



Administrative Support Guide

BTEC Level 1/2 Tech Award in Performing Arts

Component 1: Exploring the Performing Arts

(BPD01, BPA01/1A, BPA01/1B)

Component 2: Developing Skills and Techniques in
the Performing Arts

(BPD02, BPA02/1A, BPA02/1B)

Table of contents

Summary of changes	3
---------------------------	----------

Introduction	4
---------------------	----------

Purpose of this guide	4
------------------------------	----------

Useful Links: Important Documents	5
--	----------

Further support and contact information	6
--	----------

Component 1 Overview:	7
------------------------------	----------

Assessment Evidence	7
----------------------------	----------

Before the assessment	8
------------------------------	----------

Centres must ensure that:	8
---------------------------	---

Your role as the assessor	8
---------------------------	---

During the assessment	9
------------------------------	----------

Supervised assessment	9
-----------------------	---

After the assessment	10
-----------------------------	-----------

Marking grids	10
---------------	----

Submission of work	10
--------------------	----

Guidance on preparing evidence for submission	11
---	----

Guidance on preparing and submitting recorded evidence	11
--	----

Component 2 Overview:	13
------------------------------	-----------

Assessment Evidence	14
----------------------------	-----------

Before the assessment	15
------------------------------	-----------

Centres must ensure that:	15
---------------------------	----

Your role as the assessor	16
---------------------------	----

During the assessment	16
Supervised assessment	16
After the assessment	18
Marking grids	18
Submission of work	18
Guidance on preparing evidence for submission	19
Guidance on preparing and submitting recorded evidence	19
Additional Assessment Considerations	21
Acknowledging AI Use	21
Sensitive Content Notice	21
Personal and Identifying Information	21

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 internal components of BTEC Tech Award **Performing Arts (Comp 1: Exploring the Performing Arts and Comp 2: Developing Skills and Techniques in the Performing Arts)**. Centres should ensure that the requirements and regulations of the assessment process have been met and that all assessment evidence is produced accordingly for the NEA moderated component by the deadlines stated in this guide.

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 Moderator 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 1 Overview:

Component	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners produce a portfolio of work in response to the PSA. They will be assessed on their knowledge and understanding of how professional performance/production work is created, and the skills, techniques and approaches used by professionals to create performance/production work.	Supervised conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website (accessible with an Edexcel Online password)

Assessment Evidence

Task	Learning Outcome	Evidence	Information
Tasks 1 and 2	Learning Outcome A Investigate how professional performance or production work is created	Portfolio of work that may include: <ul style="list-style-type: none"> • video • written/audio commentary 	Approximate length of evidence: <ul style="list-style-type: none"> • 8–12 pages of A4 (or equivalent slides for electronic evidence) and/or 4–6 minutes of video/digital footage
	Learning Outcome B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work	<ul style="list-style-type: none"> • presentations • scrapbooks (digital or paper based) • research journals (digital or paper based) • blog/vlog 	Completion time for assignment: <ul style="list-style-type: none"> • Approximately 12 hours

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

Centres must ensure that:

- They have read the instructions for delivery provided on the current series PSA material, as well as any publication or communication from Pearson, to ensure you have the most relevant guidance to deliver this component.
- Materials received from Pearson are kept secure by the centre until the start of the assessment window.
- Learners have been entered onto the correct course, component and series.
- Learners due to sit the assessment are made aware of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.
- Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding, unless provided by Pearson as part of the assessment.

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](#).

During the assessment

Supervised assessment

- All work must be completed independently by the learner under the monitoring and supervision conditions outlined in the levels of control
- Work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
- Guidance or support can be given to learners only in order to clarify:
 - 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 work

Learners' work will be internally assessed by centres and externally moderated by Pearson.

Centres must not send the work to their moderator. All work for sampled candidates must be uploaded to LWT by the submission deadline. Submission deadlines can be found in the [Key Dates Schedule](#).

Please ensure the following are submitted for this component:

	Item	Quantity
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.	One portfolio per learner
2	Learner Assessment Record signed by the learner and teacher/assessor.	One copy for each learner

A blank copy of the Learner Assessment Record Sheet can be downloaded [here](#). The completed and signed record sheets should be submitted with learner evidence and a copy also retained in centre. More information on retention of student work can be found in the [Centre Guide Quality Assurance BTEC Tech Awards](#).

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

Guidance on preparing and submitting recorded evidence

Recording Video Evidence

- 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 for moderation.
- For identification purposes each learner must introduce themselves at the start of the recording. Where group/ensemble performances are being recorded, learners should wear the same attire as at the beginning of the performance.
- For recording of group/ensemble performances, learners must state their:
 - Name
 - Candidate number
 - Character/role they play in the performance (where applicable)
- 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 of each assessed performance (i.e., solo performance or group performance) **must not** be paused or stopped, i.e., the full performance should be submitted to the moderator.
- There is no requirement for all performances to be recorded in the same session.
- **Teachers are not permitted to question or respond to the students.**
- If a learner **forgets their lines/movements during** the recording and cannot recover, **teachers 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 performance recorded for Learning Outcome B. This is to provide learners a realistic vocational experience. The invited audience can consist of peers and teachers.

- Learners following a production/design route should ideally give their presentation to an audience, but this may be to teachers, for example, as a professional designer might present their design pitch to a director and choreographer.
- The centre must ensure that the camera is not obscured, e.g., by the backs of people's heads.
- Centres may choose which recording format in which they save video recordings providing it is in a format supported by the Learner Work Transfer system. Please refer to Learner Work Transfer guidance for a full list of supported file formats. Unsupported file formats are prevented from being directly uploaded to the sample request and should be converted to a zip file before uploading.

Uploading Video Evidence

- Centres may choose which recording format in which they save video recordings providing it is in a format supported by the Learner Work Transfer system. Unsupported file formats are prevented from being directly uploaded to the sample request and should be converted to a zip file before uploading.

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

Component 2 Overview:

Component	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners produce evidence of their skills development during a rehearsal or production design process and the application of these skills in a performance or presentation of production design elements. Learners will carry out an ongoing review of their own development and application of skills	Supervised Conditions	Secure download from the Teach Awards qualification/subject page of the Pearson website (accessible with an Edexcel Online password)

Assessment Evidence

Task	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Use rehearsal/design processes	<p>Evidence for a performer must include:</p> <ul style="list-style-type: none"> video recordings of rehearsals <p>Further supporting evidence of the rehearsal process for a performer may include:</p> <ul style="list-style-type: none"> written/audio/video commentary annotated materials (e.g. images/research/documents/scripts) <p>Evidence for a designer may include:</p> <ul style="list-style-type: none"> design research mood boards draft sketches pitching ideas written/audio commentary blogs/vlogs milestone reviews artefacts images/footage of realisation 	<p>A suggested length of maximum 10 pages of A4 and/or 10 minutes of video/audio footage.</p> <p>Completion time for assignment:</p> <ul style="list-style-type: none"> Approximately 12 hours
Task 2	Learning Outcome B Apply skills and techniques in performance/outcomes	<p>Video recording of the performance of repertoire OR Video recording of pitch/presentation, final designs, images/video recording of the realised final design</p>	<p>Learners would need approximately 1 hour to complete Task 2</p>
Task 3	Learning Outcome C Review own development and application of performance/design skills	<p>Work may include:</p> <ul style="list-style-type: none"> written review written/audio commentary annotated photographs presentation 	<p>Suggested length of two sides of A4 and/or five minutes of video/audio footage.</p> <p>Learners would need approximately 2 hours to complete Task 3.</p>

Before the assessment

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- **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.
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- They have read the instructions for delivery provided on the current series PSA material, as well as any publication or communication from Pearson, to ensure you have the most relevant guidance to deliver this component.
- Materials received from Pearson are kept secure by the centre until the start of the assessment window.
- Learners have been entered onto the correct course, component and series.
- Learners due to sit the assessment are made aware of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.

- Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding, unless provided by Pearson as part of the assessment.

Your role as the assessor

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- 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.

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During the assessment

Supervised assessment

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Submission of work

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Centres must not send the work to their moderator. All work for sampled candidates must be uploaded to LWT by the submission deadline. Submission deadlines can be found in the [Key Dates Schedule](#).

Please ensure the following are submitted for this component:

	Item	Quantity
1	<p>A completed portfolio of work in response to the Pearson Set Assignment. This will include various pieces of evidence for each Learning Outcome as stated in the PSA and summarised in the Assessment Evidence section above.</p> <p>NB Where more than one learner who has been pre-selected by Pearson for moderation appears in the same group video recording, centres should upload just one copy of that recording in which those learners appear. The Learner Work Transfer platform will allow centres to link that recording to the selected learners.</p>	One portfolio per learner
2	<p>Learner Assessment Record signed by the learner and teacher/assessor.</p>	One copy for each learner

A blank copy of the Learner Assessment Record Sheet can be downloaded [here](#). The completed and signed record sheets should be submitted with learner evidence and a copy also retained in centre. More information on retention of student work can be found in the [Centre Guide Quality Assurance BTEC Tech Awards](#).

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- For recording of group/ensemble performances, learners must state their:
 - Name
 - Candidate number
 - Character/role they play in the performance (where applicable)
- 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 of each assessed performance (i.e., solo performance or group performance) **must not** be paused or stopped, i.e., the full performance should be submitted to the moderator.
- There is no requirement for all performances to be recorded in the same session.
- **Teachers are not permitted to question or respond to the students.**
- If a learner **forgets their lines/movements** during the recording and cannot recover, **teachers 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 performance recorded for **Learning Outcome B**. This is to provide learners a realistic vocational experience. The invited audience can consist of peers and teachers.
- Learners following a production/design route should ideally give their presentation to an audience, but this may be to teachers, for example, as a professional designer might present their design pitch to a director and choreographer.
- The centre must ensure that the camera is not obscured, e.g., by the backs of people's heads.
- Centres may choose which recording format in which they save video recordings providing it is in a format supported by the Learner Work Transfer system. Please refer to Learner Work Transfer guidance for a full list of supported file formats. Unsupported file formats are prevented from being directly uploaded to the sample request and should be converted to a zip file before uploading.

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Additional Assessment Considerations

Acknowledging AI Use

In accordance with our Assessment Record 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.