

Centre Guide to Quality
Assurance for the BTEC
Tech Awards from 2022
2023 - 2024

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Introduction

To meet DfE performance tables requirements for 2024, we've developed revised BTEC Tech Award qualifications for first teach from 2022.

We have published a short guide [Introducing the Redeveloped BTEC Tech Awards](#) which outlines the changes and highlights the benefits of the new programmes, and we recommend centres bookmark the following webpages for support:

[BTEC Tech Awards 2022 landing page](#)

[BTEC Tech Awards 2022 Support Index](#)

[BTEC Tech Awards 2022 Quality Assurance webpage](#)

In this guide you will find all the information you need to manage the quality assurance of the BTEC Tech Awards from 2022. We want to make delivering these qualifications as simple as possible and provide the support you need from the start.

We're here to help

If you need more information or support at any stage, please contact us and we will do our very best to help.

For all enquiries, please use the [contact us](#) link on any of our website pages. Complete the form in as much detail as possible to ensure a timely response by our teams. Including your centre number will help us to quickly find your records.

Getting Started

Quality Nominee

To ensure that we always have the best contact arrangements in place, it is good practice to ensure that you have a Quality Nominee (QN) registered on Edexcel Online. This involves not only selecting the job role of Quality Nominee but also making sure that the box below confirming the QN role is ticked. The QN is the person that we contact in relation to any important information about the qualification suite.

Programme Lead

You are required to have a person who will act as Programme Lead, responsible for ensuring internal standardisation is carried out where there is more than one assessor, however, there is no need for formal registration of this role on Edexcel Online. The Programme Lead may be someone with oversight of the programme, such as the Head of Department or the Quality Nominee, in order to meet your own quality assurance requirements.

Planning

The terminal assessment and moderation requirement means that there is no need to produce an assessment plan that is shared with us. Each component requires your own planning in terms of schemes of work, but your overall plan should be made after careful consideration of the set timings for the Pearson Set Assignments (PSA) and the externally assessed component. We have provided suggested delivery models in Appendix 2 of this guide.

The *Key Dates Schedule* is available to help you prepare and plan. This can be located on the [Tech Awards \(2022\) landing page](#) and the [Quality Assurance webpage](#), alongside plenty of other helpful information, including bitesize videos, links to published resources and information about the Quality Assurance processes.

Approval and Compliance

Approval

UK schools who have offered *Pearson GCSEs* in the last 3 academic years are automatically approved to deliver BTEC Tech Awards 2022 across all subject areas, therefore no further action is required. You are able to make registrations for any BTEC Tech Award 2022 qualification.

UK schools that offer BTEC Tech Awards or BTEC Firsts, but *not* Pearson GCSEs, or offer them alongside GCSEs with another awarding organisation, are required to fill out a fast-track approval form. This will take up to 5 working days to process, dependant on internal checks. For fast-track approval, please contact us via the [Pearson Contact Portal](#).

Other UK providers that wish to offer these qualifications need to submit a full application, including a JCQ Centre Approval application if not already JCQ inspected (CCEA Centre Approval in Northern Ireland, WJEC Centre Approval in Wales). Please contact us via the [Pearson Contact Portal](#).

Consortium

Applications for collaborative arrangements (consortia) are processed using the Centre Admin Portal (CAP) by the Consortium Co-ordinator and is the same as the process used for GCSE and A Level. Please see the support article [Approvals: Centre Consortium Arrangements](#) for further guidance in making applications.

Compliance

Where centres offer Pearson qualifications, we require annual confirmation that our Terms and Conditions will continue to be complied with, as they were when you first became a Pearson centre. In line with quality assurance processes for all vocational centres, the Annual Quality Declaration (AQD) must be completed each year by *14 October*. Submission of this document also confirms that you will ensure that all steps and processes that are required for the redeveloped Tech Awards will be put into place. The Annual Quality Declaration should be completed by the Head of Centre or Quality Nominee acting on their behalf.

Direct link to the [Annual Quality Declaration](#).

Please refer to the [Annual Quality Declaration support article](#) and visit the [BTEC Quality Assurance webpages](#) where you will find an AQD bitesize video, and centres are also welcome to join us for the 'Annual Quality Declaration walk through' online event, running in September and October. The meeting links can be found on the link above.

To meet BTEC requirements for Pearson Centre Approval and Recognition, centres are also required to develop and maintain policies and procedures to ensure you have effective quality systems in place. For further guidance, please refer to the *BTEC Centre Guide to Policies and Procedures for vocational qualifications 2023-2024* which can be found on the [Quality Assurance webpage](#).

If you are an existing BTEC centre, you will find your BTEC policies and procedures apply to the Tech Awards 2022 in many aspects, but Quality Nominees are required to make minor additions to the following policies to cover the procedures listed.

Registration and Certification Policy

- timely registration and entry for PSAs/external assessments
- certification

Assessment Policy

- conducting the PSAs within the set timeframe

Internal Verification Policy

- internal standardisation of the assessment team (using *Exemplar Standardisation Materials* available on the qualification webpage)
- internal standardisation of assessment decisions (to ensure all Assessor's marking is consistent before submitting marks for moderation)
- moderation procedures (responsibilities for providing the marks/sample)

Remember, your policies must be contextualised in terms of how BTEC programmes and their quality assurance work in your centre.

Please note, there are other policies required by centres but if you are an existing BTEC centre, the three mentioned above are the ones that require minor additions to cover the Tech Award 2022 suite.

Registration of Learners

Registration for BTEC Tech Award 2022 qualifications is available to centres meeting the approval criteria from 1 September annually. Guidance for making registrations can be found [here](#).

Learners must be registered on programme by the normal deadline date of 1 November each year. The standard BTEC late fees apply after this date.

Entering for Assessments

Centres are required to enter learners for each internal component assessment.

Guidance for making entries can be found [here](#).

They must be entered by the deadline for the series in which the learner wishes to sit them, and late fees apply for late entries. Entry deadlines can be found in *the Key Dates Schedule*. This can be located on the [Tech Awards \(2022\) landing page](#) and on the [Quality Assurance webpage](#).

Entry for the internally assessed components ensures that we supply you with all relevant information and allows a moderator to be allocated to receive your learner work. The Pearson Set Assignment (PSA) may only be used within the assessment series that the learner is entered for and cannot be held for use in a later window. A learner can be entered for a retake in a later window if required, but they must use the new Pearson Set Assignment for that window.

Entry for the Externally Assessed component must be made after or in the same series as the internally assessed components in order to satisfy the terminal assessment requirement.

Access to Assessment

For guidance on access arrangements, see our [Exams - Special Requirements](#) webpage or contact us via the [Pearson Support Portal](#).

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document [Access Arrangements and Reasonable Adjustments for General and Vocational Qualifications](#).

Internal Standardisation Prior to Assessment

Pearson provides *Exemplar Standardisation Materials* for each internally assessed component, and these are to be used to standardise the assessment team. The materials can be located on the qualification webpage and should be worked through 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.

It is good practice for the assessment team to undertake these standardisation exercises and retain evidence of this. You will not be asked to submit this evidence of assessor standardisation, but you 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 back to the standardisation materials to refresh their understanding of the standards to be applied.

Internal Assessment

Assessment of internal components is conducted using Pearson Set Assignments (PSAs).

There are two assessment series per year for the internally assessed components, each with their own PSAs used for that series. PSAs are released via secure link in:

- early September for moderation in December/January,
- early January for moderation in May/June (September release for Art and Design and December release for Performing Arts).

Please note, Art and Design does not have a December/January assessment series due to the practical nature and extended duration of assessment in the subject. The PSA for the May/June series is released in early September each year.

Learners should have sufficient teaching and learning to prepare them for assessment. Therefore, the first assessment series (for moderation in December/January of year 1) is not intended for use by learners starting the programmes from September. Please consider the example delivery models at the end of this document for guidance on when to administer the first internal assessments.

Providing feedback

Assessment Records - Following assessment, the Assessor will formally record their assessment decisions against the mark bands, provide feedback and the learner and assessor will sign their declaration of authenticity and sample consent on the *Assessment Record* sheet. This can be located on each qualification's webpage and on the [BTEC Tech Awards 2022 Quality Assurance webpage](#). We have provided an exemplar that can be amended for all components; however, this is not mandatory to use, and centres are permitted to design their own documentation providing the exemplar's content is included in your own as a minimum.

Alternatively, we have an *Assessment Tracker Tool* available for each programme that is best used from the start of your assessment activities as it provides a way to capture and manage assessment decisions as you go along. Once you are ready to submit raw marks and samples, this tool will generate the required Assessment Record and authentication forms for you, saving you time and effort at the end of

the process. The Assessment Tracker tools can be found in the 'Internal assessments' section on each qualification's webpage.

Using Electronic Signatures

Electronic signatures *are permitted on all assessment documentation* if there is an audit trail to support its authenticity. This also includes learner and parental signatures where required.

The simplest way to do this is to ensure that signatures are electronic and *take the format of a centre issued email address* for both the learner and the Assessor. Note that a change in font style is not considered an electronic signature.

Alternatively, you could validate through:

- an email from the learner/Assessor with the record attached to show that it has been sent from them
- a system log to show that the learner/Assessor has submitted the record.

The Assessment Record provides an opportunity for the Assessor to give formal feedback and this form is to be submitted with the learner's work for moderation. The Assessor should give clear feedback on:

- overall achievement in the assessment
- the task / learning outcome mark band descriptors the learner has achieved and done well
- the task / learning outcome mark band descriptors not achieved or missing elements
- information or guidance available to the learner they could have drawn on (e.g., class notes or other resources, if permitted)
- general behaviour and conduct, approach, grammar etc.

However, you must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher mark as this would affect any resubmission opportunity. You can justify why the mark has been awarded or not awarded but you cannot tell the learner what to do to improve their mark.

Annotation of learner evidence

It is good practice to make annotations on learner work during feedback. Annotation helps learners, Assessors, Internal Quality Assurers and Moderators identify where evidence towards specific mark band descriptors can be found.

However, the annotations must purely highlight where learner evidence contributes to the achievement of a specific mark band descriptor. The annotations themselves do not confirm that learner work fully meets the requirements of a specific mark band descriptor, or mark band; they are merely indicators as to where evidence can be found.

Resubmission and retakes

For internally assessed components, after marking learner work, the centre may make the decision to allow learners who may not have achieved their expected potential the opportunity to re-submit work. This can be authorised by the Assessor.

Resubmission of evidence for internally assessed components does not require a full new set of evidence. Learners should focus on improving evidence in areas where they did not achieve their expected potential. For this reason, the time given to learners to improve evidence may not require the full approximate time stated on the PSA. However, learners may be given up to the full time if necessary. For example, if the allocated time for the PSA is approximately 6 hours, learners may have up to approximately 6 hours to improve their work.

General feedback can be given to tell the learner which areas they may need to focus on to improve, but no specific instruction can be given to tell them what to do to improve the evidence.

When recording the resubmission achievement and feedback, there is no need for a separate resubmission Assessment Record sheet. Resubmission marks can be overwritten on the original Assessment Record sheet and additional comments added. It is advisable to keep internal records of this so that there is a clear audit trail to satisfy any future queries, such as those from learners or parents.

Please note, only the final marks and evidence for learners identified by Pearson as part of the moderation sample are required to be submitted for moderation.

Following submission of marks for moderation by the mark submission deadline, there is *no further* opportunity to resubmit improved evidence based on the same completed PSA.

Following moderation, 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 PSA in a later assessment series. A new PSA is set for every assessment series, twice per academic year, with the exception of Art and Design Practice which only includes one series per academic year.

When retaking internal assessments, it is the best outcome (UMS – Uniform Mark Scale mark) for the component that will be used towards the qualification outcome.

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. Careful thought should be given to the timing of retakes as they must be sat prior to, or in the same series as the externally assessed component in order to satisfy the terminal assessment rule. This means that if a learner is entered to retake an internal assessment in a series following the sitting of the terminal external component, they will also need to re-sit the external component to satisfy the terminal assessment rule.

Use of learner work from previous PSA submissions for Retakes of internal assessments

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.

Internal Standardisation Following Assessment

Where there is a single Assessor, there is no requirement for internal standardisation of assessment decisions. However, using someone who has experience of the nature of the qualification or relevant subject knowledge to check the single Assessor's marking is recommended as good practice.

Where there is more than one Assessor for the same internal component, centres must undertake internal standardisation of assessment decisions for all Assessors to ensure that learner work is assessed consistently in line with the expected standard. Evidence of internal standardisation of assessment decisions activity must be retained in the centre should the moderator request it, or for use where there is a disagreement with the marking.

Pearson does not specify how centres should evidence internal standardisation of assessment decisions. Centres are free to design their own documentation for this and we advise you follow any existing policy or procedure your centre has for other subjects where work is checked internally before being submitted to an Awarding Organisation for moderation. Similarly, Pearson does not specify how many learners' assessments should be internally standardised. This is a centre decision and should be based on centre policies you have in place.

If it is evident to the Pearson moderator that internal standardisation of assessment decisions has not been carried out due to severe discrepancy between Assessors, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

DfE requirements mean that internally assessed components must be moderated.

Moderation is a quality assurance process used to check the accuracy and consistency of assessment in your centre through the sampling of marked learner work. All learners from a centre are entered for an internal assessment as a single cohort regardless of whether this is their first or second attempt. Moderation affects the whole cohort, regardless of the route or specialism a learner has followed through the qualification (where a qualification contains optional routes), or who has marked the work.

Moderation is available twice a year for all subjects except Art and Design. Learner work must be moderated in the same series that it is undertaken. *It is not possible to undertake the PSA for one series and submit it for moderation in another series.*

The moderation process requires centres to complete the following actions by the assessment series deadline*:

- Submit all learner marks on Edexcel Online
- Upload the work of learners selected for moderation on the digital Learner Work Transfer platform

**15 December for the December/January assessment series and 15 May for the May/June assessment series. Where submission deadlines are not met, the opportunity to amend marks (if applicable) following feedback may not be available and it may not be possible to release results on time.*

Submission of Learner Marks

Centres should ensure all learner marks are uploaded to *Edexcel Online (EOL)* by the assessment series deadline. Guidance on submitting marks via EOL can be found [here](#).

When entering the marks, centres can see which learners have been selected for the moderation sample as they will be identified by having a tick next to their name. The sample for moderation of internally assessed components is automatically and randomly generated by Pearson's system, with the [exception of Sport](#).

When entering the marks for internally assessed components, centres are required to review the randomly generated sample to ensure that it includes both the *highest and lowest marks achieved*. If the requested sample does not include the highest and lowest marks achieved, then centres will be asked to submit these in addition to the randomly sampled learners on the Learner Work Transfer platform.

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

Note that for Sport, a minimum of 20 learners in the cohort must have video footage recorded that meets the PSA video requirements. Where there are fewer than 20 learners in a cohort, all learners must be recorded. Therefore, centres are required to select the sample from those with video evidence. Further guidance can be found in the [Sport Administrative Support Guide](#).

Moderation Sample - Learner Work Upload

Centres are required to upload the moderation sample on the *Learner Work Transfer (LWT)* platform by the assessment series deadline. Guidance on uploading the sample can be found [here](#).

Remember, the sample must include the learners who achieved the highest and lowest non-zero marks. This may mean the sample size is greater than shown in the table above. If a learner selected for the sample is marked as absent, they must be replaced with another learner on a similar mark.

For each learner selected for moderation, you are required to submit their evidence and Assessment Record sheet showing the marks achieved and declaration of authenticity. A template for this can be located on each qualification's webpage and on the [BTEC Tech Awards 2022 Quality Assurance webpage](#).

Please note, if a resubmission is authorised, only the final marks and evidence for learners identified by Pearson as part of the moderation sample are required to be submitted for moderation.

Reviewing the Moderation Sample and Feedback

Moderation takes place remotely*. The sample of learner work is sent to the moderator securely through Pearson's digital *Learner Work Transfer* platform. Please note, moderator details are not available on Edexcel Online and they will contact you when their draft moderator report is complete.

**For Art & Design, the moderation process is conducted through a centre visit rather than digital transfer of work and feedback is provided at the end of the visit.*

Feedback is provided to centres via a *draft moderator report which is sent via email* to the Programme Lead. The moderator will obtain their contact details through the Quality Nominee. Please ensure a Quality Nominee for your centre is identified in Edexcel Online.

The purpose of the moderator report is to comment on the accuracy of assessment decisions in comparison to the National Standard.

In line with moderation requirements for all academic and vocational qualification suites, the report does not comment on individual learners but rather identifies assessment accuracy at Learning Outcome and Mark Band level.

Where necessary, the report suggests where marks could have been more suitably placed if it is recommended that the centre revise their original marks, following feedback given. As an example the wording and type of recommendation could be, *'For Learning Outcome A and learners assessed in Band 4, assessment was found to be somewhat lenient, and a mark either lower within the Band or shifting into Band 3 would be more appropriate'*.

Alternatively, feedback may be a recommendation to be applied in a future assessment series to assist with accurate assessment.

Moderation Outcomes

Where assessment is found to be accurate, no further action is required and the final moderator report will be available to centres on the published Results day for the assessment series, see the [Key Dates Schedule](#).

Where assessment is found to be inaccurate when compared with national standards, the centre will be given feedback and the ability to adjust their marks (where marks and the required sample of learner work have been submitted by the published

deadline). The Programme Lead should use the draft moderator report to have relevant discussions with centre Assessors in respect of making any mark amendments based on the feedback. Although this is optional, it is recommended, and centres should focus on adjusting only the range of marks indicated by the moderator as inaccurate. This may involve mark adjustments to the whole cohort or just some learners. Please note, this is purely a review of marks by the centre – there is no opportunity for additional work to be completed by learners following submission of marks for moderation. Any improvement of work must be done prior to moderation through the resubmission process as outlined previously. Centres must complete any mark amendments they wish to make by the published mark amendment deadline for the series, which can be found in the [Key Dates Schedule](#).

Following any amendments to the marks that the centre wishes to make, the moderator will finalise their report which will be published on Edexcel Online. Reports will only be available from Results day.

If the centre's marks are found to be accurate within a reasonable margin of error, they will be the final marks awarded for the component. If, following moderator feedback and any marking adjustment the centre wishes to make, assessment is still not in line with national standards, an adjustment to the centre's marks will be applied. The adjustment may affect the whole cohort depending on the severity of inaccuracy or inconsistency in the final centre marks. An explanation for centres on mark adjustments can be found [here](#).

Results and Post Results Services

On Results day, centres will have access to results and the final moderator reports on Edexcel Online, which include feedback on your marking. You will also be able to download Principal Moderator reports from the relevant subject qualification pages, detailing outcomes of the series overall and giving helpful guidance for future series.

Guidance on accessing results and final moderator reports can be found in the *Results section* of the [BTEC Tech Awards 2022: Support Index webpage](#).

If you have concerns about your results after having reviewed your moderator report and final marks, you can request a [Review of Marking or Moderation \(ROMM\) Service 3](#) from Results day until the deadline stated in the [Key Dates Schedule](#). Please note, this service cannot be requested if we agree centre marks during moderation and post-results service requests cannot be submitted until all learners have received their results.

Appeals

Following the completion of a Review of Marking or Moderation (ROMM) Service 3, a centre may apply for an appeal where they believe they have valid grounds to do so. Centres have up to 30 calendar days from when the awarding organisation issues the outcome of the ROMM to submit an appeal application.

Appeals for moderated components must be submitted for the whole cohort taking the component - they cannot be submitted for an individual learner. Appeals can only be submitted by the centre and those submitted directly by learners or their representatives will not be processed.

There is a 2-stage appeals process in place – a preliminary appeal followed by an appeal hearing, where required. A preliminary appeal will be processed within 42 calendar days of receipt of a valid application. A hearing request will be processed within 70 calendar days of receipt of a valid application.

Appeals should be emailed to edexcelappeals@pearson.com using the JCQ/APP1 form on page 18 of the [JCQ Guide to Awarding Bodies Appeals Processes](#). All appeals for externally marked or moderated components will be managed in line with this guide. Fees associated with appeals can be found [here](#) under the appeals tab. Pearson's *Internal assessment in vocational qualifications: Reviews and appeals policy* can be found [here](#).



Retention of Learner Evidence

Original learner evidence must be kept current, safe, and secure for 12 weeks after learners have been certificated. *Please note that the 12 weeks starts once the certificates have been received by your centre.*

Electronic storage is acceptable, providing it is secure and accessible.

Due to the nature of the evidence produced for Art & Design practical work, this can be good quality photos or videos rather than the original evidence. Current learner work must be made available to Pearson on request or may be required in case of learner appeals or certification issues. On occasion, the Regulator may also request portfolios of learner work and assessment documents.

It is a risk to allow learners to keep work long-term while on the programme. Evidence produced by learners still on the programme should be kept at the centre.

External Assessment

Each BTEC Tech Award has one externally assessed component. DfE terminal assessment requirements mean that the external assessment must be taken at the end of the programme.

Written external exams are securely dispatched as hard copy for secure retention by the centre until the date of exam. Task based external assessment for creative subjects have padlocked digital release on the Pearson website in January for the May/June series and use the Digital Learner Work Transfer platform to receive the digital outcomes from centres.

Learners can sit the January external assessment and resit (if necessary) in May. Internal component assessments must be sat either prior to or in the same series as the external assessment to fulfil the terminal rule.

The first External Assessment opportunity is in January 2024 (May/June 2024 for Creative subjects which are externally assessed using task-based assessments released via secure link in January).

Learners are allowed one resit of the external assessment within the programme. However, the external assessments for creative subjects are task-based and conducted over a longer period of time and therefore available in the May/June series only. As such, on-programme resits for these subjects are not available.

Certification

You will submit certification claims for the BTEC Tech Awards during the series in which learners are sitting their terminal external assessment. You will do this using the cash-in code for the qualification, which you can find in our [Information Manual](#) or in our Support article - [Tech Awards Cash-in codes](#)

You can make certification claims during the normal entry window for the assessment series. If you have a learner who sits their terminal assessment in January and is happy with their result, you will be able to submit a late claim following the release of January results. However, if a learner is not happy with their results and intends to resit in the May/June series, you may choose to delay claiming until making their resit entry.

[Read our dedicated BTEC Tech Awards 2022: Certification FAQs](#) for more detailed information around the claiming process.

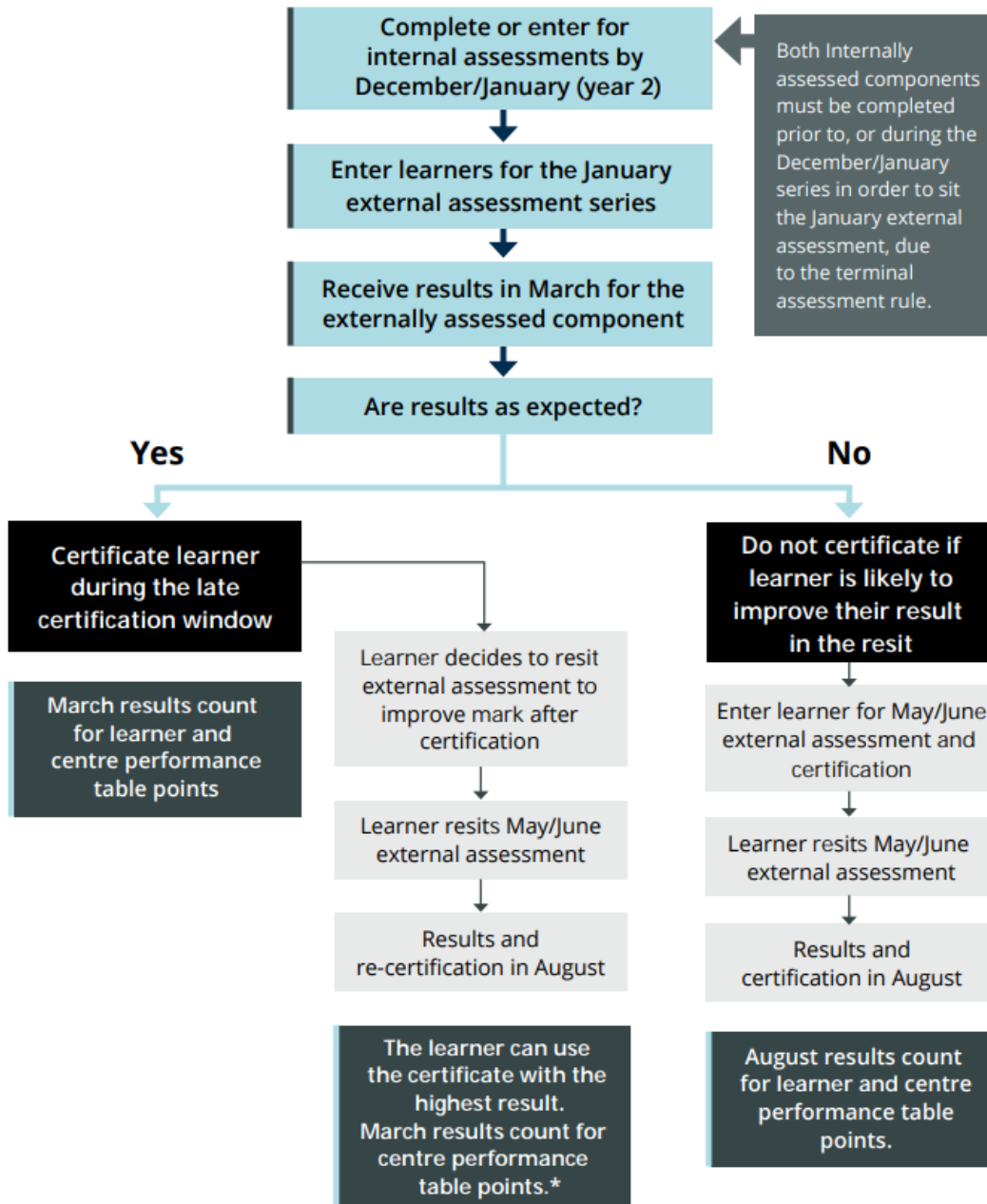
If a learner sits their terminal assessment in January and is happy with their result, the centre should claim certification immediately during the late certification window.

However, if a learner is not happy with their results and intends to resit, the following options are available.

- *Do not to claim certification based on the January sitting, and certificate based on the May resit.* In this case, the final sitting will be used for the learner's final qualification outcome, even if the previous sitting was higher. A learner cannot resit then choose to certificate using the previous sitting retrospectively. You should make the certification claim by entering the cash-in code at the same time as making the entry for the resit, as this will be the learner's second and final external assessment attempt.
- *Claim certification based on the January result and then recertificate using the May/June resit result.* If both the January and May sittings of the external assessment are used for certification, the learner is permitted to hold both certificates and use the highest result for their own progression purposes. *However, it is the learner's first certification that will count towards performance tables for the centre.*

Please see the diagram below outlining these options.

What are the certification options if a learner sits the external assessment in the January series?



* If both the January and May sittings of the external assessment are used for certification, the learner is permitted to hold both certificates and use the highest result for their own progression purposes. **Performance table points** for centres are reported based on the first point of certification.

Appendix

1. Glossary

Internal standardisation – use of Pearson provided standardisation materials (called *Exemplar Standardisation Materials*) by assessors to ensure understanding of expected standards prior to assessment taking place and a separate activity following assessment that checks that work has been assessed and marks applied, consistently to the expected standard.

Moderation – an external quality assurance process to ensure that marks have been applied accurately and consistently and the standard of marking is the same for each centre.

PSA – Pearson Set Assignment – Summative assessments set by Pearson that assess learner performance in internally assessed components.

Terminal Assessment – requirement that the externally assessed component takes place at the end of the programme of study. This means that learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification.

2. Example delivery models

Note that Art and Design does not have a December/January assessment series (the PSA is released in September for May/June moderation), and that Creative subjects do not include a January External Assessment due to the extended task-based nature of the assessment. Please refer to the Teacher Guide for your subject area for more information on delivery models.

Example 2 Year Delivery Model

	September - December	January - April	May - July
Year 1	Component 1 delivery	Component 1 Summative Assessment and internal marking	Component 2 delivery
	September - December	January - May	May
Year 2	Component 2 Summative Assessment and internal marking	Component 3 delivery	Component 3 External Assessment

Example 2 Year Delivery Model with long External Component delivery

	September - December	January - April	May - July
Year 1	Component 1 delivery	Component 1 Summative Assessment and internal marking	Component 2 delivery
Component 3 delivery			
	September - December	January - May	May
Year 2	Component 2 Summative Assessment and internal marking	Component 3 delivery and revision	Component 3 External Assessment
Component 3 delivery			

Example 2 Year Delivery Model (with external re-sit)

	September - December	January - April		May - July	
Year 1	Component 1 delivery	Component 1 Summative Assessment and internal marking		Component 2 delivery	
	Component 3 delivery				
	September - December	December - January	January	March - May	May
Year 2	Component 2 Summative Assessment and internal marking	Component 3 revision	Component 3 External Assessment	Revision for any necessary re-sit of Component 3	Re-sit of Component 3 External Assessment

Example 2 Year Delivery Model with co-delivered Internal Components and external re-sit

	September - December	January - April	May - July	
Year 1	Component 1 delivery	Component 1 Summative Assessment and internal marking	Component 3 delivery	
	Component 2 delivery	Component 2 Summative Assessment and internal marking		
	September - January	January	March - May	May
Year 2	Component 3 delivery and revision	Component 3 External Assessment	Revision for any necessary re-sit of Component 3	Re-sit of Component 3 External Assessment

Example 3 Year Delivery Model (with external re-sit)

	September - December	January - April	May - July	
Year 1	Component 1 delivery	Component 1 Summative Assessment and internal marking	Component 2 delivery	
	September - December	January - April	May - July	
Year 2	Component 2 delivery (continued)	Component 2 Summative Assessment and internal marking	Component 3 delivery	
	September - December	January	March - May	May
Year 3	Component 3 delivery (continued)	Component 3 External Assessment	Revision for any necessary re-sit of Component 3	Re-sit of Component 3 External Assessment

If you have a question, please contact BTEC Assessment or your Vocational Quality Assurance Manager via [The Pearson Contact Portal](#).

In addition, you will find further information on our [Quality Assurance webpages](#).