brief). Centres should ensure that the requirements and regulations of the assessment process have been met.

Useful Links: Important Documents

This guide must be used alongside the latest version of the following documents:

[Specification](#)

[Centre Guide Quality Assurance BTEC Tech Awards](#)

[Coursework Moderation of Internal Components and Mark Adjustments](#)

Key Dates and Deadlines - [Entry deadlines and results dates](#) and [Key Dates Schedule](#)

Post Results Services (PRS) - [Access to Scripts \(ATS\)](#), [Review of Marking and Moderation \(RoMMs\)](#) and [Appeals](#)

Special Requirements - [Special considerations](#) and [Access arrangements](#)

Training and Events - [Bitesize Training Videos](#) and [Training Events](#)

FAQs - [FAQs for BTEC Tech Awards](#)

Support Material - Visit your [qualification page](#) to find:

- Past papers and Mark schemes
- Principal Examiner reports
- Sample Assessment Materials

Further support and contact information



Subject specific content and teaching queries including Ask the Expert queries: [Exams Officers](#) and [Teachers](#)



[Book in a 15-minute meeting](#) with our Subject Advisers for further support.



General centre related queries including reporting lost coursework, requesting special requirements, queries regarding entries and results: [Pearson - Contact Support](#)

Component 3 Overview:

Component	Information	Level of supervision and control	Dispatch Method
Component 3	Preparatory period: Learners will spend approximately eight hours on the development of creative ideas and rehearsals for the workshop performance or pitch / presentation. Duration: Approx 8 hours	Informal supervision, low control	
	Activity 1 – Ideas Log: Learners complete written activity Duration: Approx 1 hour	Formal supervision, medium level of control	
	Activity 2 – Skills Log: Learners complete written activity Duration: Approx 1 hour	Formal supervision, medium level of control	Secure dispatch/ Secure web release – electronic download from BTEC Secure Area
	Activity 3 – Group Workshop Performance to an Audience: Learners present their group workshop performance or pitch / presentation to an invited audience. Digital recording of Performers must be between 7 to 15 minutes. Pitch / presentation to camera for Designers must be 5 to 10 minutes per designer. Duration: Approx 1 hour	Formal supervision, medium level of control	
	Activity 4: Learners complete written activity Duration: Approx 1 hour	Formal supervision, medium level of control	

Before the assessment

Centres 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 Examinations (ICE)' document.
- Learners have been registered onto the correct course and entered for the correct assessment and series by the deadline for the series they wish to sit the assessment.
- Learners due to sit the assessment are made aware of the timetabled session(s) for the supervised assessment and any prior preparatory work.
- Have created a secure empty folder for each learner. Each folder should be named according to the following naming convention:

[Centre #]_[Registration number #]_[surname]_[first letter of first name]

Example: Alex Green with registration number JA00756 at centre 12345 would have work in a folder titled:

12345_ JA00756_Green_A

Centres are free to arrange the supervised sessions as they wish, provided the supervised hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Unless permission has been granted by Pearson, all learners in the group performance workshop must have been entered for the unit and are being assessed. Centres with fewer than three learners in the cohort and needing to use non-assessed individuals must contact the BTEC assessment team by using the [Pearson Portal](#). You will need to provide the registration number and full name of the individuals needing to use non-assessed performers. Non-assessed individuals can be involved in the performance of the workshop piece; however, they must not contribute or have an input into the creative process. Their role is as a performer only.

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

During the assessment

Workshop performance/presentation recordings

For identification purposes each learner must introduce themselves, in the same attire as at the beginning of the performance, at the start of the recording.

Learners must state their:

- Name
- Registration number
- Character/role they play in the performance

The recording must be made under controlled conditions. The performance can be undertaken by learners and recorded by the centre at an appropriate time within the supervised assessment period. Recordings should then be safely stored e.g., in exams office, until they are submitted to the examiner.

The camera must be positioned to ensure that **the best possible quality (please avoid backlighting) and unobstructed recording is made of the performance**. Learners should wear a different colour to the backdrop/cyclorama.

The recording **must not be paused or stopped**, i.e., the full performance should be submitted.

Teachers are not permitted to question or respond to the learners. If a learner forgets their lines/moves during the recording and cannot recover they can provide a prompt for them; however, this will be reflected in the marks awarded.

There is a **requirement for an audience to be present** during the recording. The audience must not take an active part in the performance itself unless this is specified by the performer as integral to the creative intention of their performance, for example, in a piece of immersive theatre. The centre must ensure that the camera is not obscured, e.g., by the backs of people's heads.

It is important to remember that this is a 'work in progress'. Production elements of the work, for example costumes, lighting, and sound, may still be undecided or unfinished. The workshop performance must be filmed using natural lighting or a general lighting wash/cover. You may use music, sound-effects, props, costumes, and basic staging as suited to a workshop performance or those that have been designed by learners following a production route.

The recording must be readable through one of the following programs: windows movie, real time, VLC, or quick time. We advise that you save the recordings in one of the following file types: MPEG, FLV, MOV, WMV or RM.

Please also refer to our [Acceptable File Formats: Frequently Asked Questions \(FAQs\) for Centres](#) on our website

After the assessment

Submission of work

A [External Assessment Authentication Sheet](#) must also be completed by each learner submitting work. Each External Assessment Authentication Sheet must also be countersigned by the teacher.

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

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

Centres must not send the work to their Moderator or to an examiner for another subject. Submission deadlines can be found in the [Key Dates Schedule](#).

Please ensure the following are submitted for this component:

	Item	Quantity
1	Activities 1, 2 & 4. A completed logbook (containing the ideas log, skills log & evaluation report)	One per learner
2	Activity 3 A Recording of the group performance/presentation	One per group

Examiners will not check the quality of the recordings. It is the centre's responsibility to check all introductions and performances on a computer before uploading to LWT.

Centres must ensure the quality of the sound and picture of the recordings is sufficient to enable individual learners to be identified and performances to be marked.

Additional Assessment Considerations

Acknowledging AI Use

In accordance with our Authentication Sheet learners are sometimes allowed to use an AI tool to create NEA/coursework. The learner must keep a copy of the original question(s) and any AI generated content they used, for example, a screenshot with a short explanation of how they used it. The learner must acknowledge the name of the AI tool used; the date the content was generated and the sources used by the AI tool in generating the content. This evidence should be submitted alongside the learner's final work and retained by the centre. It will enable the teacher/assessor to review the AI-generated content and assess how it has been used within the learner's work.

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.