



Administrative Support Guide

BTEC Level 1 / Level 2 Tech Award in Enterprise

First teaching September 2022

Version 1.8

Document Classification and Version Control

Version	Amendment	Date
1.0	Document created	05/11/2022
1.1	Page 7: Inserted PSA release date Pages 18 and 26: 'Registration number' amended to 'Candidate number'	22/11/22
1.2a	Pages 15 and 21: Supervised Conditions amended to refer to 'audio/visual' content Page 17: amended guidance on content that must not be included in learners notes	29/1/23
1.3	Page 9 – Administration - updated PSA release information to September and January. Page 10 – updated overview of assessment availability	16/03/23
1.4	Pages 5 and 6 – Updates to Key Dates Schedule Page 12 - Updated guidance on feedback from moderators to centres following moderation	31/3/23
1.5	ASG updated for consistency	25/08/2023
1.6	Page 12 updated with further information on retakes	10/10/2023
1.7	Page 9 updated with the correct link to the Assessment record sheet.	12/11/2024
1.8	Page 5 updated with the correct link to the Assessment record sheet. Page 10 updated with the correct sample size information	18/11/2024

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General Information

If you have any further queries regarding this administrative support guide, please visit the contact pages below for:

- [Exams Officers](#)
- [Teachers](#)

Registration of Learners at Qualification Level

Learners should be registered for the qualification at Edexcel Online using the following title and code by the BTEC registration deadline.

- Enterprise: REN3

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 Enterprises	Pearson Set Assignment	BEN01
2: Planning and Presenting a Micro-Enterprise Idea	Pearson Set Assignment	BEN02
3. Marketing and Finance for Enterprise	Exam	BEN03

Key Dates Schedule

The Key Dates Schedule for the BTEC reformed Tech Awards can be found [here](#)

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 Components 1 and 2

Please visit our qualification pages for support materials including:

- Sample Pearson Set Assignments [here](#)
- Exemplar Standardisation Materials (ESM) [here](#)
- BTEC Tech Awards Enterprise Assessment Tracker Tool [here](#)
- BTEC Tech Award Assessment Record Sheet [here](#)

Special Requirements

Click [here](#) for information on **special considerations**

Click [here](#) for information on **access arrangements**

Post Results Services (PRS)

Click [here](#) for information on:

- Review of Marking and Moderation (RoMMs)
- Appeals

Training from Pearson

Click [here](#) to register your interest for forthcoming **training and CPD events**

Externally Assessed Components

[The External Assessment Overview document](#) contains key information and definitions of terms related to the delivery of our external assessments from assessment dates, entry deadlines, and levels of control in one useful document. Key dates for the externally assessed component will be found via the following links.

from 2024 when external assessment first becomes available:

Click [here](#) for information on **entry deadlines** and **results dates**

Click [here](#) for information on **exam timetable**

Click [here](#) for information on **conducting exams**

Support Materials for Component 3

Please visit our qualification pages [here](#) for support materials including:

- Specification
- Sample Assessment Material
- Additional Sample Assessment Material
- Teacher Support Material: Financial documents and statements templates for Component 3

General Guidance for Internally Assessed Components

Before the assessment

Teacher/assessors must ensure that:

- They have read and understood the instructions for administration of BTEC Tech Awards assessments provided in this document.
- They have understood the delivery of the assessment and read the JCQ Instructions for Conducting Coursework which can be found [here](#).
- Learners have been registered onto the correct qualification.
- Learners are entered for assessments by the deadline for the series they wish to sit them.
- Learners have been prepared through a suitable period of teaching and learning before assessment takes place.
- Learners are made aware of the timetabled sessions during which they should complete monitored preparation (where relevant), when they will undertake supervised assessment and the levels of supervision for the assessments.

Administration

All Pearson Set Assignments are released digitally on the Pearson website as padlocked secure content. An Edexcel Online password is required to access and download the Pearson Set Assignments (PSA) when they are released. There will be two releases each year for each internally assessed component of the Tech Award in Enterprise. These are:

- September release for December/January moderation series
- January release for May/June moderation series

Centres are required **to enter learners for each Internally assessed component** They must be entered by the deadline for the series in which the learner wishes to sit them, and late fees will apply for late entries. Entry for the internally assessed components will ensure that we have supplied you with all relevant information and allow a moderator to be allocated to receive your learner work. The Pearson Set Assignment (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.

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 Please refer to the Key Date Schedule for the centre submission deadline	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 Please refer to the Key Date Schedule for the centre submission deadline	External Assessment (from 2024)	Results

Internal standardization

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, you are permitted to design your 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, but no specific instructions can be given to tell them specifically what to do to improve their responses.

Resubmission of evidence

For internally assessed components, after marking the initial assessment, the centre may make the decision to allow learners who may not have achieved their expected potential the opportunity to resubmit their evidence.

Please refer to the [Centre Guide to Quality Assurance – BTEC Tech Awards](#) for further guidance on resubmission

The moderation process

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 learner evidence identified for the moderation sample (indicated by a tick mark in Edexcel Online) into the Learner Work Transfer system via Edexcel Online
- signed authentication and assessment records for the learners.

The deadlines for submitting marks and sampled learner work can be found in the Key Date Schedule which can be found [here](#).

Centres may choose to submit their marks and sample of learner work earlier than the deadlines if they wish to. Please refer to the Key Dates Schedule for the optional early moderation opening date.

Following the submission of marks for moderation, there is **no further opportunity for learners to improve their evidence** based on the same completed Pearson Set Assignment.

Moderation

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
11-99	10
100 -199	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 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 that 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 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 in this document. After this date, no further amendments can be made.

Following moderation, feedback and any amendments to marks the centre wishes to make, the moderator will review the final centre marks against their moderator marks and finalise their written Moderator Report which will be published on Edexcel Online on Results day for the series.

If the final centre marks are reasonably accurate, they will be awarded. If centre marks are still not within a reasonable degree of deviation from national standards, an adjustment will be applied by the Pearson system. Where mark adjustments are made, the pattern of differences between your centre's marks and the moderator's will be taken into account, so that your centre's marks are in line with the standard being applied nationally. Unless your centre has been demonstrably inconsistent, mark adjustments will maintain the centre's rank order.

Retakes

Following results, if the outcome is still not satisfactory and the learner would like to retake the internal assessment to improve their mark, they may be given one retake opportunity using the new Pearson Set Assignment in a later assessment series. For internally assessed components, the highest result will be carried forward towards the qualification outcome. For further information on retaking assessments, please see the [Centre Guide to Quality Assurance – BTEC Tech Awards](#).

Learners can retake internally assessed components once, should they need or want to during their course. It is always in the best interests of the learner to be entered for assessment when teachers judge that they are ready to be assessed.

If learners are retaking internally assessed components, they must respond to the new PSA released for that series. Learners are permitted to adapt work from their initial sitting **where it is appropriate**. They can use the full allocated time, including monitored preparation where applicable, and if they choose to adapt work from their initial sitting, they will need to **repurpose, build upon and/or amend their work to meet the new PSA**. Learners should never be overly guided on how to improve their work, and if assistance is provided, this should be documented and considered during assessment.

For further information, centres should follow the [JCQ Guidance](#) with particular attention paid to sections 2 and 17.

Assessor Guidance for Internally Assessed Components

Your role as the assessor

As the assessor of this internal assessment, it is your role to:

- ensure correct processes to maintain security and authenticity are followed for the duration of the assessment.
- make and record assessment decisions using the mark bands.
- provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity, so they are aware of the differences during learning and assessment.

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

Component 1: Exploring Enterprises

Introduction

The key purpose of this assessment is for learners to understand and apply knowledge of enterprises and entrepreneurs and to understand how market research and situational analyses are used by entrepreneurs to understand their competitors, customers and the impact on their success. This assessment will be offered twice a year. The timing of the assessment is approximately 5 hours of supervised assessment.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners will explore one enterprise to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by the entrepreneur(s) to be successful. Learners will explore how the selected enterprise uses market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect the selected enterprise.	Supervised Conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website, linked here (accessible with an Edexcel Online password)

Levels of control

The assessment evidence is produced under supervised conditions to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The supervision by teachers 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 completion of each task in this set assignment refer to supervised hours.
- Designated assessment areas must only be accessible to the learner and to named members of staff.
- Learners can only have access to their work under supervision.
- Work must be held securely in between supervised sessions and must not be taken in or out of sessions.
- During supervised sessions, learners must work independently, cannot work with or discuss their work with other learners.
- Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/visual content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher.
- Learners will be able to access the materials specified in the assessment.
- During supervised conditions, learners are allowed to:
 - have access to six sides of A4 of prepared notes (for the entire Pearson-set Assignment) to allow them to complete the tasks. These may be handwritten or typed. If Word processed, the font size must be 10 point minimum
 - Learners can access the internet for sourcing audio/visual content, but must not have access to email, or any other resources aside from their permitted notes, unless stated as permitted below
 - Learners are not permitted to remove their notes from the teacher's possession during the supervised conditions
 - For Tasks 1, 2 and 3, learners are able to bring in notes which will include research to complete the tasks. Any research undertaken, or notes made, does not form part of the supervised conditions period.
- When providing structure to support learners in producing appropriate research and support notes during the supervised period, teachers must follow the guidelines for feedback, avoid over-direction and be able to ensure the authenticity of independent learner work produced for the Pearson Set Assignment.
- Mock assessments, including templates used as part of mocks, are encouraged as part of the teaching and learning process. However, the material or completed work for mock assessments are not considered course notes so should not be used during assessment.
- Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.
- You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally assessed component.
- You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Monitored preparation

- Preparation time is provided to allow learners to produce preparatory materials for use during supervised sessions. This can include research notes, preparation of graphs and tables, and references to research and practice. Learners may have access to their course folder during the monitored preparation time but not during the supervised write-up.

Monitored preparation consists of two elements:

1. independent preparatory research on the selected enterprise and entrepreneur(s), the market research they undertake, and the external factors, opportunities and threats faced by the enterprise. This can include but is not limited to the internet for secondary research and access to appropriate entrepreneurs for primary research.
 2. up to six hours of monitored note preparation and practice with access to the internet. Learners may use a computer and the internet during this time.
- Preparation can take place both within and outside of the classroom environment but must be monitored to ensure independent working and authenticity of any permitted materials produced.
 - Any preparatory materials produced must be checked and authenticated as the learner's own work. This may be done through engaging in a meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment.
 - All learner notes must be checked prior to the supervised conditions period.
 - Preparatory materials cannot include finished written or practical evidence for assessment prepared in advance of supervised sessions.
 - Learners' notes can include facts and figures, graphs and charts.
 - Learners' notes must not include:
 - any attempt to interpret, analyse or evaluate the research findings.
 - any attempt to pre-prepare responses to tasks.
 - paragraphs or extended sentences.
 - Centres must make arrangements to:
 - collect learners' notes at the end of monitored preparation period.
 - check that the notes conform to the guidelines on allowable content.
 - make the notes available to learners at the start of the supervised conditions period.
 - If notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the supervised session.

Assessment evidence

Evidence requirements for each task are listed below:

Task	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Understand how and why enterprises and entrepreneurs are successful	Produce one of the following: - a written report of approximately 2–4 pages of A4 which can include supporting images - an audio or video verbal report recording lasting approximately 2–4 minutes	Completion time for task: Approximately 2 hours
Task 2	Learning Outcome B Understand customer needs and competitor behaviour through market research	Produce one of the following: - a written report of approximately 2–4 pages of A4 which can include annotated screenshots - a podcast with annotated screenshots provided alongside	Completion time for task: Approximately 1 hour
Task 3	Learning Outcome C Understand how the outcomes of situational analyses may affect enterprises	Produce the following: a written report of approximately 2–4 pages of A4 which can include annotated screenshots	Completion time for task: Approximately 2 hours

Guidance for teachers

Before the assessment

You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.

You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.

Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

During the assessment

To maintain security during supervised conditions:

- all work must be completed independently by the learner under the monitoring and supervision conditions outlined in the levels of control.
- work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose.
- guidance or support can be given to learners only in order to clarify:
 - the requirements of tasks.
 - the evidence they need to produce.
 - any resources they are allowed to access.
- learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks.
- appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

After the assessment

Marking grids

The marking grids for internally assessed components can be downloaded from 'course materials' section on the qualification page, and interactive versions of the marking grids can be used in the Assessment Tracker Tool. They can also be found in the specification.

Submission of evidence for moderation

The following will need to be submitted for each learner selected for moderation sampling:

Item	Number to be sent
1 A completed portfolio of work in response to the Pearson Set Assignment. This may include various formats of evidence as stated in the assignment and summarised in the Assessment Evidence section above.	Portfolio per learner
2 Learner Assessment Record (including declaration of authenticity and consent) signed by the learner and teacher/assessor. Only a single assessment record form for each learner required per internal component which includes the learner and assessor authentication declaration.	One copy for each learner
An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool will help you to manage the recording of marks and records for the class and allows you to generate the Assessment Record Reports for submission. The Assessment Record sheet and Tracker tool can be found on the subject qualification page for each Tech Award. A training video on how to complete the Tracker is available here	

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.

Guidance on preparing and submitting recorded evidence

The recording 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 the exams office, until they are submitted for moderation.

For identification purposes each learner must introduce themselves at the start of the recording stating their:

- name
- candidate number.

The camera must be positioned to ensure that **the best possible quality and unobstructed recording is made of the activity**.

The recording of the activity **must not** be paused or stopped, i.e., the full activity should be submitted to the moderator.

There is no requirement for all activities to be recorded in the same session.

Teachers are not permitted to question or respond to the students.

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 (including .flv .mov .wmv .vlc). 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.

Component 2: Planning and Presenting a Micro- Enterprise Idea

Introduction

The key purpose of this assessment is for learners to be innovative and creative, choosing a micro-enterprise idea to plan and present. This assessment will be offered twice a year. The timing of the assessment is approximately 7 hours of supervised assessment.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.	Supervised conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website, linked here (accessible with an Edexcel Online password)

Levels of control

The assessment evidence is produced under supervised conditions to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The supervised conditions take 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 completion of each task in this set assignment refer to supervised hours. However, for Task 2a the recordings may take place outside the classroom environment and are not included as part of the supervised hours.
- During supervised sessions, learners must work independently, cannot work with or discuss their work with other learners.
- Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/visual content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher.
- Work must be held securely in between supervised sessions and must not be taken in or out of sessions, except for Task 2a as slides may be taken to the location where the recording will take place, which may be outside the classroom environment. The slides produced for use in the recording must have been submitted to the teacher before being taken out of the classroom environment.

- Learners will be able to access the materials specified in the assessment.
- During the supervised conditions, learners are allowed to:
 - have access to six sides of A4 of prepared notes (for the entire Pearson-set Assignment) to allow them to complete the tasks. These may be handwritten or typed. If word processed, the font size must be 10 point minimum.
- Learners can access the internet for sourcing audio/visual content, but must not have access to email or any other resources aside from their permitted notes, unless stated as permitted in the assessment.
- Learners are not permitted to remove their notes from the teacher's possession during supervised conditions.
- For Task 1, learners are able to bring in notes which will include research to complete the tasks. Any research undertaken, or notes made, does not form part of the supervised conditions period.
- For Task 2, learners are able to bring in notes in order to complete the task.
- The delivery of the presentation can be recorded outside of the supervised conditions period. It can be recorded by the learner and does not need to be in front of a live audience.
- The business plan will not have been assessed before the learner's presentation. Their review does therefore not need to include any inaccuracies identified in their business plan. Any errors contained within their business plan which are then presented and reviewed should not be penalised.
- When providing structure to support learners in producing appropriate research or support notes during the supervised period, teachers must follow the guidelines for feedback, avoid over-direction and be able to ensure the authenticity of independent learner work produced for the Pearson Set Assignment.
- Mock assessments, including templates used as part of mocks, are encouraged as part of the teaching and learning process. However, the material or completed work for mock assessments are not considered course notes so should not be used during assessment.
- Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.
- You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally assessed component.
- You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Monitored preparation

- Preparation time is provided to allow learners to produce preparatory materials for use during supervised sessions. This can include research notes, preparation of graphs and tables, and references to research and practice. Learners may access their course folder during the monitored preparation time, although not during the supervised write-up.

Monitored preparation consists of four elements:

- for Task 1, independent preparatory research for the micro-enterprise idea. This can include but is not limited to the internet for secondary research and access to potential customers for primary research. Learners are allowed up to four hours of monitored note preparation and practice with access to the internet. Learners may use a computer, their course folder and the internet during this time.
 - for Task 2a production of slides, learners are permitted to plan their slides with access to the internet. Learners can have time outside of the classroom environment if required. Learners may use their business plan (Task 1), a computer, their course folder and the internet during this time.
 - for Task 2a delivery, learners are permitted to practise the delivery of the slides, test the functionality of the equipment/software and prepare cue cards/speaker notes if they wish. Learners can have time outside of the classroom environment if required. Learners are not permitted to amend the slides nor record themselves during this period.
 - for Task 2b learners should have access to their slides, speaker notes (if used) and recording. Learners are permitted to plan their review. Learners can have time outside of the classroom environment if required. Learners may use their slides speaker notes if used, and recording, a computer, their course folder, and the internet during this time.
- Preparation can take place both within and outside of the classroom environment but must be monitored to ensure independent working and authenticity of any permitted materials produced.
 - Any preparatory materials produced must be checked and authenticated as the learner's own work. This may be done through engaging in a meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment.
 - All learner notes must be checked prior to the supervised conditions period.
 - Preparatory materials cannot include finished written or practical evidence for assessment prepared in advance of supervised sessions.
 - Learners' notes can include facts and figures, graphs and charts.
 - Learners' notes must not include:
 - any attempt to interpret, analyse or evaluate the research findings.
 - any attempt to pre-prepare business plans, financial statements. and records, risk assessments or responses to tasks.
 - paragraphs or extended sentences.

- Centres must make arrangements to:
 - collect learners' notes at the end of monitored preparation period.
 - check that the notes conform to the guidelines on allowable content.
 - make the notes available to learners at the start of the supervised conditions period.
- If notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the supervised session.

Assessment Evidence

Evidence requirements for each task are listed below:

Task	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Choose an idea and produce a plan for a micro-enterprise idea	Produce both of the following: • a written response on the choice of idea of approximately 1–2 pages of A4 which can include supporting images. • a business plan for the micro- enterprise idea	Completion time for assignment: • Approximately 5 hours
Task 2	Learning Outcome B Present a plan for the micro- enterprise idea to meet specific requirements Learning Outcome C Review the presentation of the micro-enterprise idea to meet specific requirements	Produce all of the following: • electronic presentation of the business plan (with speaker notes) of approximately 6–12 slides • visual recording of the delivery of the presentation • written report on the production and delivery of the presentation	Completion time for assignment: • Approximately 2 hours

Guidance for teachers

Before The Assessment

You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.

You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.

Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

During the assessment

To maintain security during supervised conditions:

- all work must be completed independently by the learner under the monitoring and supervision conditions outlined in the levels of control.
- work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose.
- guidance or support can be given to learners only in order to clarify:
 - the requirements of tasks.
 - the evidence they need to produce.
 - any resources they are allowed to access.
- learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks.
- learners must not however be given any support or feedback in writing or editing notes.
- appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

After the assessment

Marking Grids

The marking grids for internally assessed components can be downloaded from 'course materials' section on the qualification page and can also be found in the specification.

Submission of evidence for moderation

The following will need to be submitted for each learner selected for moderation sampling:

Item	Number to be sent
1 A completed portfolio of coursework in response to the Pearson Set Assignment.	Portfolio per learner
2 Learner Assessment Record (including declaration of authenticity and consent) signed by the learner and teacher/assessor. Only a single learner assessment record form for each learner required per internal component which includes the learner and assessor authentication declaration.	One copy for each
We also have an Assessment Tracker tool available in Excel format that can be used instead of this form which will help you to collect marks for the class, streamline management of records, and allows you to export the assessment record forms for sampled learners for moderation. The Assessment Record Form and Tracker tool can be found on the subject qualification pages for each Tech Award.	
A training video on how to complete the Tracker is available here	

Guidance on preparing evidence for submission

- Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence.
- Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated.
- Digital files should be saved in an accessible format that does not require specialist software to access.

Guidance on preparing and submitting recorded evidence

The recording 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 stating their:

- name
- candidate number.

The camera must be positioned to ensure that **the best possible quality and unobstructed recording is made of the activity.**

The recording of the activity **must not** be paused or stopped, i.e., the full activity should be submitted to the moderator.

There is no requirement for all activities to be recorded in the same session.

Teachers are not permitted to question or respond to the students.

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 (including .flv .mov .wmv .vlc). 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.

